BOARD OF EDUCATION
MONDAY, JUNE 22, 2026
6:00 PM
NASHUA NORTH BOARDROOM

Meetings are broadcast live on Channel 22 via Comcast or
LIVE Stream link to watch/listen Nashua ETV is: http://tinyurl.com/NashuaETVStream

AGENDA

ROLL CALL
OPENING STATEMENT
PLEDGE OF ALLEGIANCE

RECOGNITION/PRESENTATION(S): ELL Presentation

CONSENT AGENDA

- Human Resources Committee Meeting Minutes — May 26, 2026
- Board of Education Meeting Minutes — May 26, 2026
- Finance & Operations Committee Meeting Minutes — June 15, 2026
    - FY26 May Financial Report (as presented 6/15/26)
- Communications
    - Email Correspondence List (sent via email)

ITEMS REMOVED FROM CONSENT AGENDA

COMMUNICATIONS OUTSIDE THE CONSENT AGENDA

PUBLIC QUESTION/COMMENT PERIOD LIMITED TO ITEMS ON THIS AGENDA [15-minute time limit]

SUPERINTENDENT'S COMMENTS

BOARD RESPONSE TO SUPERINTENDENT'S COMMENTS

STUDENT MEMBERS OF THE BOARD COMMENTS

COMMITTEE ON BUDGET

COMMITTEE ON FINANCE AND OPERATIONS – June 15, 2026

- Recommendation to approve of districtwide integrated pest management contract with PestEnd Exterminators of Plaistow, NH, in the annual amount of $40,764. This contract will increase 2% per annum for fiscal years 2 through 5. Funding will come from the Plant Operations contract services account, 91.1.222620.53628.
- Recommendation to approve the contract to re-roof the school administration building to Sentry Roofing of Manchester, NH, in the amount of $63,702, which includes a $5,000 contingency. Funding will come from the school district's deferred maintenance fund.
- Recommendation to approve the contract to replace the fire alarm system at Bicentennial Elementary School to Gerald Laflamme, Inc., of Londonderry, NH, in the amount of $257,100, which includes a $10,000 contingency. Funding will come from the school district's deferred maintenance fund.
- Recommend approval of contract Control Technologies of Manchester, NH, to convert HVAC controls to CTI, in the amount of $78,000. Funding will come from Plant Operations account 91.1.222620.54243, HVAC Maintenance.
- Recommendation to approve the purchase of 50 Clear Touch Interactive Panels from Pro AV Systems of Chelmsford, MA at a cost not to exceed $195,000. Funds are available in account 91.1.992225.71221 – Computer Equipment for FY27.
- Recommendation to approve the purchase of Google Education Plus licensing from IT Insiders of Nashua, NH at a cost not to exceed $66,000. Funds are available in account 91.1.992225.71228 – Computer Software for FY26.
- Recommendation to purchase elementary curriculum from Wilson Fundations ($128,712.40); Great Minds ($204,275.42); Amplify CKLA ($76,342.30); Amplify ($178,114); and Amplify Science ($22,600) for the 2026-27 school year.

- Recommendation to purchase secondary curriculum from Amplify Science ($51,250) and Curriculum Associates ($76,540.50) for the 2026-27 school year.
- Recommendation to accept the charitable contribution for elementary music education from the New Hampshire Charitable Foundation in an amount not exceed $60,000.
- Recommendation to approve the one-year extension of the contract with ESS for staffing services for FY 2027. Funding for this contract extension will be provided through the FY 2027 Operational Budget, Account 53452 – Staffing Services.
- Recommendation to approve the FY26 May Transfer Report .

COMMITTEE ON POLICY

First Reading

- N/A

Second Reading

- Recommendation to approve policy ECA District Security
- Recommendation to approve policy ECA-R District Security Procedures
- Recommendation to approve policy ECAF Use of Cameras on School Buses
- Recommendation to approve policy EI Risk Management
- Recommendation to rescind policy EIE School District Employee and School Board Member Indemnification
- Recommendation to approve policy GCI Professional Development
- Recommendation to approve policy JH Student Attendance
- Recommendation to rescind policy JH-R Student Attendance Procedure
- Recommendation to approve policy JHA Attendance Intervention Protocol

COMMITTEE ON CURRICULUM AND EVALUATION

COMMITTEE ON HUMAN RESOURCES

- Recommendation to approve the June 22, 2026 Personnel Recommendations

UNFINISHED BUSINESS

NEW BUSINESS

- CTE Donation to regional schools (sending/receiving)
- Recommendation to approve Resolution R-26-044 - changing the purpose of up to one million six hundred seven thousand eight-five dollars ($1,607,085) of unexpended bond proceeds from five school building improvement projects to the Bicentennial School roof replacement project.
- Recommendation to approve the MOU with the Nashua Teachers' Union - High School Schedule Changes for the 2026-2027 School Year
- BOE Goals
- Recommendation to approve the FY27 Non-Affiliated Staff Salary Increases

LIAISON REPORTS

PUBLIC COMMENTS [15-minute time limit]

BOARD MEMBERS' COMMENTS

NONPUBLIC SESSION, IF NEEDED:

RSA 91 A:3 II (a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests an open meeting in which case the request shall be granted.

RSA 91 A:3 II (b) The hiring of any person as a public employee.

RSA 91 A:3 II (c) Matters which, if discussed in public, likely would affect adversely the reputation of any person, other than a member of the BOE, unless such person requests an open meeting.

RSA 91 A:3 II (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency or any subdivision thereof, or against any member thereof, because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled….

RSA 91 A:3 III Minutes of the meetings in nonpublic session shall be kept and the record of all actions shall be promptly made available for public inspection, except as provided in this section. Minutes and decisions reached in nonpublic session shall be publicly disclosed

within 72 hours of the meeting, *unless, by recorded vote of 2/3 of the members present taken in public session, it is determined that divulgence of the information likely would affect adversely the reputation of any person other than a member of the Board….*

NEXT MEETING(S):
BOE Meeting, Monday, July 20, 2026 @ 6:00 pm

ADJOURNMENT;
NONMEETING FOR NEGOTIATIONS, IF NEEDED;
NONMEETING WITH COUNSEL, IF NEEDED

ELL Program Presentation 2025-26

Overview

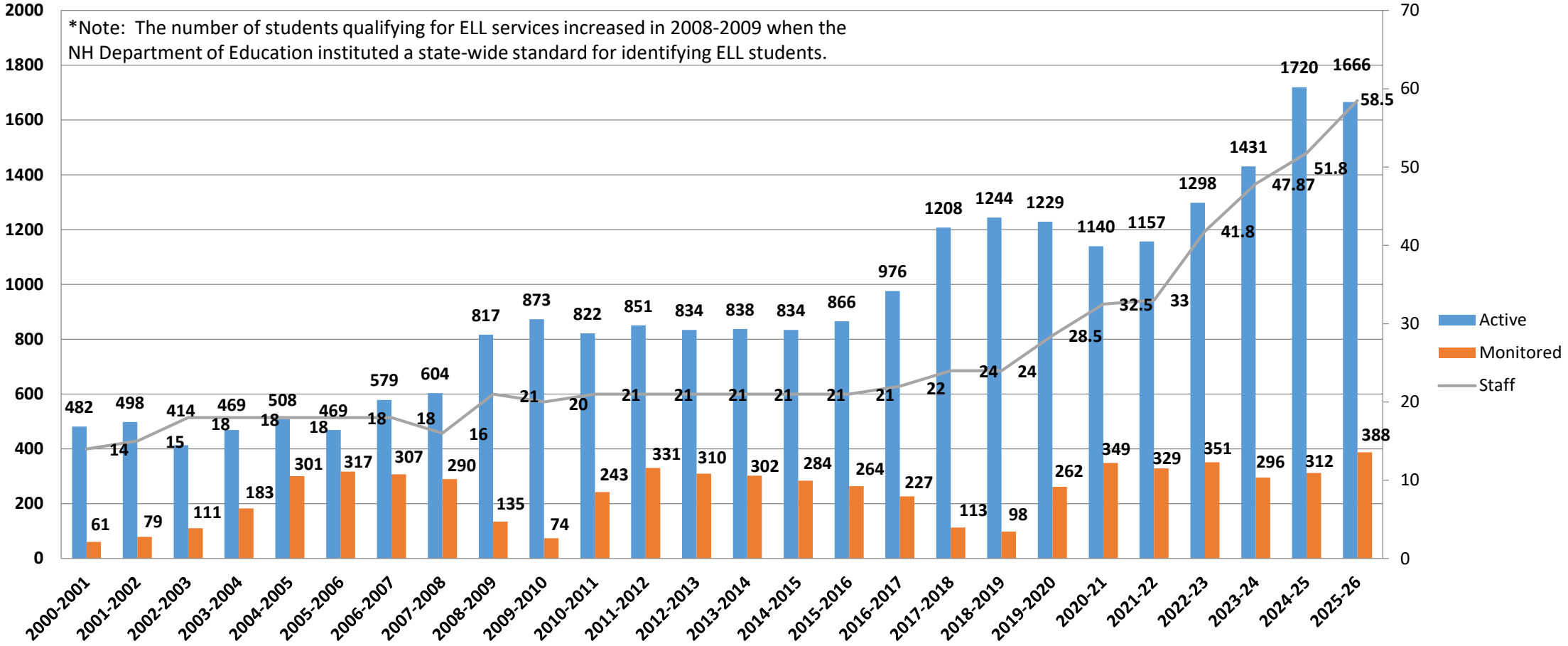
- 2081 students are identified as ELL.
- 1685 receive active services and 396 are monitored.
  - Active students receive direct instruction from an ELL teacher
  - Monitored students are tracked for progress by ELL teachers for 4 years.
- 237 students have completed four years of monitoring and are no longer classified as ELL.
- 893 students were screened for eligibility for ELL services and did not qualify for services based on high English proficiency.
- New Hampshire is a part of a 42 state consortium that uses WIDA (World class Instructional Design and Assessment) standards. WIDA consortium states use the ACCESS test to assess yearly progress in English proficiency.

Who are the ELL Students?

- 48 Languages are spoken in the program
  - 57.2% Spanish speakers
  - 11.7% Portuguese speakers
  - 2% Telugu Speakers
- Students come from 63 countries
  - 49% of the program's students were born in the United States
  - 10% are from Brazil
  - 10% are from the Dominican Republic
  - 5% are from Puerto Rico
- Proficiency Levels of active ELs
  - 32% are Level 1.0-1.9 (newcomers)
  - 23% are Level 2.0-2.9 (intermediate)
  - 33% are Level 3.0-3.9 (higher intermediate)
  - 12% are Level 4.0-4.4 (proficient)
  - 4.5 is score to test out

25 Year ELL Growth Pattern at Schools with ELL Programs

(Active and Monitored ELL Status)



The Department of Justice opened an investigation into Nashua School District's English language learner program in 2019. A compliance agreement with the Department of Justice was signed by Nashua School District Board of Education in September of 2022.

Year	Staffing	Students Testing Proficient on annual ACCESS Test
2021-2022	33.5 teachers	
2022-2023	41.8 teachers	8.5% (111 students)
2023-2024	47.8 teachers	8.8% (115 students)
2024-2025	52.8 teachers	9.5% (158 students
2025-2026	58.8 teachers	11.4% (191 students)
2026-2027	62 teachers	

ELL Graduates

Nashua North

- 94 of 397 Grads were either active, monitored, or completed ELL students.
- This amounts to 24% of all North graduates.

Nashua South

- 97 of 380 Grads were either active, monitored, or completed ELL students.
- This amounts to 25% of all South graduates.

