

**SAU 104 Superintendent Services Feasibility Study
Rollinsford School District
October 24, 2024**



Presented to the Rollinsford School Board by the Feasibility Study Ad Hoc Committee

Table of Contents

- I. Executive Summary
- II. Introduction
- III. Background
 - A. Rollinsford Education System History
 - B. Rollinsford Student Enrollment History
 - C. Tuition History for Students in Grades 7-12
 - D. SAU 56/104 Budget History
- IV. Strategic Goals
- V. Proposed Superintendent Services Models and Cost Estimates
 - A. Staffing Scenarios
 - 1. Scenarios 1 a and 1b
 - 2. Scenarios 2a, 2b, and 2c
 - 3. Scenario 3
 - B. Staffing Scenario Cost Estimates
- VI. Feasibility Study Analysis and Recommendation
 - A. Ad Hoc Committee's Data and Information Analysis
 - B. Ad Hoc Committee's Staffing Scenario Recommendation
- VII. Recommended Superintendent Services Model Impacts
 - A. Administrative/School Board
 - B. Budget Impacts
- VIII. Proposed Transition Timeline Options
- IX. Appendices

I. Executive Summary

As outlined in NH RSA 194-C:4, each School Administrative Unit (SAU) in New Hampshire is required to provide superintendent services in order to appropriately oversee and lead the SAU's public school(s). These services include, but are not limited to, educational leadership, district operations management, and business services. See Appendix A for the full description of superintendent services that are required by statute.

A historical review revealed that Rollinsford has a long and proud history of working to become, first, an independent town and then, an independent school district. Though Rollinsford continues to educate its K-6 students in Rollinsford, it has tuitioned its students in grades 7-12 to other area school districts for over 100 years. The educational programming required for middle and high school students is cost-prohibitive for many small towns, Rollinsford included. As such, after tuitioning students to Dover for many years, in 1968, Rollinsford entered into an AREA agreement with the Somersworth School District to provide middle and high school education to its children. In 2013, after decades of discussion about this arrangement, the school board recommended to the community that they approve ending the agreement with Somersworth and begin sending middle and high school students to MSAD 35 in South Berwick, ME. This vote was approved and, as a result, Rollinsford students have been attending Marshwood Middle and High School since the 2015-2016 school year.

In 2018, citing the desire to have complete control over the educational decision-making for their school district, the Somersworth school board notified Rollinsford that it would be starting the process to withdraw from SAU 56. In response, Rollinsford started its own process to withdraw from SAU 56. Each community created their own committees and members of these committees also met jointly to determine the best path forward to separate SAU 56. After presenting its withdrawal plan to the NH State Board of Education, in 2020, the school board recommended to the voters that they approve withdrawing from SAU 56 and become their own single-district SAU. The voters approved this recommendation. The NH State School Board approved Rollinsford's withdrawal plan and as such Rollinsford School District officially became SAU 104 on July 1, 2020.

When the Rollinsford School District became SAU 104, it entered into an agreement with the Somersworth School District-SAU 56 to purchase superintendent services to be in compliance with RSA 194-C:4. During the last four years, there has been ongoing interest by the school board to complete the transition of becoming its own SAU by providing its own superintendent services. To determine whether or not this was possible, the voters approved the 2024-2025 operating budget with funds to hire an advisor to work with the school board to conduct a feasibility study that would determine whether or not full independence is achievable.

In July 2024, an Ad Hoc committee of two members of the board worked with the advisor to study the history, budgetary impacts, and different staffing scenarios to determine if SAU 104 needs would be best met by creating and implementing a new superintendent services model or if it would renew its existing agreement with SAU 56.

The Ad Hoc Committee recommends that the full board take the following actions:

- 1. Vote to discontinue the superintendent services agreement with SAU 56 after the conclusion of the 2024-2025 school year.**
- 2. Vote to adopt Staffing Scenario 2c (see recommendation in Section VI, B. of this report). This scenario includes hiring a part-time superintendent, hiring a full-time accounting/payroll assistant, and contracting the other services required in RSA 194-C:4.**

II. Introduction

During the 2023-2024 school year, the Rollinsford School Board renewed its interest in completing the transition of SAU 104 to a fully independent SAU by determining whether it could implement its own superintendent services model to work collaboratively with the school board and other stakeholders to oversee the educational decisions of the school district. The Board unanimously voted to hire an advisor to work with the Board throughout the 2024-2025 school year to study various staffing configurations and the financial implications of creating and implementing its own superintendent services model.

In June 2024, Lori Lane, former SAU 56/SAU 104 Superintendent of Schools (2021-2023) was hired in this advisory position and worked with the Rollinsford School Board's Ad Hoc Committee members, Board Chair Michael Blough and Board Vice Chair Kerri Lynn Choate to conduct this study and create this report.

The purpose of this document is to outline the information gathered during the feasibility study and the Ad Hoc committee's recommendations to the full Board on what superintendent services model would best meet the needs of SAU 104.

The Ad Hoc Committee would like to express its appreciation to the following organizations for their assistance with various aspects of this feasibility study.

- RGS administration and designated staff
- MSAD #35 administration
- SAU 56 administration
- NH Department of Education (NH DOE)
- NH School Boards Association (NHSBA)
- Educational professionals and contracted service providers
- State and local historians and community members

Various historical documents were also reviewed and serve as informational sources for this study.

This document and the presentation slides will be made available to the public on the SAU 104 website after the public presentation to the full Rollinsford School Board on October 24, 2024.

III. Background

A. Rollinsford Education System History

Please note: The primary source of the information included in this section comes from the application created and submitted by the NH Division of Historical Resources in August 2015 when it applied to have the Rollinsford Grade School building placed on the National Registry of Historic Places. Additional sources include various Town of Rollinsford annual reports, the 2012 Rollinsford/Somersworth Withdrawal Committee Study Report, 2019 SAU Withdrawal Study Report, news articles, and information found on the Town of Rollinsford's website.

Learning from the past can help us understand the present and begin to chart the path forward for the future. This is a brief overview of Rollinsford's history of educating its children.

The Rollinsford and Somersworth communities have an intertwined history that dates back to the 1600s when the seacoast area was first settled. The communities have shared land, facilities, education, and the like for hundreds of years. As such, it is nearly impossible to describe Rollinsford's history without mentioning Somersworth which is why there are multiple references to the City of Somersworth throughout this section.

INCORPORATION AS A TOWN

"In the 1840s, responding to the increased population in the industrial village of Great Falls, the town began holding annual town meetings in the town meeting house in present day Rollinsford and special meetings in the village of Great Falls in present day Somersworth. Tensions between the southern and northern ends of town grew as the town contemplated constructing a town house in Great Falls. In 1845, the town voted to build a new town house (town hall) in the village of Great Falls which was finished in time to host its first town meeting in 1846. In 1848, the town voted to clean and close its old meeting house. Before action was taken, a fire destroyed the building. At the 1849 town meeting, the voters postponed indefinitely articles requesting the construction of a new town house at the site of the old meeting house and to hold all town meetings at this new town house. At that meeting, the voters defeated an article to allow the town to divide into two municipalities. That same year, the residents of the southern end of town petitioned the legislature to secede. The town of Rollinsford was created on July 3, 1849, by legislative action."