Language Assistance Data 2025-2026

- 724 total requests for interpretation and translation combined
- Summary of the 724 requests:
  - 711 requests are currently closed
  - 13 are actively being worked on
  - 307 requests for interpretation (2 currently open/actively being worked on)
  - 417 requests for translation (11 currently open/actively being worked on)

Languages of Fulfilled Requests- Arabic, Cantonese, French, Haitian Creole, Khmer, Kinyarwanda, Malay, Pashto, Portuguese, Rohingya, Spanish, Swahili, Ukrainian, Vietnamese

Focus for Upcoming School Year

- Data has shown that ELL students who do not test as proficient in elementary school tend to become long-term English learners and remain eligible for service through middle and high school.
- To support these students, the ELL department is implementing literacy support through ELL services in the elementary and middle schools.
- The goal is to equip our younger ELL students with foundational skills needed to read, write, speak, and listen effectively.

38 Riverside Street
Nashua, NH 03060
603-966-1500, Fax: 603-594-4361

Shawn Smith
Director, Plant Operations

June 15, 2026

To: Krystal De Gray, Chief Operating Officer

Fm: Shawn M. Smith, Plant Operations Director

Subj: BOE Approval of Four Contracts

This month we are bringing forward four contracts for BOE approval, plus providing background on a fifth that does not.

The first is the every-three-year asbestos survey, also known as AHERA. This is a federal requirement. As we renovate schools (or build new ones), the amount of asbestos in schools is gradually decreasing. This year we solicited bids through the city's web site and received three responses:

- GZA Geo Environmental $16,950
- The Lawson Group $41,321
- Examinetics $45,500

By comparison three years ago, the price we paid was approximately $8,000. We have awarded the work to GZA. Since it is below $25,000, it is within the threshold of school administration's approval authority.

The next contract is for district-wide integrated pest management. It is for a five-year contract at the school district's annual option. Again, a specification was developed and advertised on the city's web site. Only one response was received:

- PestEnd Exterminators $40,764

The amount will increase two percent (2%) in each of the following fiscal years. In addition, there is a $165/hour charge for additional services such as removal of bee/wasp nests and other vertebrates (birds, bats, snakes, etc.). Termite removal is quoted based on the size of the facility.

Recommend approval of districtwide integrated pest management contract with PestEnd Exterminators of Plaistow, NH, in the annual amount of $40,764. This contract will increase 2% per annum for fiscal years 2 through 5. Funding will come from the Plant Operations contract services account, 91.1.222620.53628.

The next contract is to re-roof the school administration building. Most of the roof shingles date back to 1991. The specification to do this was developed and placed on the city's web site. Bids were received from six companies:

Company	Base Bid	Plywood Replacement	Ice/Water Shield
Sentry Roofing	$52,982	$72 per 4x8 sheet	Included
Triumph Roofing	$61,800	$175 per 4x8 sheet	$3,000
Olympic	$64,995	$95 per 4x8 sheet	$3,000
Bobola Const.	$67,260	Not provided	Not provided
CJS Construction	$87,700	$65 per 4x8 sheet	$3870
Trusted Maint .	$91,000	Not provided	Not provided
Triple Construction	$101,586	$94 per 4x8 sheet	$5,184

Sentry Roofing is the low bidder at $52,982. We are estimating ten sheets of plywood will have to be replaced ($720). Not on spec, but highly desirable is installing a metal cladding on the facia board – Cost is $5,000. In addition, we are recommending $5,000 in contingency for a total of $52,982 + $720 + $5,000 + $5,000 = $63,702.

Recommend approval of contract to re-roof the school administration building to Sentry Roofing of Manchester, NH, in the amount of $63,702, which includes a $5,000 contingency. Funding will come from the school district's deferred maintenance fund.

The next contract is to replace the fire alarm system at Bicentennial Elementary School. This system dates back to the mid-1990s, when the school was last renovated. Harriman Architects developed the construction specification and a Request for Qualifications was issued through the city's web site. Only two contractors responded, both of whom were qualified. We then solicited their bids, which were as follows:

- Liberty Electric $260,000 plus $7,500 for graphical panel
- Gerald Laflamme Inc. $242,100 plus $5,000 for graphical panel

In addition, I recommend a $10,000 contingency for issues raised during city department reviews/inspections.

Recommend approval of contract to replace the fire alarm system at Bicentennial Elementary School to Gerald Laflamme, Inc., of Londonderry, NH, in the amount of $257,100, which includes a $10,000 contingency. Funding will come from the school district's deferred maintenance fund.

The final contract is to finish converting the HVAC building controls to Control Technologies. The existing system is 30 years old and no longer supported. The conversion has been a combination of in-house and CTI personnel. Cost is $78,000.

Recommend approval of contract Control Technologies of Manchester, NH, to convert HVAC controls to CTI, in the amount of $78,000. Funding will come from Plant Operations account 91.1.222620.54243, HVAC Maintenance.

Mario Andrade, Ed. D.
Superintendent

Krystal De Gray, MBA
Chief Operating Officer

NASHUA SCHOOL DISTRICT
Gateway to Opportunity

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T: (603) 966-1000 www.nashua.edu

Matthew Poska, M. Ed.
Assistant Superintendent

Jennifer Scarpati, Ph. D.
Assistant Superintendent

MEMORANDUM

To: Finance & Operations Committee and Nashua Board of Education

From: Nicholas Miseirvitch, CIO/IT Director

Date: June 10, 2026

RE: *Clear Touch Panel Purchase – FY27*

To continue the rollout of these devices across the District, the Department of Information Technology is planning on purchasing a quantity of fifty (50) 75" Clear Touch Interactive Panels for FY27. Furthermore, to protect this investment, it has been decided to pursue the extended warranty option which provides an additional two (2) years on top of the manufacturer's 3-year warranty. Quotes were requested from three (3) vendors as listed below:

Vendor	Total Cost
Educate-me.net	$242,000
Pro AV Systems	$194,420
Bluum	Response not received in time

Above pricing includes panels, extended warranty, mobile stands, shipping and installation. Over the past few years, Pro AV Systems has consistently provided the lowest cost for these panels.

Recommendation is to approve the purchase of 50 Clear Touch Interactive Panels from Pro AV Systems of Chelmsford, MA at a cost not to exceed $195,000. Funds are available in account 91.1.992225.71221 – Computer Equipment for FY27.

Educate-me.net
YOUR A/V AND IT RESOURCE

EDUCATE-ME.NET
155 US Highway 46, Ste 101
Wayne, NJ 07470
Phone: 267-888-2680 Fax:

Quotation

Number: **ML-1132**
Date: **06/09/2026**
Quote prepared for: **Susan Wilborg**

Bill To:
Susan Wilborg
Nashua School District
141 Ledge Street
Nashua, NH 03062
Phone: (603)966-1025
Email: wilborgs@nashua.edu

Ship To:
Susan Wilborg
Nashua School District
141 Ledge Street
Nashua, NH 03062

Item #	Mfr. Part	Description	Price	Qty.	Extended
*1	CTI-6075A+UH40+TAF	75INCH 6000A+ SERIES INTERACTIVE PANEL WITH USB HID / AGG / 40 POINTS OF TOUCH - **Mfr: CLEAR TOUCH INTERACTIVE, INC.** **UNSPSC: 44111911**	$ 3,200.00	50	**$ 160,000.00**
*2	CTI-EXWTY-6075-2Y	EXTENDED LIMITED WARRANTY FOR 6000 SERIES 75 INTERACTIVE PANELS; TOTAL OF 5 YEAR **Mfr: CLEAR TOUCH INTERACTIVE, INC.** **UNSPSC: 81111812**	$ 375.00	50	**$ 18,750.00**
*3	CTI-STAND-ADJM-M1	CTI-STAND-ADJM-M1 **Mfr: CLEAR TOUCH INTERACTIVE, INC.** **UNSPSC: 43212002**	$ 995.00	50	**$ 49,750.00**
*4	TAF-CTI-6075A+UH40	TAF-(CTI-6075A+UH40) **Mfr: CLEAR TOUCH INTERACTIVE, INC.** **UNSPSC: 81111812**	$ 145.00	50	**$ 7,250.00**
		4 item(s)		**Sub-Total**	**$ 235,750.00**
				Tax @ 0%	**$ 0.00**
				Freight	**$ 6,250.00**
				Total	**$ 242,000.00**

(*) Tax exempted Part(s)

Quote Valid Until: 07/09/2026

Payment Details

Pay by: Company PO
Payment Term: 1 days

Shipping and Delivery Details

Shipping via: UPS Ground
(DropShip)

Other Details

Terms and Conditions
NOTE: All orders being purchased under a contract **MUST** be clearly identified as such on your purchase order with the contract name and number. DO NOT PAY FROM THIS QUOTE. ONLY PAY FROM AN INVOICE.

All invoices paid by credit/debit card are subject to a 3% convenience fee.

Due to the new tariffs all pricing is subject to change without notice. You should contact your sales team with current pricing before placing any orders.

Prepared by: **Matthew Levin** Email: **matthew@educate-me.net** Phone: **267-888-2680**

Pro AV Systems
New England's Leading Audio Visual Integrator

QUOTE
Sales • Design • Install

201 Riverneck Rd - Suite 2A, Chelmsford, MA 01824
17 Patrick Dr - Suite 1, Westbrook, ME 04092

QUOTE: (1)-0096
Prepared by: Mary Finn

Quote valid for 30 days
Modified: 6/8/2026
Revision: 0

CONTRACTS

- OFF50 (VC0000381197)	- DCAMM Certified
- MHEC MC16-B11	- Maine State Contract
- MHEC MC13-C07	- Vermont State Contract

Nashua School District

Attention:
Sue Wilborg
wilborgs@nashua.edu

Site:
TBD

Nashua
NH
03062

Billing:
141 Ledge Street

Nashua
NH
03063-3071

2026 (50) Classroom Panels

NASHUA
SCHOOL DISTRICT
Gateway to Opportunity

This document is the property of Pro AV Systems and the listed recipient.
It cannot be reproduced or shared without the consent of Pro AV Systems, Inc.
All Electrical and Network infrastructure to be provided by others unless otherwise noted.

MBE CERTIFIED
CERTIFIED WBE Woman-Owned Business Enterprise

TBD

50	**Clear Touch Interactive CTI-6075A+UH40** 75" 6000A+ Series Interactive Panel with USB HID / AGG / 40 Points of Touch - Ultra HD. 2.2 Audio With 2X18W Speaker and 2X8W Sub. Integrated 8-Mic Array. Includes wall mount and Android wireless module.	$119,950.00
50	**Clear Touch Interactive CTI-EXWTY-6075-2Y** Extended Limited Warranty for 6000 Series 75" Interactive Panels; Total of 5 Years	$4,450.00
50	**Clear Touch Interactive CTI-STAND-ADJM-M1** Adjustable Mobile Stand - Curve-Shaped Open Base with Manual (Hand-Crank) Height Adjustment and shelf (for use with ALL series up to 86")	$44,500.00
1	**Clear Touch Interactive Shipping** Standard Shipping for Clear touch	$7,940.00
50	**Pro AV Systems Installation - K12** Classroom Installation Services	$15,500.00
1	**Pro AV Systems Project Management - Classrooms** Project Management & Site Coordination for classroom systems	$2,080.00

TBD Total: $194,420.00

Project Subtotal: $194,420.00

Pro AV Systems

Project Summary

Equipment:	**$176,840.00**
Hardware Installation Labor:	**$15,500.00**
Professional Services Labor:	**$2,080.00**
Grand Total:	**$194,420.00**

Payment Schedule	Amount	Due Date
Initial Invoice Upon Equipment Delivered (NET 30)	$136,094.00	
Final Invoice Upon Completion (NET 30)	$58,326.00	

Acceptance:

I hereby state that I am an authorized representative to approve the purchase and acceptance of the items quoted in the attached documentation along with the above payment terms.

Name: _____ **Title:** _____

Signature: _____ **Date:** _____

Pro AV Systems

Terms & Conditions

Pro AV Systems Responsibilities

- All work is performed per manufacturer specs and local codes, during standard hours (Mon-Fri, 8AM-5PM, excluding holidays).
- Technicians will be professional, maintain a clean work site, and protect customer property.
- Equipment will be delivered, assembled, and tested to ensure a complete, functional system.
- All manuals and warranty documents will be provided at project closeout upon request.
- Pro AV is not liable for performance or compatibility issues with customer-supplied equipment unless expressly included in the scope.