As described above, the Town of Rollinsford, through the actions of its forefathers when the Town was created, has demonstrated a spirit of independence that the community has always sought to provide for its own residents, including meeting the needs of its children.

STUDENT EDUCATIONAL HISTORY

In response to legislation passed in 1642 requiring communities over 50 residents to provide education to their children, a number of "districts" were created over the land area that now comprises the Rollinsford and Somersworth communities. To meet this legislated requirement, there was construction of several one-room school houses within these districts to provide places to educate the area's children. Records note that there were as many as six school houses and nine different districts throughout this period of history.

Since the incorporation of the town of Rollinsford in 1849, the community's elementary children have been educated in schools located within the town. In 1851, voters established four school "districts" within Rollinsford for educational purposes. During this time, a new four-room school building known as the Franklin School was erected in the village in 1850, a new school was constructed in District 3 in 1852, later known as the Sullivan School House, and a new school was erected in District 4 in 1854 later known as the Pear Yard School. In 1859, the town voted to spend \$300.00 for a high school to be held in the Franklin School in Salmon Falls village.

In 1885, with more than 2,200 school districts in New Hampshire, the NH legislature abolished the division of towns into sub-town school districts and mandated the creation of town-wide school boards. In 1887, Rollinsford consolidated its schools into two districts. District 1 encompassed the Franklin School in the village which also housed the still active high school. District 2 encompassed the four rural one-room school houses. Rollinsford did not fully comply with the 1885 law until 1903 when the town merged its two districts under the management of one school board.

One of Rollinsford's District 2 schools included the Pear Yard School. The excerpt below is from the Rollinsford Historical Committee Report submitted for the Town's 2017 annual report:

"The Pear Yard School in Rollinsford, New Hampshire is one of the most historic surviving examples of a one-room schoolhouse in our state. Built in 1854, unlike other schoolhouses that were simply given a number representing the district that they served, the Pear Yard's School name is an important reminder of the agricultural and educational heritage of this region that dates back to the 18th century. Surviving records document on March 16, 1793 officials voted the school-house for Number Two, or the west district, shall be at a certain place called the old back road, opposite a certain Pear-Yard in the possession of Andrew Rollins, or as near said spot as there can be a piece of land procured for the house.

The current Pear Yard School, as far as records can tell us, was built in 1854 in the same vicinity to replace the 18th century schoolhouse as the town's population grew during the Industrial Revolution. The Pear Yard School carried on this name long after the original pear orchard had likely vanished. The building was used continuously by the town until June 1936, when all the schoolhouses in Rollinsford were closed when the centrally located Rollinsford Grade School was built."

In 1910, the State of New Hampshire required children to attend school until the age of 14, increasing the age to 16 three years later. In the early 20th century, the number of children in the Salmon Falls village school continued to grow, the district's rural schools declined, resulting in the closing of one rural school house in the early 1920s.

New Hampshire's education reform bill of 1919 created a NH State Board of Education, created the Commissioner of Education, gave the state administrative responsibilities over the state's school systems, required regional superintendents who served as state employees, revised how tax rates were set for the support of schools, and established a state aid program based on property wealth. The regional superintendent oversaw the school districts in several seacoast area communities including Rollinsford.

In January 1920, the first regional superintendent, Walter H. Young reported that the town's schools did not comply with state law that mandated suitable and sanitary buildings. The Franklin School also suffered from overcrowding and excessive noise from the rail line that formed the northern border of the school property. The superintendent concluded that the only solution was a new consolidated school building, centrally located away from the railroad. Instead, however, the town installed grades 1, 2, and 3

later that year in rooms in the town hall and invested in improvements to its existing school buildings that continued throughout the 1920s.

The Salmon Falls Manufacturing Company closed its doors in 1927 which had an immediate impact on the town, including its student population. The three remaining “rural” schools’ students were consolidated into the Sullivan and Pear Yard Schools. The Franklin School became a grades 1-8 school. During this time, students in grades 9-12 were tuitioned and transported by train to Berwick Academy or to Dover High School.

Major and minor repairs and improvements continued in the Franklin and the other schools throughout the early 1930s. In 1932, it was reported that the school buildings were as “sanitary as old buildings and floors permit.” However, in 1934 the superintendent reported that “Rollinsford needs a new school building in a proper location.” In order to plan for the new school to be built, in January 1936, the school board purchased a total of 4 acres comprising two lots on or near the corner of Locust and Willey streets. The architectural firm Huddleston & Hersey from Durham, NH was hired to design the new school building.

On January 4, 1937, Rollinsford Grade School (RGS) opened its doors to the students of Rollinsford with 127 children in grades 1 through 8. Students from the Salmon Falls village area walked to school while the children in the more rural areas of town arrived on bus. Students in grades 9-12 continued to choose between Dover and South Berwick for their high school education.

In the late 1950 and early 1960s, RGS student population continued to increase (in 1964, there were 256 students in grades 1-8) and the town started to plan to expand the physical plant. In 1965, the addition called “the Annex” was completed. The Annex addition provided four new classrooms, a teacher’s room, new bathrooms, a small office, a storage room, an equipment storage room for the gym, and a utility closet. Since the 1965 addition, the largest capital improvement to RGS was the completion of a one story addition in 1998 at the north end of the Annex built to host a newly formed public kindergarten program. By 1968, enrollment at RGS had reached 341 students in grades 1-8. That year the gym was used as the 7th and 8th grade classroom and the stage as the school library. High school aged students continued to attend either Dover High School or Berwick Academy.

Encouraged by state legislation in 1952 and 1963 that authorized area school districts, in 1968, under the guidance of regional school superintendent John Powers, Rollinsford entered into a 20-year “Authorized Regional Enrollment Area School” or AREA agreement with the Somersworth School District. The AREA agreement designated Rollinsford as the “sending” district and Somersworth as the “receiving” district for the purpose of providing Rollinsford’s students with educational opportunities. Starting in the 1969-1970 school year, Rollinsford’s 7th and 8th grade students attended the newly constructed Somersworth Middle School and students in grades 9-12 attended Somersworth High School. Rollinsford Grade School continued to serve grades 1-6. By moving the 7th and 8th graders to Somersworth, the enrollment at RGS dropped to 263 and the gym was no longer used as classroom space.

In 1972, the voters approved a motion to create a “dual enrollment plan” with Dover for “certain students” to access academic and vocational opportunities in grades 9-12. Most grades 7-12 students, however, continued to be educated in Somersworth.

At the 1982 annual school district meeting, a motion came from the floor and was approved by the voters to “appoint a committee to study the feasibility of improved Rollinsford representation on the Somersworth School Board.” The committee provided a report that was presented at the 1983 annual school district meeting that determined the AREA agreement structure did not provide the Rollinsford community with

the kind of “say” the community was looking for in how their children were being educated and what the associated costs were for that education. As such, the public made and passed a motion to appoint a three-year committee to study and plan to become a cooperative school district.

An extension of the three-year cooperative agreement committee was approved at the annual school district meeting in 1986.

In 1991, two petition articles appeared on the warrant, one asking to study the feasibility of returning seventh and eighth grade students to Rollinsford Grade School. The other article proposed studying whether Rollinsford could support its own high school. After discussion at the annual school district meeting, the second article was amended and the motion was carried to form a committee to study high school alternatives. In 1992, in his report to the community, former long-time board chair, Jay Whitehouse asked for the public’s assistance in forming a committee to study the existing AREA agreement and “other items of mutual interest” with Somersworth.

The “Grade 7-12 Alternative Area Education Committee” presented its report at the 1996 annual school district meeting. The committee recommended that an alternative be sought instead of continuing the existing agreement with Somersworth. At this same meeting, a “non binding straw poll” was conducted on the Committee’s recommendation. The straw poll indicated that those in attendance supported the Committee’s recommendation to seek an alternative for educating students in grades 7-12.

At the 1998 annual school district meeting, the voters approved an article that approved renewing the AREA agreement with Somersworth that included three different amendments to the existing agreement. The amendments included a provision that the Rollinsford and Somersworth School Boards meet every five years to review the agreement, that joint meetings of the two boards could be held at anytime at either district’s request, and that Somersworth would commit to operating “fully approved” schools, including meeting the established standards set forth by the New England Association of Schools and Colleges (NEASC). The motion to accept the AREA agreement with these amendments was approved by the voters.

In 2004, Rollinsford school board chair Denise Knowles stated in the Town’s annual report that “both boards continue to work together as a team to bring the districts to new levels of respect, education, understanding, and cooperation.”

In 2009, the AREA agreement was presented to the town (*please note: this was the first year the school district implemented the “SB2” process of approving the school district’s annual warrant*) to consider approving an amendment to the AREA agreement that would allow a Rollinsford resident to sit as a non-voting member of the Somersworth School Board. The community was told at the deliberative session that the voters in Rollinsford and the Somersworth City Council would need to approve the AREA agreement with this amendment for it to take effect. It was also noted that the school board will continue to “explore and investigate” other education options for Rollinsford’s grades 7-12 students. The Somersworth City Council rejected the amendment which did not allow the proposed amendment to be put in place.

In 2011, the town voted (226-168) to expend funds to conduct a feasibility study to identify options for educating their grades 7-12 students. According to the Withdrawal Committee’s 2012 report, “Rollinsford and Somersworth have been involved in an area agreement since 1968 to educate their students Grades 7-12. There have been many attempts over the years to review this agreement without success or changes occurring.” The study, conducted by the NH School Boards Association, included the middle and

high schools in Dover, Noble, Marshwood, Oyster River, and Somersworth and looked at educational opportunities, academic achievement, tuition costs, and enrollment capacity.

Based on the recommendations of the Study Committee, an article was placed on the 2012 school district warrant to request the expenditure of funds to finalize the withdrawal from the AREA agreement with Somersworth. This article was approved 427-122. The Withdrawal Committee was formed in April 2012, an RFP was created to gather information from these school districts. Oyster River removed themselves from consideration and Noble did not apply.

After touring the schools, gathering public input, and hearing presentations from Dover, Marshwood, and Somersworth school officials, the Withdrawal Committee voted 4-2 in October 2012 to recommend to the school board to dissolve the AREA agreement with Somersworth and begin negotiations with MSAD #35 - Marshwood School District in South Berwick, Maine. The school board concurred and placed an article on the March 2013 warrant to gain approval to move forward with the process of sending their students to Marshwood Middle and High Schools. The voters approved this article.

The 2013-14 and 2014-15 school years allowed the students and their families to prepare for the transition and for the school board to finalize tuition agreements. All middle school students started to attend Marshwood Middle School during the 2015-16 school year regardless of whether they had already started their education at Somersworth Middle School. High school age students who had already started attending Somersworth High School were given the option to finish their high school careers at Somersworth or they could transfer to Marshwood High School. The 2019-2020 school year was the last year that any Rollinsford students attended Somersworth High School.

As of the writing of this report, RGS continues to educate students in grades K-6. Rollinsford students in grades 7-12 continue to attend Marshwood Middle and High School.

Preschool students, starting at age 3, identified as needing specialized services continue to attend the preschool program in Somersworth.

SCHOOL ADMINISTRATIVE UNIT (SAU) 56 HISTORY

As mentioned above, the New Hampshire Legislature has passed laws over the years to improve the municipal governance of local schools. As noted, there has been a large swing from creating many individual “districts” within communities, to then in 1952, creating large regional supervisory governance from a designated regional superintendent of schools to assist many communities' local school boards with this task of overseeing the education of their children.

In 1954, the regional supervisory union that Rollinsford was a part of included Somersworth, the Oyster River School District, and the Newington School District. Newington left the region in 1973 and Oyster River (the cooperative school district of Durham, Lee, and Madbury) left after the 1986-87 school year. The two remaining school districts in SAU 56 were Rollinsford and Somersworth.

The two boards comprised a joint school board where all 14 members (5 from Rollinsford and 9 from Somersworth) would oversee the operations of the SAU 56 central office. Neither district provided input into the education or budgets for their individual school districts. The joint board's most substantial task, aside from hiring the school superintendent, was creating and passing the SAU's annual operating budget of which both districts paid a portion reflective of the percentage of each district's student population.

Somersworth's portion was approximately 84% of the total cost, while Rollinsford's portion was approximately 16%.

In 2018, Somersworth voted to create a committee to study withdrawing from SAU 56. School board and city officials stated that because Rollinsford no longer sent students to Somersworth, it was felt that Somersworth should have full autonomy to make all educational decisions including those needed for the SAU (i.e. hiring a school superintendent) which was still under the oversight of the joint school board.

In 2019, the town of Rollinsford voted to support the article on the school district warrant to create a committee to study withdrawing from SAU 56. The committee reached out to a number of local school districts and inquired about whether they might be interested in providing Rollinsford with superintendent services. Most districts were not interested. Dover provided a proposal but also wanted Rollinsford to transition its middle and high school students to the Dover schools. Marshwood was only interested in possibly providing special education administration services. Somersworth said that it would be willing to continue providing the superintendent services as it had been, using the same formula that was currently in place. The major change would be that there would no longer be a joint school board providing oversight to SAU 56's superintendent's office. Somersworth alone would make the educational and SAU budget decisions and Rollinsford would no longer have any input in these decisions.

In 2020, the town of Rollinsford voted to support the article on the school district warrant to withdraw from SAU 56. In May 2020, the NH State School Board approved Rollinsford's request to become a separate, single-district SAU 104. SAU 104 started as its own SAU on July 1, 2020.