Customer Responsibilities

- Provide dedicated 120V power at all equipment locations.
- Supply all OFE (Owner Furnished Equipment), including computers, licenses, and third-party software (e.g., Zoom, Teams).
- Ensure site access during scheduled install times; restricted access may result in additional charges.
- Network configurations for any equipment connected to the customer network including but not limited to QOS, VLAN, Routing, Firewalls, Multicast, IGMP
- Server configurations, if required, for Active Directory, Exchange, O365, Azure AD, MS Teams, Zoom.
- Clear furniture from work areas and provide spare ceiling tiles if applicable. Ensure mounting surfaces are structurally sound and vibration-free.
- Secure storage must be provided for delivered equipment. Pro AV is not responsible for jobsite losses beyond our control.
- Confirm that the installation site is fully prepared and accessible prior to the scheduled start date. If the site is not ready and this results in delays, a change order equal to the labor rate for the first scheduled day rescheduling fees may apply.

Scope & Changes

- The scope of work is defined by the proposal, including referenced documents. Additional work (e.g., electrical, drywall) is excluded unless stated.
- All changes must be approved in writing via Change Order. Substitutions due to product discontinuation may occur with customer approval.
- A 25% restocking fee may apply to any returned equipment(1).
- Tariff changes imposed between the time of quote and purchase are subject to Change Order.

Existing Equipment

- Customer is responsible for providing documentation and ensuring existing equipment is in working order.
- Delays or additional labor from defective OFE may result in change orders.
- Pro AV does not install software on customer-owned devices or configure unrelated network infrastructure.

Scheduling, Labor & Payment

- Cancellations or schedule changes within 48 hours of the confirmed install date may incur a change order fee equal to one day's labor. This may delay the project, and resource availability cannot be guaranteed.
- Project delays outside Pro AV's control may extend timelines.
- Labor is based on standard rates unless otherwise specified; prevailing wage or union requirements may incur additional charges.
- Payment terms are per the proposal. A signed proposal or PO is required to initiate work. Credit card payments incur a 3.25% fee(1).

Warranty

- A 90-day labor warranty is included(1). Extended warranties are available at an additional cost.
- Warranty excludes damage from misuse, third-party systems, and environmental conditions.
- Post-warranty service is billed at standard rates (2-hour minimum).

(1) Purchases under specific contracts may have different terms and conditions as they relate to warranty and payment terms. In those situations, the contract terms supersede the terms laid out in this document.

Pro Care - Extended Warranty Package

Pro Care is a secondary and optional extended coverage for your AV system during the warranty term under normal use. It includes:

- Programming bugs
- Hardware failures (per manufacturer policies)
- Workmanship issues
- Warranty processing & exchanges
- Labor to restore system functionality

Standard response times and ground shipping are included.

Limitations & Exclusions

- Force Majeure: Neither party is liable for delays caused by events beyond control (e.g., natural disasters, war, labor strikes, material shortages, or government actions).
- Service Hours: Coverage applies during business hours: Mon-Fri, 8:00 AM-5:00 PM (excluding holidays).
- Nonpayment: Pro AV may suspend or cancel service if payments are overdue.
- Liability: Pro AV is not responsible for indirect losses (e.g., revenue, data, or business interruption). Claims must be made within one year of the issue.

Mario Andrade, Ed. D.
Superintendent

Krystal De Gray, MBA
Chief Operating Officer

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Matthew Poska, M. Ed.
Assistant Superintendent

Jennifer Scarpati, Ph. D.
Assistant Superintendent

MEMORANDUM

To: Finance & Operations Committee and Nashua Board of Education

From: Nicholas Miseirvitch, CIO/IT Director

Date: June 11, 2026

RE: *Google Education Plus Licenses Purchase – FY27*

To expand on the District's commitment with the Google platform, the Department of Information Technology is recommending moving to the next tier of the Google Licensing portfolio. This next tier is called Education Plus and will provide the District access to additional features such as:

- Increased Security controls for apps and email
- Ability to sync Google Classroom rosters from the Student Information System (SIS)
- Import and Export capabilities from SIS
- eSignature capabilities with Docs and PDFs

Due to the volume of licenses required, this purchase cannot be made directly from Google. This transaction needs to occur through a Value-Added Reseller (VAR). Since the pricing is standard and set by Google, quotes from multiple vendors are not required. IT Insiders has confirmed the pricing as listed on the Google website to be $6 per user with no price difference between student and teacher licensing.

Recommendation is to approve the purchase of Google Education Plus licensing from IT Insiders of Nashua, NH at a cost not to exceed $66,000. Funds are available in account 91.1.992225.71228 – Computer Software for FY26.

Mario Andrade, Ed. D.
Superintendent

Krystal De Gray, MBA
Chief Operating Officer

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Matthew Poska, M.Ed.
Assistant Superintendent

Jennifer Scarpati, P.h.D.
Assistant Superintendent

To: Board of Education
From: Jenn Scarpati & Matt Poska, Assistant Superintendents
RE: Curriculum Purchases
Date: June 10, 2026

As we prepare for curriculum purchases for the 2026-2027 school year, we would like to reshare the purchasing plans and cost information formally presented as part of the FY27 budget presentations. Please see detailed information below:

Elementary Curriculum Purchases:
Wilson Fundations - Success bundles K-3; Fu in Focus Intervention Kits Level 1 & 2 - $128,712.48
Great Minds - Eureka Math Squared licenses & materials K-5 - $204,275.42
Amplify CKLA student materials K-5 - $76,342.30
Amplify mClass & Boost Math & Literacy - $178,114
Amplify Science – 1-year licenses (teacher) - $22,600

Recommendation to purchase elementary curriculum from Wilson Fundations ($128,712.40); Great Minds ($204,275.42); Amplify CKLA ($76,342.30); Amplify ($178,114); and Amplify Science ($22,600) for the 2026-27 school year.

Secondary Curriculum Purchases:
Amplify Science - 1-year licenses 6-8 (teacher & student) - $51,250
Curriculum Associates - i-Ready Personalized Learning 6-8 - $76,540.50

Recommendation to purchase secondary curriculum from Amplify Science ($51,250) and Curriculum Associates ($76,540.50) for the 2026-27 school year.

Total: $737,834.70

In addition, we have qualified for an elementary music grant from the New Hampshire Charitable Foundation (37 Pleasant Street, Concord, NH). These funds will support music education curriculum, technology (speakers, document cameras, etc.), musical instruments (drums, tambourines, maracas, bells, ukuleles, keyboards, xylophones, etc.), and other tools (puppets, parachutes, scarves, etc.) Upon BOE acceptance, money for these purchases will be disbursed to NSD in order to make these purchases for next school year.

Recommendation to accept the charitable contribution for elementary music education from the New Hampshire Charitable Foundation in an amount not exceed $60,000.

Mario Andrade, Ed. D.
Superintendent

Krystal De Gray, MBA
Chief Operating Officer

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Matthew Poska, M. Ed.
Assistant Superintendent

Jennifer Scarpati, Ph. D.
Assistant Superintendent

MEMORANDUM

TO: Board of Education

FROM: Krystal De Gray, COO

DATE: June 15, 2026

SUBJ: ESS Staffing Services Contract

The Nashua School District has partnered with ESS Staffing Services for several years to provide substitute and temporary staffing support across the district. Administration is recommending a one-year extension of the current contract with ESS for FY 2027.

During FY 2026, ESS provided staffing services for a variety of positions, including Food Service workers, Secretaries, Lunch Monitors, Paraeducators, Special Education Paraeducators, and Teachers (see table below).

☐

	Filled	Total Requested
Food Service	30	31
HR Secretary	173	173
Lunch Monitor	931	1591
Paraeducator	372	809
Secretary	387	422
SpEd Paraeducator	1426	2690
Teacher	6664	9232
Total	9983	14948

Continuing this partnership will help ensure the district maintains adequate staffing levels to support daily operations and student services.

Recommendation to approve the one-year extension of the contract with ESS for staffing services for FY 2027. Funding for this contract extension will be provided through the FY 2027 Operational Budget, Account 53452 – Staffing Services.

ADDENDUM TO EXTEND AGREEMENT

This is an Addendum to an Agreement between **ESS Northeast, LLC**, a Delaware limited liability company (the "Company") and the **Nashua School District** (hereinafter referred to as "LEA" for Local Education Agency).

Whereas, the LEA and the Company entered into an Agreement whereby Company is to provide substitute staffing to fill positions at the request of the LEA for a period ending June 30, 2026;

Whereas, LEA and Company are desirous of extending the term of the Agreement through June 30, 2027 with the provisions set forth below;

Now, Therefore, be it agreed between the parties, as follows:

1. The Term of the Agreement, as reflected in Paragraph 7, is hereby extended from July 1, 2026 through June 30, 2027;
2. Effective July 1, 2026, Addendum "A" to the Agreement, Pricing, is amended as per the attached revised Addendum "A";
3. This Agreement will automatically renew for additional one (1) year periods unless either party provides written notice of termination at least ninety days prior to the end of the fiscal school year.
4. Except as specifically and explicitly set forth herein, all other terms of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date first set forth below.

Nashua School District

By _____
Signature

_____
Name and Title

Date_____

ESS Northeast, LLC

By _____
W. Andrew Hall, Executive V.P

EXHIBIT A
Pricing Page

Position	Pay Rate	Bill Rate	Rule
Full Day Daily Substitute Teacher	$115.00	$152.95	
Half Day Daily Substitute Teacher	$57.50	$76.48	
Full Day Building Substitute Teacher	$125.00	$166.25	
Half Day Building Substitute Teacher	$62.50	$83.13	
Hourly Substitute Paraeducator - Instructional	$13.00	$17.29	
Hourly Substitute Paraeducator - Special Ed	$16.50	$21.95	
Hourly Long-Term Paraeducator - Instructional	$16.01	$21.29	Rule-Effective Day 1
Hourly Long-Term Paraeducator - Special Ed	$16.94	$22.53	Rule-Effective Day 1
Hourly Food Service Worker	$13.50	$17.96	
Hourly Lunch Monitor	$13.00	$17.29	
Hourly Substitute Clerical	$14.00	$18.62	
Hourly Substitute Paraeducator - Discretionary		$35.00	
Behavioral Technician*		$35.00	
Permanent Paraeducator*		$37.50	

* District would have the option to hire any BT/Permanent Para after the ESS employee works ninety (90) school days.

FY2026

TRANSFER REPORT

NASHUA SCHOOL DISTRICT

May 2026

NASHUA
SCHOOL DISTRICT
Gateway to Opportunity

City of Nashua, New Hampshire NON-PAYROLL BUDGET TRANSFER (WITHIN THE DEPARTMENT)

Department: NHS -South Date of Request: 5/4/2026

To: **FINANCIAL REPORTING** Entry # 228

Per the explanation below, please process a budgetary transfer as follows:

	Accounting Unit	Account	Activity	Account Category	Amount
FROM:	91.1.031160	55699			$9,000.00

	Accounting Unit	Account	Activity	Account Category	Amount
TO:	91.1.031160	61135			$9,000.00

REASONS: Need to pay two separte invoices and submit for payment

Department Signature Date 5/4/26

City of Nashua, New Hampshire
NON-PAYROLL BUDGET TRANSFER
(WITHIN THE DEPARTMENT)

Department: Business Department **Date of Request:** 5/14/2026

To: FINANCIAL REPORTING **Entry #** 234

Per the explanation below, please process a budgetary transfer as follows:

FROM:

Accounting Unit	Account	Activity	Account Category	Amount
91.1.991260	53628			$70,000.00

TO:

Accounting Unit	Account	Activity	Account Category	Amount
91.1.021210	53628			$70,000.00

REASONS: Transferring funds not being used by ESL to SPED Contract Services

Department Signature 5/14/26 Date

Tina Avelar, Business Manager

City of Nashua, New Hampshire NON-PAYROLL BUDGET TRANSFER (WITHIN THE DEPARTMENT)

Department: District Office Date of Request: 5/18/2026

To: **FINANCIAL REPORTING** Entry # 240

Per the explanation below, please process a budgetary transfer as follows:

FROM:

Accounting Unit	Account	Activity	Account Category	Amount
91.2222.991490		Wages Part-Time	51200	$7,445.28
91.2222.991490		Travel	55300	$4,425.00

TO:

Accounting Unit	Account	Activity	Account Category	Amount
91.2222.991490		Contracted Services	53628	$11,870.28

REASONS: The Contracted Service line is negative so we need to balance the activity line.