As part of the withdrawal process, the two districts negotiated an agreement that would allow SAU 104 to receive superintendent services from SAU 56. The agreement stipulates that the cost to Rollinsford for these services would follow the existing formula, as defined under Title XV, Education; Chapter 194-C, School Administrative Units; Section 194-C:9 Budget. As such, Rollinsford continues to pay annually approximately 16% of the SAU's operating expenses.

Throughout the short history of SAU 104, there has been ongoing interest from the school board to begin the process of ending the superintendent services agreement with SAU 56 and providing its own SAU services. The existing agreement with SAU 56 is for a five-year term that runs through June 30, 2025. The contract will automatically renew unless SAU 104 informs SAU 56 by January 1, 2025 that they do not wish to renew the agreement. There is a provision in the agreement to suggest amendments to the current agreement, but both districts would need to approve those amendments.

In order to study the feasibility and practicality of providing its own SAU services, in 2024, the school board included budget funds to hire an advisor to assist the board with looking at the options for how to best provide the school district with stable and sustainable educational leadership and other superintendent services as required by Chapter 194-C:4.

HISTORY WITH MSAD #35

Since the creation of the tuition agreement with MSAD #35 to send Rollinsford students in grades 7-12 to the Marshwood schools, the two school districts have enjoyed a positive working relationship. Both districts share a common goal - to ensure that the students in Rollinsford are given an educational experience that allows the students to grow, thrive, and become young adults that are prepared for the next step on their journey to becoming productive, happy, and healthy adults.

The two school boards hold joint meetings throughout each school year to discuss matters of joint interest and any concerns that may arise. Having open communication between the boards and the two school superintendents has allowed for thoughtful discussion on topics such as how to continue to improve the transition of students from Rollinsford Grade School, how to improve the support services for students with identified needs, as well as ensuring that Rollinsford students, being New Hampshire residents, are provided with information regarding postsecondary opportunities that might not necessarily be available to students in Maine.

In fall 2024, the two school boards updated the existing tuition agreement, renewing the agreement for another five-year term.

Additionally, as part of this feasibility study, discussions have been taking place regarding the possibility of MSAD #35 providing some of the required superintendent services for SAU 104.

B. Rollinsford Student Enrollment History

Below is a twelve year history of the elementary, middle, and high school student enrollment numbers for the October of each corresponding school year. October data was reported below because the NH Department of Education uses October 1st enrollment information to calculate the annual adequacy aid estimate that is given to school districts in November so that they can plan their budgets for the upcoming school year.

School Year	RGS	SMS	SHS	Total 7-12 Somersworth	MMS	MHS	Total 7-12 Marshwood	Overall Student Total
2012-2013	183	42	93	135	*	*	*	318
2013-2014	173	43	83	126	*	*	*	299
2014-2015	153	36	75	111	*	*	*	264
2015-2016	157	N/A	38.5	38.5	49	52	101	297.5
2016-2017	164	N/A	22	22	51	81	132	318
2017-2018	150	N/A	12	12	48	102	150	312
2018-2019	159	N/A	1	1	52	110	162	322
2019-2020	154	N/A	1	1	49	100	149	304
2020-2021	142	N/A	N/A	N/A	47	105	152	294
2021-2022	134	N/A	N/A	N/A	45	93	138	272
2022-2023	132	N/A	N/A	N/A	47	97	144	276
2023-2024	146	N/A	N/A	N/A	38	101	139	285
2024-2025	153	N/A	N/A	N/A	36	98	134	287

*Rollinsford students were still attending Somersworth Schools as Rollinsford students did not start attending Marshwood Schools until the 2015-2016 school year. All Rollinsford 7th and 8th grade students

started at Marshwood Middle School during the 2015-2016 school year. Students in grades 9-12 who had already started their high school education at Somersworth High School had the option to stay at Somersworth or transfer to Marshwood High School.

It should be noted that the health pandemic and remote learning started in March 2020 and continued until April 2021. This could have been a factor in the enrollment decline seen in the 2021-22 and 2022-2023 school years.

C. Tuition History for Students in Grades 7-12

As noted above, students in grades 7-12 attended Somersworth Middle School and Somersworth High School starting in the 1969-1970 school year. The Town of Rollinsford voted in 2013 to dissolve the AREA agreement with the Somersworth School District and tuition the students to MSAD #35. Students in grades 7-8 started attending Marshwood Middle School during the 2015-2016 school year. Students in grades 9-12 had the option to continue attending Somersworth High School or transfer to Marshwood High School.

The tuition costs for the two districts are listed below. There is also a comparison between each district's tuition or per pupil cost and what the annual state average costs are. Additionally, there is a calculation on what the increased percentage is for both the district and for the state.

School Year	Marshwood (middle & high)	% Yearly Increase	Maine State Tuition Ave (HS only)	% Yearly Increase	Somersworth High School	% Yearly Increase	NH State Tuition Ave (HS only)	% Yearly Increase	Somersworth Middle School
2015-2016	\$9,650.00		\$10,131.00		\$11,500.00		\$15,068.46		\$9,650.00
2016-2017	\$9,822.00	1%	\$10,530.49	3.94%	\$11,845.00	.97%	\$15,537.80	.97%	
2017-2018	\$10,168.81	.97%	\$10,886.51	3.38%	\$12,200.00	.97%	\$16,214.73	.96%	
2018-2019	\$10,168.81	0%	\$11,093.46	1.90%					
2019-2020	\$10,635.51	.96%	\$11,271.62	1.61%					
2021-2021	\$11,304.34	.94%	\$11,275.09	.03%					
2021-2022	\$11,481.41	.98%	\$11,773.92	4.24%					
2022-2023	\$12,254.58	.94%	\$12,558.90	6.25%					
2023-2024	\$12,555.96	.98%	\$13,300.12	5.90%					
2024-2025	\$13,231.80	.95%	NYA						

D. SAU 56/SAU 104 Budget History

Below is the SAU budget history since the 2014-2015 school year. Please note that the figures below denote Rollinsford's portion (approximately 16%) of the total SAU 56 operating budget.

Fiscal Year	Total SAU budget	Increase/Decrease
FY 2015	\$177,001	
FY 2016	\$169,682	(-\$7,319) decrease from FY 2015
FY 2017	\$157,674	(-\$12,008) decrease from FY 2016
FY 2018	\$167,424	\$9,750 increase from FY 2017
FY 2019	\$193,305	\$25,881 increase from FY 2018
FY 2020	\$183,166	(-\$10,139) decrease from FY 2019
FY 2021*	\$198,665	\$15,499 increase from FY 2020
FY 2022	\$207,323	\$8,658 increase from FY 2021
FY 2023	\$200,366	(-\$6,957) decrease from FY 2022
FY 2024	\$203,997	\$3,631 increase from FY 2023
FY 2025	\$227,373	\$23,376 increase from FY 2024

*For historical context, this was the first year that SAU 104 was separated from SAU 56.

From FY 2015 to FY 2025, the SAU 56 budget has seen four years when the budget decreased from one fiscal year to the next and six years when there was an annual increase. When the budget decreased, the average decrease was (-\$9,105.35). When the budget increased, the average increase was \$14,465.83. During this period, the overall net increase of the SAU 56 budget was \$50,372 and an annual net increase to the SAU 56 budget of \$5,037.20.