Department Signature 5/18/26 Date

City of Nashua, New Hampshire
NON-PAYROLL BUDGET TRANSFER
(WITHIN THE DEPARTMENT)

Department: Business Office **Date of Request:** 5/27/2026

To: FINANCIAL REPORTING **Entry #** 241

Per the explanation below, please process a budgetary transfer as follows:

FROM:

Accounting Unit	Account	Activity	Account Category	Amount
91.1.992225	53628			$81,000.00
91.1.991260	53628			$9,000.00

TO:

Accounting Unit	Account	Activity	Account Category	Amount
91.1.992212	61135			$32,000.00
91.1.012320	53128			$32,000.00
91.1.991160	53452			$26,000.00

REASONS: To remit payment on invoices for legal, ESS, and Social Studies Books

Tina Avelar, Business Manager 5/27/2026
Date

City of Nashua, New Hampshire NON-PAYROLL BUDGET TRANSFER (WITHIN THE DEPARTMENT)

Department: Curriculum Office Date of Request: 5/27/26

To: **FINANCIAL REPORTING** Entry # 243

Per the explanation below, please process a budgetary transfer as follows:

FROM:

Accounting Unit	Account	Activity	Account Category	Amount
91.1.992212	51650			917.03
91.1.992212	53607			1025.00

TO:

Accounting Unit	Account	Activity	Account Category	Amount
91.1.992212	61135			1942.03

REASONS: Need to move funds to cover supplies/ books.

Dawn Desjardins 5-27-26

Department Signature Date

ECAF, ECA-R

DISTRICT SECURITY

The Superintendent, or their designee, shall develop and maintain District Security Procedures which will ensure the safety and security of all students, staff and visitors to District property and to safeguard District buildings, grounds, and equipment. District Security shall be reviewed annually and any changes should be made to either *Policy ECA-R District Security Procedures* or *Policy ECAF - Use of Cameras on School Buses* and submitted to the BOE for review.

The District Security Procedures will establish protocol for staff/visitor/contractor identification, building occupancy accountability, access control both during and after the school day, ~~portable classroom access,~~ school dismissal procedures, key control, alarm codes, access control system programming and video surveillance.

School principals shall be responsible for implementing the District Security Procedures for their buildings. Non-instructional buildings shall each have a staff member designated as the building safety coordinator. ~~Procedures for use of cameras on school buses will use established protocol for the utilization of security surveillance as well as the recording, storage and saving of media. The District Transportation Director shall be responsible for implementing the Use of Cameras on School Buses procedure with the transportation provider.~~

Both the initial version and updates to *Policy ECA-R District Security Procedures* and ~~*Policy ECAF - Use of Cameras on School Buses*~~ will be reviewed and approved by the Board of Education.

Legal References:

> ***Legal References Disclaimer****: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Board Approved: 04/12/2010, 05/08/2017

DISTRICT SECURITY PROCEDURES

Introduction

The procedures set forth below are not designed to restrict or limit access to Nashua Public Schools for individuals who have legitimate reasons for being in the schools. Rather, these procedures have been established to properly identify all visitors to District buildings and control access so that only visitors with legitimate business are allowed to enter Nashua Public Schools. An effective access control policy will enhance the overall security of District campuses and prepare each building to respond to an emergency event.

Employee Identification

All employees will be issued photo identification/proximity reader cards by the District at the time of initial employment or transfer to a new position, including continuing and long-term substitutes. IDs will be provided through the Central Office Human Resources Office for all District staff. In a limited number of instances, the Superintendent or designee may authorize the Human Resources Office to issue an identification card to a contractor providing services to the District on a regular basis. Contractors who are issued a district ID must be fingerprinted and go through a criminal background check. ID's will not be issued to a contractor until the district has received a clear background check.

Official photo identification must be worn above the waist at all times by employees so that the ID is easily recognizable to other employees, visitors and students. Additionally, employees with keys to classroom doors shall wear those keys on lanyards at all times to provide immediate access to the keys in the event of a lockdown. Alternatives to lanyards may be approved by a school administrator.

Should an employee forget to bring his or her ID card and keys to school, the main office will issue a lanyard with a proximity reader/non-photo identification card and keys which can lock any classroom door. The employee will be asked to render his/her driver's license or other form of security (i.e., car keys) to the school secretary at the time the lanyard is provided. The identification will be returned to the employee when the lanyard is returned at the end of the day. Each school shall be responsible for safe security and return of photo IDs or other forms of security.

Upon receipt of a personnel action form terminating a staff member from the employ of the Nashua School District, the Assistant Director of Plant Operations for Safety/Security ~~HR Office~~ will remove the employee from the access control system. The principal shall also retrieve the ID card and keys from the employee at the time of separation from the District and return them to the Assistant Director of Plant Operations for Safety/Security.

Each employee must immediately report the loss of an employee identification card to the principal or principal's designee. The school office must then make arrangements with the Human Resources Office for the employee to obtain a new identification card.

An employee will be provided with one free replacement card ~~once every three years~~. Thereafter, the employee will be charged $10 for each additional replacement of his or her identification card ~~within the three-year period~~. The District may periodically re-issue identification cards to all employees.

Employee identification will be accepted for access at every school, although employees other than Plant Operations maintenance personnel must sign in on the visitor logs in schools to which they are not routinely assigned. Plant Operations maintenance personnel are required to radio the head custodian of their presence when they arrive at a school.

There will be a zero-tolerance policy for employees releasing their issued employee identification cards to other unauthorized staff members, students or members of the public. Staff members found in violation of this policy will be subject to disciplinary action, up to and including dismissal.

Substitute Identification
At the beginning of his/her shift, a substitute will report to the main school office where he/she will be issued a lanyard with a proximity reader/non-photo identification card and keys to lock classroom doors. The lanyard shall be worn at all times. The substitute will be asked to render his/her driver's license or other form of security (i.e., car keys) to the school secretary at the time the lanyard is provided. The identification will be returned to the substitute when the lanyard is returned.

Visitors to the School

All visitors must be vetted prior to being granted admittance into the school. Examples of vetting include confirming a parent/guardian's identity for dismissal purposes, verifying that a staff member is expecting the individual for a scheduled meeting, or ensuring that a contractor is authorized and scheduled to perform work on the property. Vetting should occur while the visitor remains outside the main entrance, utilizing the door intercom system. Once vetting is complete, the visitor may be allowed into the school vestibule. Visitors are required to remain in the vestibule to conduct their business unless they have a scheduled meeting. Visitors with confirmed appointments may be admitted into the main office.

If the visitor will require access beyond the vestibule a~~A~~ll visitors are required to sign in at the school's main office or security office.

All schools will have a visitor log located in the main office or security office for visitors to sign before proceeding further into the school. The visitor log shall consist of the date of the visit, the visitor's full name, the time in and the time out, who he/she is visiting, and the purpose of the visit.

Each visitor will be required to display an official school visitor pass on the outside of his/her clothing above the waist at all times until he/she signs out to leave the building. ~~BOE members may use their school identification badge~~. The pass will be a disposable sticker, and must include the visitor's name as well as the school and date of the visit.

It is the responsibility of each visitor to sign out of the building each day and, if applicable, return his/her pass to the school office.

Visitors or individuals who cause a disruption on campus or who are found to be trespassing on campus may be asked to leave the campus. Nashua Police may be called for any individual not complying with the school's request to leave the campus.

It is the responsibility of the school to ensure that visitors other than district staff members, designated volunteers, and approved contractors receive a staff escort to their destination and a staff escort back to the main office or security office once their visit has finished.

All visitor login sheets and other documents pertaining to visitor entry should be kept on file with the school for the duration of the school year. These documents shall be kept on file for a minimum of 30 days beyond the end of the school year.

Vendor/Contractor Identification
Any vendor or contractor requiring access beyond the main office, kitchen or loading areas shall be required to sign in as a visitor and receive a temporary visitor's pass. Vendors shall present appropriate identification, such as an employee's identification badge or driver's license.

When delivering supplies or working inside a District building, the principal may require the vendor to be accompanied by authorized school personnel.

Occupancy Accountability
Each school must develop a procedure to access lists of all students present in the building at the point an emergency incident occurs at the school. These lists must be readily accessible and transferable during an emergency event. Each school should designate a primary and alternate staff member responsible for this task during any incident that requires occupancy information.

Any lists of adults present in the building (visitor or staff log) shall be readily accessible and transferable during an emergency event, with a primary and alternative staff member responsible for this task during any incident that requires occupancy information.

Access Control During the School Day – Classroom and Building Doors
All classroom doors must be shut and locked when classrooms are unoccupied. Custodial and mechanical closets must also be locked at all times unless Plant Operations staff is present.

Doors may be unlocked for morning entry points for arriving students and dismissal passage at the end of the school day. All entrances must be locked during the school day from the start of classes until dismissal.

Building administrators have the discretion to temporarily unlock doors during the school day for special school events that may require usage of these doors by parents and other visitors to the events.

~~All school doors opened for arriving students, student dismissals, visitors for special events and other occasions during the school day shall be monitored by school staff~~. If a building administrator elects to open one or more doors for arriving students or special events during the school day, they are responsible for ensuring that a staff member is assigned to each open door to monitor activity and prevent unauthorized entry into the building.

~~All schools, where applicable, will develop a system utilizing theatre style roping systems to funnel visitors into the main office for screening upon building entry.~~

All visitors to elementary and middle school building main entrances and kitchen/loading dock doors will be screened by main office personnel viewing CCTV monitors and requesting visitors to state their names and business prior to entering the building. Visitors to NHS North and NHS South will have their initial screening, identification verification and pass issuance completed through the security ~~station~~ office.

School personnel have the authority to deny a visitor access to the building, and to request further identification before he or she is permitted to enter the building. In all cases where access is denied, an administrator shall be notified immediately of the circumstances of the denial. Personnel should not step outside of the building to conduct additional screening. If there is any indication that the visitor may be agitated, dangerous or unstable, the School Resource Officer or Nashua Police Department should be immediately notified.

Unauthorized opening of perimeter doors exposes buildings to undue risk and defeats the purpose of the security system developed by the District. Because of the seriousness of this violation, security personnel and school administrators must make all reasonable attempts to identify and take appropriate disciplinary action against offenders.

~~**Portable Classrooms**~~
~~All portable classroom doors must remain locked while classes are in session.~~

~~A student who is approved by a staff member to travel to and from the main building during class time will be provided with a temporary proximity card to gain access to the main building~~

~~The access control system will be programmed to unlock designated doors at the main building to enable students to move freely between the school building and portable classrooms during class transition times.~~

~~The school principal is responsible for ensuring that during class changes at least one staff member is assigned to be outside between the main building and portables monitoring the safe transition of students from one building to the other and assuring no unauthorized individuals attempt to enter the building.~~

School Dismissals
All schools must establish a dismissal process that allows for an orderly school dismissal, monitored by school personnel at each perimeter door utilized for the dismissal.

Schools shall follow the procedures for early dismissal of students as outlined in procedure JH-R, *Student Attendance Procedures*.

Any other special circumstances for dismissal, whether temporary or permanent, and requiring an older sibling, relative or neighbor to accompany a student must be authorized in writing and signed by the student's parent or guardian.

After School Activities and Security Procedures
Following the dismissal of students, all school doors not designated as after school entrances should be secured by the school personnel at those doors. Within 30 minutes after dismissal school maintenance staff will insure that these school doors are secured and locked.

If schools do require access for after school activities, unique procedures for each school must be developed to allow for specific doors to remain open for those activities.