IV. Strategic Goals

The Rollinsford school board has regularly set annual goals and/or created a mission statement to guide their work for the upcoming school year. Below is a list of these goals since the 2014-2015 school year.

2024-2025

1. Foster a safe learning environment to support the overall academic, social, and emotional well-being of all Rollinsford students and staff.
2. Continue ongoing work with Marshwood to better align our districts and streamline costs in order to provide the best educational experience for Rollinsford students and to ensure a smooth transition from Rollinsford Grade School to Marshwood Middle School.
3. Work with stakeholders to reduce waste and be environmentally conscious at RGS.
4. Strive to increase communication with Rollinsford residents and community engagement.

2023-2024

1. Continue safe learning environment (same goal as last three years)
2. Explore ways to maximize instructional time for students while coordinating with all stakeholders to enhance educational opportunities for grade school children.
3. Continue to build the relationship with Marshwood to align the districts to help with a smooth transition.
4. Continue to develop SAU 104 while exploring the district's opportunities for the future.

2022-2023

1. Safe learning environment (same goal as 20-21 and 21-22)
2. Explore physical education and movement opportunities throughout the day and within the curriculum.
3. Continued development of SAU 104 including ongoing efforts to align with Marshwood to increase efficiencies and ensure an optimal experience for Rollinsford students.

2021-2022

1. Safe learning environment (same goal as 2020-2021)
2. Continue exploration and assessment of building needs including a revised five-year plan.
3. Explore available options and develop a timeline to complete the transition to SAU 104.

2020-2021

1. Provide a safe learning environment to support the overall academic, social, and emotional well-being of Rollinsford students.
2. Continue to address safety and operational needs of RGS building.
3. Assess impact of SAU withdrawal.

2019-2020

1. The Board will support SAU 56 withdrawal and complete the process.
2. Continue board discussion on the appropriateness of sending RGS grade 6 students to Marshwood.
3. The board will enter into teacher/para negotiations (fiscal responsibility and encourage multi-year contract).

2018-2019

1. Support the superintendent and principal to ensure successful transition.
2. Consistent budget communication throughout the year.
3. Find a way to address paraprofessional compensation inequities.
4. Continue to work with the Town boards and committees to pool resources.

2017-2018

1. Place teachers on appropriate salary step based on their qualifications and experience.
2. Communicate consistently and clearly with all stakeholders.
3. Investigate ways to work more closely with our town boards and committees - pool resources, save time, save money.

2016-2017 Mission Statement (same as 2015-2016)

“The Rollinsford School Board in collaboration with the school and town will continue to provide for quality education while pursuing operations cost reductions at RGS.”

2015-2016 Mission Statement

“The Rollinsford School Board in collaboration with the school and town will continue to provide for quality education while pursuing operations cost reductions at RGS.”

2014-2015 Mission Statement

“We are actively pursuing keeping education at Rollinsford Grade School. In order to accomplish this, we are aggressively looking to reduce operating costs and asking the tough questions regarding the budget.”

Although there is no existing strategic plan for SAU 104, these annual goals form the basis of long-term planning for the school district. In reviewing the board’s annual goals, four major themes emerge that could be considered goals for a district strategic plan. The bullet points underneath each long-term goal come the annual goals listed above.

1. Make fiscally responsible decisions while supporting the needs of Rollinsford students and staff.

- Gain passage of fair collective bargaining agreements for all RGS staff.
- Create a long-term capital improvement plan (CIP) for the RGS building and grounds:
 - To meet future enrollment needs.
 - To meet future programmatic needs.
 - To continue to maintain a healthy and safe physical environment for students to learn in and staff to work in.
 - To continue to maintain and protect the historical integrity of the building.
 - To allow the district staff and school board to best plan for future capital expenditures.
- Gain passage of responsible annual operating budgets that also meet the needs of the school district.

2. Establish and maintain positive working relationships with various stakeholders.

- Continue to create and routinely evaluate communication strategies between the board and the community.
- Foster positive relationships between the board and the Town's various committees and board.
- Continue to develop a strong working relationship between the board and MSAD #35.

3. Provide a quality educational experience to meet the academic, social, and emotional needs of all Rollinsford students.

- Provide support for the administration and staff with the resources they need to meet the needs of Rollinsford students.
- Work with MSAD #35 to help support the transition of RGS students to Marshwood Middle School.
- Create additional opportunities to educate the whole child at RGS in areas such as physical activity and social responsibility.

4. Create a sustainable and effective operational structure for the Rollinsford School District/SAU 104.

- Continue to examine the impacts of the 2020 withdrawal from SAU 56.
- Examine the possible options for SAU 104 to create its own SAU/superintendent services model.
- Continue to keep a line of communication open between SAU 104 and MSAD #35.

V. Proposed Superintendent Services Models and Cost Estimates

A. Staffing Scenario Models

The Committee identified and researched a number of different possible staffing scenarios to provide superintendent services to SAU 104. Please refer to Appendix A to review NH RSA 194-C:4 that outlines the types of superintendent services that are required by this statute.

1. Staffing Scenarios 1a and 1b

Scenario 1a - Continue with the current five-year agreement to provide superintendent services with SAU 56 with no proposed agreement changes/amendments. (Please note: the current agreement automatically renews on July 1, 2025 unless Rollinsford notifies SAU 56 by January 1, 2025 about the desire to end the agreement.)

Advantages:

- There will be continuity in the superintendent services being provided. There will not be any transition to a new services model so operations will continue as they have been.
- SAU 104 has access to full-time superintendent services each week, whether or not the district's needs in a given week exceed the 16% portion of time SAU 104 is paying for. In other words, the SAU 56 administration and staff are available to SAU 104 when needed at any time during the work week.
- The current agreement automatically renewed so it is in place unless SAU 104 wants to end the agreement. (FYI - SAU 56 cannot end the agreement, only SAU 104 can.)

Challenges:

- SAU 104 has no input into the SAU operational budget. SAU 104 receives a budget figure from SAU 56 annually as to what its 16% portion is of the overall SAU operating budget. There is no mechanism for input with SAU 56 about SAU operational budget.
- SAU 104 has no input into the hiring of the superintendent. SAU 56 chooses their own superintendent. The educational leader for SAU 104 is the one that SAU 56 has chosen.
- The SAU 56 superintendent is expected to be the educational leader for SAU 104. There is no mechanism for SAU 104 to evaluate the SAU 56 superintendent as to how this person is meeting the needs of SAU 104.
- SAU 56's needs require a full-time superintendent. As a result, also meeting Rollinsford's needs could be overlooked.
- None of the SAU 56 staff (i.e., business and student services personnel) are Rollinsford employees. As with the superintendent, Rollinsford has no involvement into the hiring decisions of these critical positions as well as no ability to provide appropriate board level direction to the SAU staff's work with the RGS staff or MSAD #35.
- SAU 104 is paying 16% of an SAU office - staff and operating costs - that is open 40 hours/week. SAU 104 does not need the same level of administration and staff to provide the superintendent services that are required.