Each after school/weekend activity will have a designated advisor who is responsible for ensuring the supervision of participants.

Access Control Program Administration
All access control technology and equipment will be purchased and maintained through the Plant Operations Department. Requests for repairs to access control technology and equipment must, therefore, be made through the Department's work order process.

Any serious violations of access control policies and/or procedures may, in fact, be illegal and constitute trespassing or a violation of other criminal statutes. In circumstances where a criminal violation may exist, a report must be made immediately to the Nashua Police Department.

In consultation with the Director of Plant Operations, the Superintendent shall designate the Assistant Director of Safety and Security to provide district-level oversight of school security procedures and access control program administration. This individual may periodically conduct internal reviews or audits at the District or school level to assure compliance with policies and procedures.

Keys
All new Nashua School District keys must be stamped with an identification number in order to be correctly tracked and inventoried.

All schools will be responsible for maintaining a key log provided by the Plant Operations Department. The key log will note each numbered key issued, who the key was issued to, what areas the key will unlock, and when the key was returned.

The school principal is responsible for ensuring that all keys are appropriately issued to new employees and documented through the key log, and for ensuring that all keys are appropriately returned and signed back in when an employee leaves the employ of the School District or transfers to another building.

An employee must immediately report a lost or missing key to the school principal or designee.

Inside master keys and outside master keys shall only be issued to administrative and maintenance staff. Outside master keys may only be issued to those staff members who have a pin code to arm/disarm the security alarm system.

There will be a zero-tolerance policy for employees releasing their issued key(s) to other unauthorized staff members, students or members of the public. Staff members found in violation of this policy will be subjected to disciplinary actions, up to and including dismissal.

Alarm Codes

All requests to issue new alarm system pin codes or remove existing codes from the alarm system shall be approved by the Plant Operations Department. Staff members who do not hold an outside master key or have after-hours access privileges assigned to their access control employee identification card will not be issued an alarm system pin code.

It is the duty of the principal to immediately notify the Plant Operations Department of any staff member holding an alarm system pin code who leaves the employ of the District or transfers to another building.

Alarm system pin codes will only be issued to administrative staff, maintenance staff, and select high school athletic staff.

There will be a zero-tolerance policy for employees releasing their issued pin code to other staff members, students or members of the public. Staff members found in violation of this policy will be subjected to disciplinary actions, up to and including dismissal.

Video Surveillance

Cameras may be placed in all areas other than areas where people have an expectation of privacy such as change rooms, locker rooms and bathrooms. Areas chosen for surveillance shall be where surveillance is a necessary and viable deterrent.

- Only authorized personnel shall have access to the surveillance monitor controls. Only an administrator, authorized staff members, or police officers shall have access to the video monitors while they are in operation.
- Only those authorized by the Superintendent/designee, Principal/designee, Assistant Director of Safety and Security~~, or Director of Transportation~~ shall have access to the recordings.
- Video monitoring of buildings or areas will be retained for at least three weeks and then will be erased.
- Copies of recordings of incidents subject to investigations, court cases or due process hearings must be saved and retained until resolved.
- Video surveillance may be used for inquiries and proceedings related to law enforcement, student and employee hearings.
- A copy of a video recording can be released to appropriate authorities.

Requests by the public or media for viewing a video recording must be made in writing to the Superintendent or his/her designee and, if the request is granted, such viewing must occur in the presence of the District's designated custodian of the recording. Under no circumstances will the District's video

recording be duplicated and/or removed from District premises unless in accordance with a court order, subpoena and/or in conjunction with an investigation conducted in cooperation with law enforcement agencies.

Legal References:

> ***Legal References Disclaimer****: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Board Approved: 09/09/2013, 05/30/2017, 03/11/2019, 10/16/2019, 04/30/2020

USE OF CAMERAS ON SCHOOL BUSES

~~In order to promote school bus safety for students attending the public, private and parochial schools in the Nashua School District the Board of Education empowers the Superintendent of Schools to utilize security cameras on those bus routes under the jurisdiction of the District. Security cameras may be utilized on those routes where the behavior of riders is such that the regular methods of discipline have failed to insure a safe bus ride to and from school. All media will be used in a manner that is consistent with protecting the confidentiality of persons pictured. Students may be suspended from riding the bus in accordance with RSA 189:9-a.~~

General Authorization

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2.

NOTE CONCERNING AUDIO RECORDINGS: Recordings that include audio must also comply with the limitations of RSA 570-A:2, II (k)(2), which provides in pertinent part: "In no event, however, shall the recording be retained for longer than 10 school days unless the school district determines that the recording is relevant to a disciplinary proceeding, or a court orders that it be retained for a longer period of time. An audio recording shall only be reviewed if there has been a report of an incident or a complaint relative to conduct on the school bus, and only that portion of the audio recording which is relevant to the incident or complaint shall be reviewed."

Notification

This policy constitutes notification that audio and video recordings may be made on school buses used in the district. See also Board policy JICK - Student Safety and Violence Prevention - Bullying.

The Superintendent or his/her designee shall ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring. Notification of such video and audio recordings on the bus will also be included in the Student-Parent Handbook as well as the District and school websites.

Procedures Concerning Usage and Retention of Audio Recordings

The Superintendent is charged with establishing additional administrative procedures consistent with this policy to address the length of time which any audio recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings. Video recordings without audio may be used, retained or destroyed as provided in Board policy EEAA.

Recordings may be viewed/heard only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Transportation Coordinator
- Investigators or attorneys retained by district
- Business Administrator

- Building Administrator
- Law Enforcement Officers
- Parent/guardian of any student involved in disciplinary proceedings and present on the recording.

The Superintendent is authorized to consult with the District's attorney relative to the use and retention of an audio and video recording either generally or in reference to a particular occurrence.

Student Records

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

Legal References:

> ***Legal References Disclaimer***: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Board Approved: 12/15/2003 (replaces 5421); 05/08/2017; 06/26/2017

~~Reference~~

RISK MANAGEMENT

The Board recognizes its responsibility for properly managing the resources of the school system. This responsibility includes concern for the safety of students, employees and the public, as well as concern for protecting the system's property from loss. No new policy or procedure will be adopted or approved by the board without first giving careful consideration to the school system's risk exposure.

Responsibility for risk management is delegated to the Superintendent of Schools and his/her designees. The Superintendent may, subject to Board approval, retain the services of such consultants and attorneys as are necessary to protect the interests of the District. Risk management includes the procurement and management of an appropriate insurance or self- insurance program, attendance at hearings, the management and settlement of litigation, and the effort to reduce risk in the operations of the District. It is the intent of this policy to neither expand nor contract the general duty of care that the District owes its students, employees and the public.

The Board realizes that the assumption of some predictable risks is the most economically feasible method of treating certain exposures. When it is in the apparent best interest of the system, the board may budget for and retain limited and predictable risks of financial loss, through the use of contingency funds, deductibles, etc. or participation in pooled risk management programs with other School Districts.

When the purchase of commercial insurance is deemed necessary, such purchase will be made on the basis of service offered by the insurer, the reliability and financial stability of the insurer, and the price of the insurance as competitively determined.

The Board does not recognize any obligation to purchase insurance from a particular agent, broker or insurer representative or from any group of agents, brokers or insurer representatives other than an obligation based on the above stated considerations.

The Board charges the Superintendent with the responsibility for preparing an annual risk management audit report. The report shall include a description of the system's current risk management program and a summary of the existing insurance coverages. Minimum information to be maintained for planning, budgeting, loss control and overall financial management, includes at least the following: 1) policy roster; 2) losses incurred and paid; 3) property valuations; 4) inspection and maintenance records for all property; 5) emergency plans.

The Board authorizes the Superintendent to seek professional risk management advice, if necessary, in order to develop, implement, maintain and audit an effective risk management program for the system.

Settlement Authority

The Superintendent or their designee is hereby authorized to represent the District in litigated matters and, when appropriate, to negotiate a settlement on behalf of the District. The Superintendent shall be authorized to settle all claims other than personal injury claims up to a sum of $25,000, and all personal injury claims, without Board approval, provided the settlement is within the budgetary constraints imposed on the District. Nothing in this delegation of authority shall preclude the Superintendent from seeking the prior advice, counsel, or approval of the Board in those matters if they deem appropriate.

The settlement of all non-personal injury claims in excess of $25,000 shall require the approval of the Board. Such settlements shall be either pre-authorized by the Board or negotiated subject to Board approval. The Superintendent shall not enter into any settlement, which alters Board policy or binds the members of the Board without approval of the Board.

Communication with the Board

The manifest submitted to the Board shall clearly indicate when a proposed expenditure is in settlement of a claim or litigated matter. In addition, when a settlement is proposed that involves a matter of public record the Superintendent shall provide the Board with timely notification of the nature of the matter and its resolution. The Superintendent or his designee shall also report to the Board on no less than a quarterly basis as to the status of the District's risk management issues, and make timely recommendations to the Board as to how it can best manage and reduce risk in the District.

Legal References:

> ***Legal References Disclaimer****: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Board Approved:

SCHOOL DISTRICT EMPLOYEE AND SCHOOL BOARD MEMBER INDEMNIFICATION

Consistent with the provisions of the New Hampshire revised statutes annotated 31:105, the Nashua School District shall indemnify and save harmless for loss or damage any person employed by said district and any member or officer of the Board of Education, administrative staff, and Superintendent from personal financial loss and expense including reasonable legal fees and costs, if any, arising out of any claim, demand, suit or judgment by reason of negligence or other act resulting in accidental injury to a person or accidental damage of property if the indemnified person at the time of the accident resulting in the injury, damage or destruction was acting in the scope of employment or office.

Legal References:

RSA 31:104, Powers and Duties of Towns: Liability of Municipal Executives
RSA 31:105, Powers and Duties of Towns: Indemnification of Damages
RSA 31:106, Powers and Duties of Towns: Indemnification: Civil Rights Act
RSA 31:107, Powers and Duties of Towns: Purchase of Insurance

Board Approved: 08/22/2016

Rescind

PROFESSIONAL DEVELOPMENT

The primary purpose of professional development in an educational environment is to increase the effectiveness of all who are engaged in the teaching-learning process. To this end, each member of the professional staff must develop his knowledge and skill to the maximum and the educational environment must provide a positive environment which encourages and establishes the necessary development machinery for each professional staff member to participate.

The means available by which professional development evolves are many. Workshop, conference, in-service training-advance studies, research and development and pilot programs are examples of the avenues available to a professional staff member to increase professional proficiency.

A professional staff member as the term "professionalism" implies, is expected to pursue and participate in those activities which will enhance his/her knowledge and skill in the teaching-learning process.

The Board of Education has adopted a Professional Development Master Plan in order to foster the continuing education of its personnel. The primary purpose of the staff development plan is the betterment of students' learning experiences through increased effectiveness of teachers, specialists and administrators. Each certified educator's individual professional development plan, required under Ed 512.03, shall be aligned with the District's Professional Development Master Plan and shall be updated in accordance with state requirements.

Legal References:
NH Code of Administrative Rules, Section Ed 306.16, Professional Development

> ***Legal References Disclaimer****: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

Board Approved: 02/09/1981; 05/08/2017 [Replaces 2360];

~~JH-R~~, JHA

STUDENT ATTENDANCE

The Nashua Board of Education has a duty to provide elementary and secondary education for students in Nashua. Daily attendance by each student is vital for fulfilling this duty. It is the right of every student to receive a public education and it is the legal responsibility of parents to ensure that students attend on a daily basis.

When students are truant, the Board is committed to trying to assist parents with their duty to have students attend school. However, if the truancy persists after genuine efforts to assist parents, the Board may request court intervention to compel attendance.

The principal of each school is responsible for attendance and truancy issues at his/her school. Principals may designate an individual to assist them as the coordinator of attendance and truancy issues.

I. Definitions

These definitions apply to all attendance related policies:

1. *Tardy*. Any student who is not at school or in class on time and has not been excused is tardy.
2. *Half Day of Absence*. "Half day of absence" means that a student received at least three hours of instructional time, but less than a full day of instructional time.
3. *Truancy*. "Truancy" means an unexcused absence or tardiness from school.
4. *Habitual Truancy*. "Habitual truancy" means ten half days or more of unexcused absences during a school year.
5. *Unexcused Absence*. An "unexcused absence" is an absence which has not been excused.
6. *Excused Absence*. An "excused absence" is an absence approved by a school principal.
7. *Early Dismissal*. "Early Dismissal" is any dismissal before the end of the school day.

II. Absences

Excused Absences

Excused absences, late arrivals and early dismissals are sometimes necessary for the health and welfare of the student, or result from a significant family emergency or school-sponsored activity. When an excused absence originates from outside the school, it must be documented and, when possible, this documentation should be done in advance~~. Policy **JH-R** gives detailed information about the requirements and procedures to be followed.~~

The Board considers the following to be excused absences:

a. Illness
b. Recovery from an accident
c. Required court attendance
d. Medical and dental appointments
e. Death in the immediate family

f. Observation or celebration of a bona fide religious holiday
g. Approved participation in a school co-curricular or extra-curricular activity
h. Field trips
i. Out-of-school suspensions
j. College visits
k. Such other good cause as may be acceptable to the Principal or permitted by law

Principals (or their designees) may consider requests from parents/guardians to approve excused absences for other extenuating circumstances.

Unexcused Absences

~~Note that the following are considered unexcused absences:~~

- ~~Family vacations~~
- ~~Work~~
- ~~Car or transportation problems, not including late bus arrival~~
- ~~Non-medical appointments~~
- ~~Providing child care~~

~~At the discretion of the principal, class time missed due to habitual tardiness may be counted towards half days of unexcused absence.~~

~~If parents are dissatisfied with an unexcused absence decision, they may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider the initial determination. However, the Principal's decision shall be final.~~

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parents must call the school and inform the District of the student's illness and absence. For other absences, parents must provide written notice or a written excuse that states one of these reasons for non-attendance. The Principal may require parents to provide additional documentation in support of their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If parents wish for their child to be absent for a reason not listed above, the parent must provide a written explanation of the reason for such absence, including why the student will be absent and for how long the student will be absent. The Principal will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the parents via telephone and writing of his/her decision. If the Principal determines that good cause does not exist, the parents may request a conference with the Principal to again explain the reasons for non-attendance. The Principal may then reconsider his initial determination. However, at this juncture, the Principal's decision shall be final.

Absence and Extracurricular Activities

In order to participate in extracurricular activities students must attend a full day of school on the day of the activity, or, if the activity occurs on a non-school day, the last school day preceding the activity. Exceptions for an excused absence may be granted by a school administrator.

III. Intervention

Truancy
Truancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above will be considered an unexcused absence.

Ten half-days of unexcused absence during a school year constitutes habitual truancy.

A half-day absence is defined as a student missing more two hours of instructional time and less than three and one-half hours of instructional time.

Any absence of more than three and one-half hours of instructional time shall be considered a full-day absence.

The Principal or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy
The Principal shall ensure that the administrative guidelines on attendance properly address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

When the Principal identifies a student who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents, and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigates the cause(s) of the student's truant behavior;

2. Considers, when appropriate, modification of his/her educational program to meet particular needs that may be causing the truancy;

3. Involves the parents in the development of a plan designed to reduce the truancy;

4. Seeks alternative disciplinary measures, but still retains the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and

5. Determination as to whether school record keeping practices and parental notification of the student's absences have an effect on the child's attendance.

Parental Involvement in Truancy Intervention
When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal will send the student's parent a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;

2. A statement of the parent's responsibility to ensure that the student attends school; and

3. A request for a meeting between the parents and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages the administration to seek truancy-prevention and truancy-reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.

2. Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.

3. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

The Board directs the Superintendent, Truant Officer(s), Principals and staff to intervene and ensure daily school attendance according to the District attendance protocol policy **JHA**.

When necessary and after the steps of policy **JHA** have been followed, the Truant Officer(s) may pursue available legal remedies to resolve the truancy.

IV. Reporting

The Superintendent will provide a report to the Board in ~~January and~~ June of each year on District attendance. At a minimum this report will provide both a breakdown of excused absences and unexcused absences for each school. ~~Each of these breakdowns will include the numbers of students who have: 0-4, 5-10, 11-15, 16-20, 21-25, 26-30, and 31 or more absences. The number of five (5) and ten (10) day letters that have been waived will also be reported.~~

Procedures for Excused Absences and Late Arrivals

All excused absences originating from outside the school must be documented through written/phone communication from the parent, and verified as necessary by the school.

Parents should report an absence, including the reason for the absence, on the morning of or evening before the absence.

When the school has not been contacted prior to an absence, parents must provide a note including the student's name, grade, date(s) of absence, specific reason for the absence and the parent/guardian's name, phone number and signature.

Additionally:

- For an **Illness**. A doctor's note may be required for absences that exceed five (5) consecutive school days or ten (10) cumulative school days in a school year, or to document a long-term or chronic health condition.

- **Religious holidays** are restricted to those holidays regularly observed as part of the family's faith.

- Attending the **funeral of a family member**. If the funeral requires an absence of more than three days, the school should be notified in advance. A school administrator may excuse an absence for the funeral of another individual who has played a significant role in a student's life.

- **Field trips**. If the field trip leaves after the beginning of the school day or returns before the end of the school day, students are expected to attend all of the classes up until the scheduled departure and upon return. If the student does not attend those classes, he/she will be considered truant from them.

- **Personal or family emergencies** requiring student absences. These are approved at the discretion of the school administrator.

- **College visitations**. Must be approved in advance by a school administrator.

- **Family obligations**. Require prior approval from a school administrator.

Procedures for Early Dismissal
Parents requesting dismissal before the end of the school day must make a written/phone communication request. Parents of elementary and middle school students must come into the school office to get the student and sign him/her out. High school students must have signed permission by parents if under age 18 and all students must properly sign out before leaving. Signed permissions are subject to verification. Early dismissal should be requested only in an emergency or extenuating circumstance.

V. Consequences

~~Any secondary student with twenty or more unexcused absences may be prohibited from any extra-curricular activities and may lose all privileges for a period of one year from the date of the last offense.~~

The District reserves the right to pursue legal action with parents who fail to meet their legal responsibility to ensure their children attend school on a daily basis. It may result in DCYF involvement.

Legal References:

RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil
RSA 193:7 Penalty
RSA 193:8 Notice Requirements
RSA 193:16 School Attendance
NH Code of Administrative Rules, Section Ed 306.04 (a) (1), Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism
NH Code of Administrative Rules, Section Ed 306.18 (c) (6)
RSA 189:35-a Truancy Defined
RSA 189:1-a Duty to Provide Education

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Board Approved: 03/14/2011 [Replaces POPPS 3209, 3209.1, and 3243];
11/14/2011;

10/30/2017;
05/23/2022

JH-R, JHA

STUDENT ATTENDANCE PROCEDURES

Procedures for Excused Absences and Late Arrivals

All excused absences originating from outside the school must be documented through written/phone communication from the parent, and verified as necessary by the school.

Parents should report an absence, including the reason for the absence, on the morning of or evening before the absence.

When the school has not been contacted prior to an absence, parents must provide a note including the student's name, grade, date(s) of absence, specific reason for the absence and the parent/guardian's name, phone number and signature.

Additionally:

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Rescind

Legal References:

RSA 193:1 Duty of Parent; Compulsory Attendance by Pupil
RSA 193:16 School Attendance
RSA 189:35-a Truancy Defined
Ed. 306.18 C 6

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Board Approved: 03/14/2011
05/23/2022

Rescind

JH~~, JH-R~~

ATTENDANCE INTERVENTION PROTOCOL

Each school within the Nashua School District shall follow the attendance intervention protocol. This common protocol will ensure that parents understand the obligation of RSA 193:1 to have their children attend school and the children themselves will be encouraged to attend each school day.

1. The Principal (or Principal's designee) in each school shall be designated as the attendance coordinator and shall be responsible for implementation of the student attendance protocol, coordination of attendance issues for the school, and shall serve as the liaison with the District's attendance officer.

2. Each Principal shall ensure that his/her school has an effective attendance team. Responsibilities of the attendance team may be added to an existing team—such as a Child Assistance Team (CHAT) team—or the Principal may appoint a new team. At a minimum each attendance team shall:

   a. set goals, timeframes, and positive strategies for improving attendance;

   b. evaluate attendance data and trends;

   c. make resulting recommendations to the Principal for improving upon the school's attendance protocol (to the extent it exceeds district protocol requirements);

   d. conduct case reviews for those students who are truant or are in danger of becoming truant. The case review shall include a review of any additional school or community services that may support the student in attending school, and a determination regarding the appropriateness of a referral for evaluation for Special Education services.

~~3. Parents and students (as appropriate by age) enrolling in a new school within the District may be asked to sign an attendance contract. The parent will be provided with a copy of the signed contract.~~

~~4.~~3. When a student's level of absences prompts a concern, a teacher, Principal or other school staff member shall make reasonable attempts to contact the parent to discuss the concern and shall notify the attendance coordinator for the school.

~~5. When a student is absent five (5) or more days prior to January 31, a "five-day letter" shall be sent home. A copy of the State of New Hampshire compulsory attendance law shall be included with the letter. This letter may be waived if the attendance team or Principal is aware of health or other conditions which legitimately prevent the student from attending school.~~

~~6.~~4. Any time a student is absent ten (10) or more days during the school year, a "ten-day letter" shall be sent home. A copy of the State of New Hampshire compulsory attendance law shall be included with the letter. This letter may also be waived if the attendance team or Principal is aware of health or other conditions which legitimately prevent the student from attending school.

~~7.~~5. A student who has at least ten (10) unexcused ~~half~~ days of absences and/or is habitually truant and can be referred to the district attendance officer for further action. Prior to referring a student to the district attendance officer, the school shall make reasonable attempts to meet with the parent(s) to discuss their student's attendance and to develop a remediation plan which the parent(s) will be asked to sign.

If a remediation plan for a student cannot be developed—either because a parent is unwilling to meet or because an agreement cannot be reached—or if the remediation plan is not successful, a student will be referred to the district attendance officer for further action. A letter will be sent to the parent informing him or her of this action.

~~8.~~6. At any ~~time~~time, a student is absent fifteen (15) ~~consecutive~~ days unexcused, a "15-day letter" shall be sent home. A copy of the State of New Hampshire compulsory attendance law shall be included with the letter. This letter may also be waived if the attendance team or Principal is aware of health or other conditions which legitimately prevent the student from attending school.

~~9. If a remediation plan for a student cannot be developed—either because a parent is unwilling to meet or because an agreement cannot be reached—or if the remediation plan is not successful, a student will be referred to the district attendance officer for further action. A letter will be sent to the parent informing him or her of this action.~~

7. Within ten (10) days of the beginning of the school year, each school shall submit to the district attendance officer a list of students who are registered to attend but have not shown up to school after efforts have been made to contact the parent. This list shall include each student's name, address, date of birth, telephone number, and parents' names. The school will notify the attendance officer if any of these students begin attending school. The attendance officer will notify the school regarding the final disposition of his investigation into the status of each student on the list.

8. When a student has 20 consecutive days absent, a certified letter is sent to the last known address informing the parent/guardian of the steps that have previously been taken and informing them that their child will be removed from the school roster on the 25th consecutive day of absence. Upon return, they are welcome to re-enroll their child as a newly registered student. (Template of letter will be provided for schools to complete and send).

9. At any time, school staff can follow up with emails and/or phone calls to initiate communication with the family as is best practice. Additionally, if there are other significant concerns, the school can contact DCYF and/or the Nashua Police Department to conduct a well-being check on the household.

10. When any student withdraws from the Nashua School District, each school must identify the reason from the drop-down options in the "Student Membership – Entry and Exit Codes". This is necessary for state reporting and our own internal tracking purposes.