Scenario 1b. Continue with the current five-year agreement with SAU 56 to provide superintendent services with SAU 56 with proposed agreement change(s)/amendment(s).

As of the dissemination of this report, there are ongoing discussions with SAU 56 about possible amendments to the existing superintendent services agreement. As spelled out in the agreement, both

districts need to agree on amending the contract. As of the writing of this report, there is no guarantee that any amendments will be agreed upon.

2. Staffing Scenarios 2a, 2b, and 2c

Scenario 2a. Hire your own superintendent and your own SAU staff.

Scenario 2b. Hire your own superintendent and find other districts to provide the other required services (i.e. special education administration).

Scenario 2c. Hire your own superintendent, hire some members of your own SAU staff, and contract some required services (i.e., special education administration) from other districts.

Advantages:

- The superintendent works directly for the SAU 104 board. The superintendent is an SAU 104 employee and is the school board's to manage and evaluate. The superintendent works with the board, school administration and staff, and with MSAD #35 as a partner in providing educational leadership based on SAU 104's specific needs and goals.
- The superintendent is no longer shared with another SAU. Their time is entirely devoted to Rollinsford.
- The superintendent would be in the district every week, routinely working alongside the staff and building administration to provide appropriate leadership, management, support, and mentorship.
- Superintendent services can be provided in a model that is "right-sized" for SAU 104. SAU 104 only pays for staffing and other budgeted items that meet your needs.
- SAU 104 has full control of and decision making of the SAU budget and expenditures.

Challenges:

- Part-time employees can be difficult to find and retain.
- SAU 104 may not have access to 40 hour a week superintendent services.
- Staffing with independent contractors and/or staff from other SAUs will require much communication, coordination, and the development and maintenance of positive working relationships. This will be a major expectation of the superintendent to keep this model working and performing well to meet the needs of SAU 104.
- Providing your own superintendent services will not come at a cost savings.

3. Staffing Scenario 3

Scenario 3. Hire a District Administrator to serve as both superintendent and RGS principal. Hire an Assistant Principal for RGS to assist the District Administrator. The rest of the services will be provided as described above in 2a, 2b, or 2c. Please note: A district administrator is the designation given to a school principal who also performs superintendent duties.

Advantages:

- As with hiring your own superintendent, the district administrator would be your own employee.
- Educational leadership for your district lies in one person who is both the principal of RGS and is also the superintendent of the district.

- The compensation for the principal to become the district administrator will cost less than a part-time superintendent. District administrators are paid their principal salary and receive an additional salary amount for the added district level responsibilities they take on.
- If the principal becomes the district administrator, SAU 104 would need to hire another administrator to assist with the duties of leading and managing RGS. Having a second administrator in the building would be advantageous to allow both the district and RGS continue to operate smoothly.

Challenges:

- All of the challenges outlined in scenario 2 are also challenges in scenario 3.
- Not having a separate superintendent puts a tremendous amount of responsibility onto one person.
- SAU 104 would not have a certified superintendent, although districts are allowed to function with district administrators performing the functions of the superintendent.
- The principal would need to seek mentorship and guidance from outside of the district as the principal would not have an educational leader above them as a supervisor.
- Hiring an assistant principal (or similar type position) may be a challenge. It would need to be determined if this position is a full-time or part-time position. Questions to be resolved:
 - If the assistant principal is full-time, will this person become the de facto principal?
 - If the assistant principal is part-time, how helpful would this be to the principal/district administrator?

B. Staffing Scenario Cost Estimates

Staffing Scenario 1a and 1b

Estimated Costs: \$266,162.30

As outlined in the current agreement with SAU 56, SAU 104 pays approximately 16% of the annual operating costs of the SAU 56 central office administration and staff. Each November, SAU 56 provides SAU 104 with an estimate of the anticipated cost of Rollinsford's 16% portion of the overall SAU 56 central office operating budget. A final cost figure is provided each December.

For the 2024-2025 school year, the amount Rollinsford allocated for superintendent services costs was \$238,410 of the \$1.4 million dollars total SAU budget. The "SAU assessment" (budget line 10-2320-5330-00-00000) is found annually in the school district's annual operating budget. There is also an additional \$20,000 in this line for the school board's advisor to conduct this feasibility study.

For the purposes of the public presentation on October 24, 2024, the Ad Hoc committee estimated an increase of 3% in the total amount in FY 25 SAU 56 assessment line for a total of \$266,162.30. Please note that this is a best guesstimate and is not a cost figure provided by SAU 56.

Staffing Scenario 2a, 2b, and 2c

Estimated Costs: \$390,043.37

The cost estimate being provided is for staffing scenario 2c which is a combination of hiring your own staff and contracting out some of the needed services. This scenario includes two new staff positions - a part-time superintendent, a full-time accounting/payroll/HR assistant, contracting services from MSAD #35 to provide special education administration, and hiring an independent contractor to provide business

administration services. It also includes adding compensation to two existing staff members - the RGS administrative assistant and RGS's IT contracted service provider for increases in their responsibilities.

Function Code	Description	Budget Amount
2318	Legal Services	\$0.00
2320	Executive/Administrative Services	\$187,837.04
2321	Staff Support	\$5,500.00
2322	Administrative-Other Support Services	\$20,825.00
2323	Administrative Operations	\$157,245.00
2324	Insurance - Workers' Compensation	\$400.00
2621	Custodial Services*	\$0.00
2622	Utilities*	\$0.00
2640	Care/Upkeep of Equipment*	\$0.00
2690	Property/Liability Insurance*	\$0.00
2990	Contingency	\$500.00
	Additional compensation for existing employees	\$17,736.33
	TOTAL	\$390,043.37

*There will not be a “brick and mortar” SAU office so the budget lines related to custodial services, utilities, equipment upkeep, and property liability insurance are intentionally left blank.

Staffing Scenario 3

Estimated Costs: \$485,574.77

In this scenario, the RGS principal will become the “district administrator” and will receive additional compensation for these responsibilities. A new assistant principal position (210 day contract) will also be added to assist the principal with the duties of leading and managing Rollinsford Grade School during the school year. This scenario also includes the additional staffing as described in scenario 2c.

Function Code	Description	Budget Amount
2318	Legal Services	\$0.00
2320	Executive/Administrative Services	\$125,837.92
2321	Staff Support	\$2,500.00

2322	Administrative-Other Support Services	\$19,825.00
2323	Administrative Operations	\$157,245.00
2324	Insurance - Workers' Compensation	\$400.00
2621	Custodial Services*	\$0.00
2622	Utilities*	\$0.00
2640	Care/Upkeep of Equipment*	\$0.00
2690	Property/Liability Insurance*	\$0.00
2990	Contingency	\$500.00
	Additional compensation for existing employees	\$179,266.85
	TOTAL	\$485,574.77

*There will not be a "brick and mortar" SAU office so the budget lines related to custodial services, utilities, equipment upkeep, and property liability insurance are intentionally left blank.

VI. Feasibility Study Analysis and Recommendations

A. Ad Hoc Committee's Data and Information Analysis

Several recurring themes arose during the different facets of the feasibility study:

1. The Ad Hoc committee would like the school board to have more input and influence in the process of who is hired as the superintendent. The Ad Hoc committee would like SAU 104's educational leader to be hired with the needs of the Rollinsford School District in mind. The Ad Hoc committee expressed concerns that in the current superintendent services agreement, SAU 56 hires a superintendent to meet their school district's needs, which may or may not align with the needs of the Rollinsford school district.
2. The Ad Hoc committee would like the school board to be able to provide more direction and feedback on the superintendent's job performance and make recommendations on the superintendent's employment status. When the Rollinsford and Somersworth school districts were both part of SAU 56, the SAU board, a joint board containing board members from both districts, hired and evaluated the superintendent. However, when Rollinsford became its own SAU in 2020, the joint SAU board dissolved, leaving sole decision making regarding the hiring and evaluation of the superintendent to SAU 56. The superintendent is an SAU 56 - Somersworth School District employee who reports to and is evaluated by the SAU 56 - Somersworth school board.

During the SAU withdrawal process, the Rollinsford school board researched the possibility of hiring its own superintendent and SAU staff and also considered contracting those services from another SAU. For financial reasons and to ensure stability in district operations during the worldwide COVID-19 health pandemic (the withdrawal was approved in May 2020), the board decided its best option at the time to purchase superintendent services from SAU 56. However, throughout the withdrawal process and the years following the separation, it has been the intention of the school board to complete the withdrawal process by providing its own superintendent services.

Because the superintendent is not an SAU 104 employee, the Rollinsford school board has no contractual ability to supervise the superintendent. The school board has no ability to provide evaluative job performance feedback to the superintendent and cannot make any decisions regarding the superintendent's employment status or their contract. This is true for all other SAU 56 staff that provide services to Rollinsford as well. The Ad Hoc felt that not having the opportunity to select and evaluate the superintendent was not in the best interest of SAU 104.

3. The Ad Hoc committee would like to have final decision making authority on hiring SAU personnel. One of the statutory tasks of any school board is to act on the superintendent's recommendations to hire all of the school district's employees. Because SAU 104 purchases superintendent services from SAU 56, the SAU employees do not work directly for SAU 104; they are solely SAU 56 employees. As such, the school board has no decision making authority when SAU personnel are hired. The Ad Hoc committee expressed concerns with this lack of authority because the school board is not able to help choose the SAU personnel to best meet the school district's needs.

4. The Ad Hoc committee would like to see increased continuity in the superintendent services provided. In the last two school years, there has been significant turnover of the administrative staff in SAU 56 who are providing superintendent services for SAU 104 (for example, since June 2023, there have been 4 different individuals in the superintendent's position). This lack of continuity has made it increasingly difficult for the Rollinsford school board to ensure that the needs of the school district are being met. The significant turnover has resulted in the RGS administration and staff needing to add more tasks to their job responsibilities to ensure that the school's needs are being met.
5. The Ad Hoc committee expressed concerns that the Rollinsford school board has no input or influence on the SAU budget created by the Somersworth School Board. Although the committee recognized that the 16% portion of the total SAU budget is a reasonable percentage to pay, the committee members felt that the amount Rollinsford currently pays SAU 56 could be utilized to create a more effective superintendent services model to meet SAU 104's needs.
6. The Ad Hoc committee recognized that the needs of the Rollinsford school district have changed over the last fifteen years and as such, it was time to review the current superintendent services agreement with SAU 56 to determine if that model was still the most appropriate way to provide SAU 104 with superintendent services. The committee reviewed the educational history of Rollinsford and the board goals for the last decade regarding the educational opportunities the board has wanted for its students. Two key decisions by the community stood out to the committee:
 1. The 2013 vote that approved sending students in grades 7-12 to MSAD #35.
 2. The 2020 vote that approved the school district's withdrawal from SAU 56 to become its own single-district SAU.

The SAU 56 superintendent and the SAU level administrative staff are critical partners in ensuring that the needs of the school district are being met (i.e., the statutory responsibilities of the SAU are outlined in Appendix A). Although Rollinsford's total student enrollment still represents approximately 16% of the total student population under the purview of the SAU 56 superintendent and SAU level administrative staff, Rollinsford is a completely separate school district from Somersworth. Somersworth has not educated Rollinsford students in grades 7-12 for nearly a decade.

Additionally, when SAU 104 was created, the school board monitored the impacts of becoming its own SAU, subsequently leading to conducting this feasibility study to determine if the current agreement with SAU 56 is meeting the needs of the Rollinsford school district. As stated above, the Ad Hoc committee has identified the lack of being able to hire, manage, and evaluate the superintendent as a significant concern. The loss of the joint SAU board when the two districts were both part of SAU 56 has had a significant impact because Rollinsford lost its voice in hiring and evaluating this critical position. Because the superintendent is now a contracted service and is not hired with the needs of the Rollinsford school district in mind, there is no guarantee that the superintendent will understand the school district's needs and represent it appropriately to the public, school staff, or other educational stakeholders.

7. The Ad Hoc committee recognized that the Rollinsford school district needs to commit to a set of long-term strategic goals focused on the continuous improvement of its education system. This includes a commitment to the superintendent services model chosen. The committee recognized

that although setting annual school board goals is helpful to guide the work of the district, that a long-term strategic plan is necessary to ensure that the school district continues to meet the needs of Rollinsford’s students. The committee also recognized that regardless of the model the school board ultimately selects that the school board needs to demonstrate its commitment to that model through ongoing support, review and evaluation to ensure that the superintendent services model is meeting the needs of the school district.

B. Ad Hoc Committee’s Staffing Scenario Recommendation

After much consideration, the Ad Hoc committee is recommending to the Rollinsford school board that Staffing Scenario 2c be adopted with a start date of July 1, 2025.

Below is a breakdown of the staff to be hired for Scenario 2c.

Job Title	Classification	Term	Status	Hrs or Days/week
<u>SAU 104 Employees</u>				
Superintendent of Schools	Administration	Full-Year	Exempt	20 hrs/week
Accounting/Payroll/HR Assistant	Support Staff	Full-Year	Non-Exempt	37.5 hrs/week
Office Administrative Assistant	Support Staff	Full-Year	Non-Exempt	RGS Admin Assistant will perform these duties for the SAU staff.

Contracted Services	Classification	Term	Status	Hrs or Days
Special Education Director	Administrator	Full-Year	Contracted service-MSAD #35	as required
Special Education Secretary	Support Staff	Full-Year	Contracted service-MSAD #35	as required
Business Administrator	Administrator	Full-Year	Independent contracted provider	10-15 hours/month

VII. Recommended Superintendent Services Model Impacts

A. Administrative/School Board Impacts

The superintendent services model, Staffing Scenario 2c, is seen by the Ad Hoc committee as the most appropriate model to address and alleviate the concerns raised during the feasibility study analysis as outlined in Section VI, Section A. The main advantage of this model is that the Rollinsford school board will be hiring and evaluating its own superintendent. The concerns with the current agreement with SAU 56 centers around the fact that the superintendent is not, nor are any of the SAU staff, employees of SAU 104. By employing its own superintendent and SAU staff, the school board can better provide direction, oversight, and supervision to ensure that the needs of the Rollinsford school district are being met.