Board Approved: 03/14/2011; 05/23/2022;

June 22, 2026

The Nashua Technology Center respectfully requests approval for the disposition and donation of the following equipment to the Milford Applied Technology Center. The estimated total value of the donated items is **$181,918.58**. These items have supported instructional programming at NTC and will continue to provide educational value through their use at Milford Applied Technology Center.

Equipment to be Donated

- **HAAS Mill**
  Milling Machine purchased in 2004 for $35,999
- **HAAS Lathe**
  Lathe purchased in 2004 for $39,900
- **Harrison M300 Lathes (2)**
  Purchased in FY15 for $15,197.29
- **Sharp Manual Mills (3)**
  Purchased in FY04 for $10,745
- **Baldor Grinders (2)**
  Estimated value of $7,000 each
- **Baldor Buffer**
  Estimated value of $500
- **CNC Plasma Cutter**
  Purchased in FY22 for $22,890; never used
- **Tool Storage Cabinets (4)**
  Original purchase price unknown; purchased prior to 2004
  Estimated value of $1,500 each

Consistent with Perkins grant requirements and established disposition procedures, the Nashua Technology Center first offered the equipment to other Career and Technical Education centers for continued educational use. Milford Applied Technology Center expressed interest in accepting the equipment to support its instructional programming.

In addition, as the Nashua Technology Center is no longer offering the Advanced Manufacturing program, this partnership will also offer an opportunity for interested NHS students to continue pursuing manufacturing coursework through Milford Applied Technology Center.

The Nashua Technology Center believes this transfer supports responsible stewardship of Perkins-funded equipment while extending the useful life of these resources for continued Career and Technical Education instruction within the region.

Board of Aldermen

City of Nashua
229 Main Street
Nashua, NH 03061-2019
(603) 589-3030

MEMORANDUM

TO: Board of Education

FROM: Donna Graham, Legislative Affairs Manager

DATE: June 11, 2026

SUBJ.: Referral from Board of Aldermen – Resolution
R-26-044 CHANGING THE PURPOSSE OF UP TO ONE MILLION SIX HUNDRED SEVEN THOUSAND EIGHT-FIVE DOLLARS ($1,607,085) OF UNEXPENDED BOND PROCEEDS FROM FIVE SCHOOL BUILDING IMPROVEMENT PROJECTS TO THE BICENTENNIAL SCHOOL ROOF REPLACEMENT PROJECT

Please be advised that the Board of Aldermen is referring the above-referenced Resolution R-26-044 to the Budget Review Committee as well as the Board of Education for review and recommendation. Please be advised that a public hearing has been scheduled for Thursday, June 18, 2026 at 7:00 p.m. in the aldermanic chamber.

The Board looks forward to receiving your recommendation with respect to the proposed Resolution. Please forward your recommendation to my attention at your earliest convenience and advise which meeting it will be discussed. Thank you in advance.

Attachment – Resolution R-26-044

RESOLUTION

CHANGING THE PURPOSE OF UP TO ONE MILLION SIX HUNDRED SEVEN THOUSAND EIGHTY-FIVE DOLLARS ($1,607,085) OF UNEXPENDED BOND PROCEEDS FROM FIVE SCHOOL BUILDING IMPROVEMENTS PROJECTS TO THE BICENTENNIAL SCHOOL ROOF REPLACEMENT PROJECT

In the Year Two Thousand and Twenty-Six

RESOLVED *by the Board of Aldermen of the City of Nashua* that the purpose of the remaining unexpended bond proceeds of up to One Million Six Hundred Seven Thousand Eighty-five Dollars ($1,607,085), previously reserved and designated under the below listed resolutions for various school building construction and renovation projects is hereby changed to the Bicentennial School roof replacement project. The useful life of the project is twenty (20) years.

Resolution	Projects	Not to Exceed Amount	Surplus
R-19-191	Middle School Construction	$118,000,000	$163,303
R-23-098	Additional Middle School Construction	$ 10,000,000	$ 5,558
R-22-068	School Building Safety	$ 2,000,000	$162,137
R-22-066	Birch Hill/Main Dunstable Renovations	$ 16,000,000	$452,690
R-24-005	Additional Birch Hill/Main Dunstable	$ 8,500,000	$823,397
	TOTAL:		$1,607,085

The purposes for which the funds were originally borrowed is complete and there is a remaining balance of bond sale proceeds that is surplus.

RESOLVED FURTHER, that in accordance with Nashua City Charter §56-d, second paragraph, the capital expenditures described herein of up to $1,607,085 are deemed necessary and have been recommended by the capital improvements committee and are therefore exempted from the limitation defined in Nashua City Charter §56-c upon an affirmative vote of at least ten (10) aldermen.

LEGISLATIVE YEAR 2026

RESOLUTION: R-26-044

PURPOSE: **Changing the purpose of up to one million six hundred seven thousand eighty-five dollars ($1,607,085) of unexpended bond proceeds from five school building improvement projects to the Bicentennial School roof replacement project**

ENDORSERS: **Alderman Richard A. Dowd**

COMMITTEE ASSIGNMENT: **Budget Review Committee**
Board of Education

FISCAL NOTE: Allows up to $1,607,085 to be spent on the Bicentennial School roof replacement project from unspent bond proceeds approved under R-19-191, R-22-066, R-22-068, R-23-098 and R-24-005. The School Building improvements projects in relation to those resolutions are complete.

ANALYSIS

Resolutions R-19-191, R-22-066, R-22-068, R-23-098 and R-24-005 authorized bonding for various school building renovation and construction. Those projects are complete and there are surplus funds. This legislation allows those surplus funds to be used for the Bicentennial School roof replacement project, which is in the FY26 Capital Improvements Report.

The use of bond proceeds is controlled by RSA 33:3-a. They may be spent only for purposes for which the loan is incurred, except as the statute otherwise provides. If no expenditure of the proceeds has been made or a balance remains after "completion" of the project, the funds may be authorized, by a 2/3 vote, for another project eligible for bonding for an equal or longer period, or the funds may be used to pay principal of the project's loan as it matures. RSA 33:3-a II. No public hearing is needed under bonding requirements because the reallocation is not the authorization of new borrowing. However, this is a supplemental appropriation. Charter Sec. 53 permits specific non-budget, supplementary appropriations. There should be notice and a public hearing. A two-thirds vote is required under Charter Sec. 56-b for an item or amount not in the mayor's budget. A roll call is required under Charter Sec. 49.

An affirmative vote of at least ten (10) aldermen is necessary for the exemption under Nashua City Charter §56-d.

This legislation should be referred to the Board of Education.

Approved as to account structure, numbers and amount: **Financial Services Division**

By: Dawn R. Enright

Approved as to form: **Office of Corporation Counsel**

By: Barbara Cardo

Date: 2 June 2026

Nashua Teachers' Union, AFT Local 1044, AFL-CIO
Unit A – Teachers

and

Nashua Board of Education

MEMORANDUM OF UNDERSTANDING
High School Schedule Changes for the 2026-2027 School Year

This Memorandum of Understanding ("MOU") is entered into by and between the Nashua Teachers' Union, AFT Local 1044, AFL-CIO, Unit A – Teachers (hereinafter "Union"), and the Nashua Board of Education (hereinafter "Board").

WHEREAS, the parties have met and conferred regarding recent changes to the high school schedule for the 2026–2027 school year and the impact of those changes on teachers;

WHEREAS, the Nashua School District and the Nashua Teachers' Union recognize that the new high school schedule increases the number of courses taught by high school teachers each year;

WHEREAS, the new high school schedule requires teachers to perform a new duty, proctor study halls; and

WHEREAS, the Nashua School District and the Nashua Teachers' Union acknowledge the importance of minimizing the increased workload associated with the new high school schedule for teachers;

NOW, THEREFORE, the parties agree as follows, effective with the 2026–2027 contract year:

For Unit A – Teachers

1. The regular teaching load for a high school teacher shall consist of seven classes and one study hall assignment per school year. During one semester, a teacher shall be assigned four classes. **During the other semester, a teacher shall be assigned three classes and one study hall proctoring assignment. On occasion, a teacher assigned to study hall duty may be reassigned to attend a Professional Learning Community (PLC) or other duty as assigned and mutually agreed upon during their scheduled study hall period. Such reassignments shall be made on an equitable rotating basis among teachers assigned to study hall duty.**
2. Study halls shall be scheduled to ensure an equitable distribution of proctoring assignments among teachers and to maintain reasonably balanced roster sizes. **The District shall make every reasonable effort to keep study hall rosters below 26 students. Under no circumstances shall a study hall roster exceed 31 students.**
3. The number of teaching preparations a teacher shall be required to teach per semester shall be limited to three. For non-elective courses, the definition of a preparation shall follow the contract language in Article 8:4C-2. For elective courses, the definition of a

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class preparation shall also follow Article 8:4C-2; however, students from different ability groupings may be combined into a single class, which shall be counted as one preparation rather than multiple preparations.

4. Study Hall expectations shall be clearly communicated to staff and students, and that they also be included in the NHSS and NHSN Staff Handbooks, and the NHSS and NHSN Student Handbooks.
5. This MOU shall become effective upon ratification by the Nashua Board of Education.
6. This MOU shall not constitute a precedent or establish a past practice for any future negotiations or agreements.

For the Nashua Teachers' Union, AFT Local 1044, AFL-CIO
Unit A – Teachers

_____ **Date:** _____
Gary Hoffman, NTU President

For the Nashua Board of Education

_____ **Date:** _____
Jennifer Bishop, Board of Education President

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NASHUA
SCHOOL DISTRICT
Gateway to Opportunity

Strategic Improvement Plan

2025
2030

NASHUA
SCHOOL DISTRICT

Gateway to Opportunity

141 Ledge Street | Nashua, NH 03060
nashua.edu

Facilitated and Prepared By

TEACHING & LEARNING ALLIANCE

800 West Cummings Park, Suite 5900
Woburn, MA 01801 | 781-305-3540



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Dear Nashua Community,

We are proud to introduce the Nashua School District's new Strategic Improvement Plan, a five-year roadmap that will guide our collective efforts to strengthen our systems and expand opportunities for all students.

This work represents the voices, values, and aspirations of our community. Over the course of three summer months, more than 30 dedicated committee members—representing students, families, educators, school leaders, and community partners—came together to engage in thoughtful dialogue, courageous reflection, and shared problem-solving. Their commitment, insight, and expertise laid the foundation for this plan.

Together, we developed a new Mission, Core Values, and Vision Statement that reflects who we are and where we're headed as a district. These statements are not simply words on a page; they are a call to action. They shape our priorities and define the goals we will pursue—goals focused on student achievement, equity, real-world learning, belonging, and operational excellence.
This Strategic Improvement Plan is more than a document—it's a living commitment to the students and families of Nashua. It will guide our decisions, inform our practices, and help us measure progress as we work together to ensure every learner is prepared, supported, and inspired.

Thank you for your partnership and belief in the power of public education. Together, we are opening the Gateway to Opportunity for every student in the Nashua School District.

Best,

Dr. Mario Andrade
Superintendent of Schools
Nashua School District





Strategic Improvement **Planning Committee**

Mario Andrade
Superintendent

Matthew Poska
Assistant Superintendent

Jennifer Scarpati
Assistant Superintendent

Helayne Talbott
Director, CTE

Robert Cioppa
Director, ELL

Kerry Curtis
Asst. Director, Spec Ed

Michael Bowse
Director, Human Resources

Kristine Smith
Coordinator, Digital Learning

Lisa Gingras
Director, Athletics

Anne McCubrey
Parent

Cherrie Fulton
Director, Title I

Erin Anderson
Principal, Sunset Heights

Gabriel Falzarano
Principal, Pennichuck Middle

Nathan Burns
Principal, NHS North

Patricia Beaulieu
Principal, Charlotte Avenue

Jennifer Bishop
Board of Education

Chris Thibodeau
Board of Alderman

Gail Casey
Community - ALC

Paul Hebert
Community-Square Tail CFO

Mike Apfelberg
Community-United Way

Joseph Manzoli
Community, YMCA

Darcy Rock-O'Hara
Teacher, McCarthy Middle

Carri Burns
Teacher Coach

Kate Millette
Teacher, Dr. Crisp

Angela Bartlett
Teacher, NHS South

Brittney Effler
Teacher, Sunset Heights

Laura Short
Teacher, Mt. Pleasant; NTU Rep.