Additionally, the Ad Hoc committee felt that it was important to have a superintendent provide appropriate educational leadership and management of the district, provide support and mentorship to the RGS administration and staff, as well as to continue to develop the relationship with MSAD #35. The committee felt that the superintendent needs to provide educational leadership that reflects the needs and goals of SAU 104.

As stated, the Ad Hoc committee recognizes that a new superintendent services model needs the long-term commitment of the school board. This commitment includes providing ongoing school board leadership and support for the model as it evolves to best meet the needs of the school district. This commitment also includes assuring that the financial resources are available to support the new model over time.

B. Budget Impacts

It is important to remember that a significant portion of the funds necessary to change the superintendent services model are already in the district's operating budget, as the district has been budgeting for staffing scenario 1 for many years.

In addition to the existing funds in the district's budget, the district also has the opportunity to utilize the Individuals with Disabilities Education Act (IDEA) grant, the annual federal entitlement grant to help school districts with special education costs. The Ad Hoc committee would like to utilize a portion of these funds to help support the special education administration costs in the new superintendent services model.

The table below outlines the additional costs associated with staffing scenarios 2c and 3.

Budget Amount	Scenario 2c	Scenario 3
Total Cost	\$390,043.37	\$485,574.77
SAU Assessment Estimate for FY 26	(\$266,162.30)	(\$266,162.30)
IDEA Grant	(\$50,000.00)	(\$50,000.00)
Additional budget funds needed	\$73,881.07	\$169,412.47

VIII. Proposed Transition Timeline Options

PROPOSED TRANSITION TIMELINE (REGARDLESS OF STAFFING SCENARIO DECISION)

August/September 2024 -

- Ad hoc committee to review possible new SAU 104 superintendent services model start date, staffing plan, and budget. Committee to decide what to recommend to the full school board.
- Distribute RFP for financial software costs/timeline for implementation. Ad hoc committee to review potential vendors.
- Board to review first draft of feasibility study. (Note: report is not complete.)

October 2024 -

- Committee finalizes its recommendations to the full board.
- Board to review second draft of feasibility study with staffing scenarios and impacts sections completed.
- Board begins work on the FY 25-26 operating budget.

November 2024 -

- Board to receive the FY 25-26 superintendent services budget estimate from SAU 56 (mid-November).
- Board continues working to finalize the FY 25-26 operating budget.
- Board continues to finalize decisions on the superintendent services model and transition timeline.

December 2024 -

- Board to receive final FY 25-26 SAU budget figure from SAU 56.
- Board to finalize decision on which superintendent services model to be implemented.
- Board to finalize decision on the transition timeline to implement the superintendent services model, if the Board decides not to stay in current agreement with SAU 56.
- Board includes superintendent services model decision during the annual budget presentation to the Town's budget committee.
- Board will notify SAU 56 of its decision regarding the current superintendent services agreement.

If the Board agrees to continue the current agreement with SAU 56, the usual budget approval process will take place.

If the Board decides to move forward with ending the agreement with SAU 56 and chooses to implement a new staffing model, the following steps will be added:

January 2025 -

- Annual budget presentation to include new superintendent services model, associated costs, and the transition timeline for implementation of the new model.
- The Board moves forward with hiring the new superintendent.

February 2025 -

- Board to hold annual deliberative session on FY 25-26 budget. Budget presentation will include information on the new superintendent services model, associated costs, and transition timeline.
- The Board finalizes and selects the new superintendent.

March 2025 -

- Town votes on the proposed/default FY 25-26 budget.
- The Board informs the NH Department of Education of the changes in the superintendent services model that will begin in the 2025-2026 school year.

April 2025 -

- New superintendent starts in April so that transition from SAU 56 can begin.
- New superintendent needs to hire a new accounting/payroll assistant, secure business administrator services, secure special education administration services, secure IT services, oversee SAU office setup/location, etc.

July 1, 2025 -

- New SAU 104 central office opens as a fully functional superintendent services model.

IX. Appendices

Appendix A NH RSA 194-C:4 Superintendent Services

Links to the following documents can be found on the SAU 104 website:

- 2012 Rollinsford School District Rollinsford/Somersworth Withdrawal Committee Report
- 2015 National Register of Historic Places Registration Form for Rollinsford Grade School (filed by the NH Division of Historical Resources)
- 2019 Rollinsford SAU #56 Withdrawal Plan

TITLE XV - EDUCATION

CHAPTER 194-C

SCHOOL ADMINISTRATIVE UNITS

Section 194-C:4

194-C:4 Superintendent Services. –

Each school administrative unit or single school district shall provide the following superintendent services:

- I. An educational mission which indicates how the interests of pupils will be served under the administrative structure.
- II. Governance, organizational structure, and implementation of administrative services including, but not limited to:
 - (a) Payroll, cash flow, bills, records and files, accounts, reporting requirements, funds management, audits, and coordination with the treasurer, and advisory boards on policies necessary for compliance with all state and federal laws regarding purchasing.
 - (b) Recruitment, supervision, and evaluation of staff; labor contract negotiation support and the processing of grievances; arrangement for mediation, fact finding, or arbitration; and management of all employee benefits and procedural requirements.
 - (c) Development, review, and evaluation of curriculum, coordination of the implementation of various curricula, provisions of staff training and professional development, and development and recommendation of policies and practices necessary for compliance relating to curriculum and instruction.
 - (d) Compliance with laws, regulations, and rules regarding special education, Title IX, the Americans with Disabilities Act, home education, minimum standards, student records, sexual harassment, and other matters as may from time to time occur.
 - (e) Pupil achievement assessment through grading and state and national assessment procedures and the methods of assessment to be used.
 - (f) The on-going assessment of district needs relating to student population, program facilities and regulations.
 - (g) Writing, receiving, disbursement, and the meeting of all federal, state, and local compliance requirements.
 - (h) Oversight of the provision of insurance, appropriate hearings, litigation, and court issues.
 - (i) School board operations and the relationship between the board and the district administration.
 - (j) The daily administration and provision of educational services to students at the school facility including, but not limited to, fiscal affairs; staff, student, and parent safety and building issues; and dealing with citizens at large.
 - (k) Assignment, usage, and maintenance of administrative and school facilities.

- (l) Designation of number, grade or age levels and, as applicable, other information about students to be served.
- (m) Pupil governance and discipline, including age-appropriate due process procedures.
- (n) Administrative staffing.
- (o) Pupil transportation.
- (p) Annual budget, inclusive of all sources of funding.
- (q) School calendar arrangements and the number and duration of days pupils are to be served pursuant to RSA 189:1.
- (r) Identification of consultants to be used for various services.

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