Alex Homola
Parent

Anne McCubrey
Parent

Becky Britton
Parent

Brie Colby
Parent

Gina McGillick
Parent

Sheikh Ahmeed
Student

Facilitated and Prepared by
Teaching and Learning Alliance, Inc.





Summary of the Strategic Improvement Planning Process

The strategic improvement plan is a powerful tool that can assist a district in staying focused on what it is, what it wants to be, and how it can achieve its goals. It represents "the set of actions an organization chooses to pursue to achieve its objectives. These deliberate actions are puzzle pieces that fit together to create a clear picture of how the people, activities, and resources of an organization can work effectively to accomplish a collective purpose." (Curtis & City, 2010, p. 20). The strategic planning process enables the district to seek feedback from constituents that comprise the school district: students, parents/guardians, staff, administrators, board of education, and the community, to best serve the educational community in the future.

Beginning in the winter of 2025, members of the Nashua Public Schools and the community came together to develop a strategic plan that would serve as a road map for improvement for the 2025-26 through 2029-30 school year. The following three-step strategic improvement planning process was employed to help guide the planning process:

1 Building the Foundation

2 Building the Plan

3 Implementing the Plan

In **Phase I**, relevant data representing the performance of the district were collected, and community input and feedback were solicited. A series of forums was conducted with parents/guardians, community leaders, the board of education, staff, and district leadership team members. Additional historic data about the schools were also collected to guide the work in Phase II of the process.

In **Phase II**, a Strategic Planning Committee was established to begin the important work of analyzing internal and external data to guide in establishing core values, a vision, and a mission. The current strategic plan was also assessed to inform the development of a new plan. During Phase II work, committee members identified common themes, referred to in the plan as focus areas. The Strategic Planning Committee established strategic objectives for each focus area, key actions for each objective, and identified outcomes for each strategic initiative.

In the **final phase (Phase III)** of the strategic planning process, the Strategic Planning Committee discussed how the newly developed contents of the district strategic plan could be implemented both vertically and horizontally in the organization to guide the change process over the next five years. Strategies were highlighted that would be employed to ensure that district improvement would work on the identified focus areas.



Our Mission

The Mission Statement explains who we are and highlights our fundamental belief system. When others read the mission statement, they should understand what our core role is as a school district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do?
- Who benefits from our work?
- What are the results of our work?

The Strategic Planning Committee reviewed all collected data from parents/guardians, community members, and staff, and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

The mission of the Nashua School District is

to provide personalized educational opportunities and cultivate the skills and perspectives necessary for meaningful contributions to the community.

Our Vision

A Vision Statement represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief but concise statement that clearly exemplifies the district's vision for those it serves.

The Nashua School District is

a community where curiosity drives education, and every learner is valued.

Our Core Values

P	R	I	D	E
positive	respectful	inquisitive	determined	engaged

The Nashua School District's Core Values should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The PRIDE set of core values was established through the Portrait of a Learner process and continues forward in the Strategic Plan:





Focus Areas and Strategic Initiatives

2025 - 2030

After developing core values, a vision, and a mission, the Plan for Success Planning Committee began the work of developing the focus areas that will serve as the core priorities of district improvement for the next five years. Each Focus Area is highlighted in our action plan that includes multiple strategic objectives and key actions for each priority, outcome, and responsibility. The following four focus areas emerged from the process:

1 Climate, Culture, and Community Engagement

2 Teaching, Learning, and Leading

3 Operational Efficiency and Future Planning

4 Innovate, Research, and Design

Focus Area 1

Climate, Culture & Community Engagement

Objective: Foster a positive, inclusive, and connected school community by building trust, promoting transparent and responsive communication, and engaging families and stakeholders as active partners in student success.

Initiative	Action Steps	Measure of Success
Establish effective/responsive communication & transparency	• **Audit current communication practices** to identify gaps and stakeholder needs. • **Develop and publish a communication plan** with clear expectations for schools and departments. • **Ensure ADA compliance and multilingual access** across all tools and materials. • **Create two-way communication channels** for stakeholder feedback and response. • **Improve and monitor communications** based on engagement metrics and annual stakeholder surveys.	• Audit completed annually; results shared publicly with action steps; 100% of schools participate • Communication plan published on website by 2026; school compliance tracked and reported • All key documents translated; 100% of district messages ADA compliant • Feedback tools embedded on website and parent portal; >75% of families report they know how to share input • 100% of school leaders trained annually; 85%+ of staff report improved clarity in communications • Annual stakeholder communication survey shows 10% improvement in clarity, trust, and responsiveness

Initiative	Action Steps	Measure of Success
Cultivate stewardship of available resources	• Map current partnerships with businesses, nonprofits, and public agencies to identify gaps and opportunities for collaboration. • Develop a district-wide partnership framework outlining expectations, shared goals, and support structures for long-term collaboration. ◦ Launch a "Community Partner Council" to meet quarterly and co-design programs with school leaders based on district priorities. ◦ Create an annual "Community Impact Report" highlighting contributions from partners and return on investment. ◦ Celebrate and recognize community contributors annually at a district event or through regular communications (e.g., newsletters, website). ◦ Launch parent-centered special education and ELL advisory group/council.	• Partnership map completed and updated annually; 100% of schools contribute data • Framework developed by 2026; 100% of active partners onboard with shared expectations • Council established and meets quarterly; at least 10 active community members participate consistently • Annual report published on website; highlighted at board meetings and family events • Recognition program established; 95% of partners report feeling valued by the district • Advisory group established and meets quarterly; representation includes 100% of school levels (Elem-MS-HS)



Focus Area 1: Climate, Culture & Community Engagement

Initiative	Action Steps	Measure of Success
Provide equity, access & diverse learner support	• Develop a district-wide Equity & Access Framework that includes clear principles, expectations, and tools for inclusive practices and communication. • Co-design family engagement strategies with diverse communities, including advisory groups for ELL, special education, and marginalized populations. Strengthen inclusive representation in family engagement materials, district visuals, decision-making bodies, and events. • Build and monitor equity dashboards that disaggregate academic, behavioral, and engagement data by subgroup and are used to inform decisions. • Continue to develop district-wide inclusion models for special education students, ensuring access to grade-level curriculum and special education support for skill/knowledge gaps/areas.	• District media reflects all major student/family demographics; annual audit tracks inclusivity • ELL and SPED family groups established at 100% of schools by 2027; at least 3 events co-designed per year • Dashboards launched by 2027; used quarterly by district teams to inform decisions and publicly shared • Inclusion rates for students with disabilities increase by X% over 3 years; all schools demonstrate co-teaching practices
Strengthen School Climate and Culture to Support Belonging and Engagement	• Implement a district-wide school climate survey for students, staff, and families to assess experiences of belonging, safety, and connection (administered annually). • Expand student leadership and voice opportunities, including peer mentors, student-led forums, and advisory roles in school improvement.	• ≥80% student/staff/family participation; results published annually and used for action planning • All middle and high schools have active student councils or forums; student participation increases by 15%

Focus Area 2

Teaching, Learning & Leading

Objective: Promote academic growth for all students through rigorous instruction, ongoing staff development, and equitable access to high-quality, inclusive learning experiences that foster a sense of belonging.

Initiative	Action Steps	Measure of Success
Promote academic rigor & student growth	• Ensure our curriculum is both rigorous and relevant, preparing all students for post-secondary success (college, careers, military, and life). • Implement common district-wide performance assessments to measure deeper learning and growth (short, mid, long-term data). • Integrate real-world learning tasks into instructional units (e.g., PBL, capstone projects). • Expand opportunities for advanced coursework (AP, Dual Enrollment, CTE, Pathways, etc.) and targeted supports for access.	• 100% of core curriculum documents revised by 2027, ensuring alignment to college/career expectations and explicit integration of PoL competencies such as critical thinking, collaboration, and communication • District-wide performance-based assessment system implemented by 2027; ≥80% of students demonstrate growth in applying PoL-aligned skills like creativity, analysis, and problem-solving • Greater than 85% of classrooms integrate tech to support inquiry and innovation; ≥85% of students and teachers report increased engagement and readiness for future learning environments • All subjects vertically aligned to prepare students for deeper learning and personal growth aligned with PoL attributes like curiosity, resilience, and connection • 100% of schools implement at least 2 PoL-aligned common tasks annually by 2027 (e.g., presentations, portfolios, collaborative problem-solving)

Initiative	Action Steps	Measure of Success
		• All secondary schools offer project-based learning, capstones, internships, or community-connected tasks by 2028, promoting student agency and authentic application of PoL skills • 15% increase in underrepresented student enrollment in AP, Dual Enrollment, CTE, and personalized pathways by 2029, ensuring access to rigorous, interest-driven opportunities that nurture confidence and lifelong learning
Provide professional development for all staff	• Consistently provide high-quality and differentiated professional development that supports the needs of all learners.	• Staff participate in annual PD that supports inclusive Tier 1 instruction and fosters learning environments where all students can thrive as PoL graduates • Instructional walkthroughs show ≥20% improvement in Tier 1 practices that promote collaboration, belonging, and student-centered learning

Focus Area 2: Teaching, Learning and Leading

Initiative	Action Steps	Measure of Success
Provide equity, access & diverse learner support	• Ensure every student—regardless of background, language, or ability—has access to the support and opportunities they need. • Annual SPED audit completed; • Reimagine and rebuild the educational experience for students with IEPs through implementing a programmatic overhaul that integrates research-based principles and practices to best meet the needs of students requiring specialized instruction. • Improve Special Education Programs: collecting data and redesigning how we support students with IEPs using best practices	• Equity dashboard created and reviewed quarterly; ≥10% annual increase in historically underserved students participating in enrichment, leadership, or advanced coursework—ensuring every learner is empowered to develop curiosity, voice, and confidence • Redesigned special education programs implemented by 2027 • Redesigned SPED programs implemented by 2027; learning environments promote inclusion, self-advocacy, and perseverance—core to Nashua's PoL vision • Annual SPED audit completed; 100% IEP compliance maintained





Focus Area 3

Operational Efficiency & Future Planning

Objective: Design and sustain streamlined, equitable, and future-ready systems that align with long-term district priorities, ensuring all stakeholders have access to the tools, resources, and support they need.

Initiative	Action Steps	Measure of Success
Workforce development	• Recruit and retain high-quality staff that reflects our student demographics.	• 10% increase in educator diversity by 2028; ≥90% retention rate of high-performing staff • ≥95% of schools fully staffed by start of year
Investigate, consolidate, and acquire technology	• Use technology to: ○ enhance learning ○ streamline operations ○ improve communication • Consolidate learning systems and communication platforms district wide to reduce confusion for families and staff.	• Technology audit completed; ≥80% reduction in redundant platforms • ≥90% of staff report improved clarity and ease of use
Ensure that budget planning is transparent, sustainable, and aligned with the district's strategic goals while addressing short- and long-term financial constraints.	• Establish a multi-year financial planning process that aligns budget allocations with strategic priorities, projected enrollment trends, contract obligations, and capital needs.	• Multi-year budget forecast published annually • Budget decisions aligned with priorities

Focus Area 3: Operational Efficiency & Future Planning

Initiative	Action Steps	Measure of Success
Audit the systems and structures of support for all students	• Regularly review and update systems and processes for effectiveness and efficiency. • Adjust class sizes, methods, and services to support multilingual learners and students with disabilities.	• Annual audit conducted • Student participation in alternate pathways grows annually
Strengthen Special Education infrastructure to support equitable access and services	• Special Education: Improve Special Education Programs (collecting data and redesigning how we support students with IEPs, using best practices to create stronger programs).	• SPED program redesign implemented by 2027 • 90% of students with IEPs show growth on personalized goals • 100% IEP compliance rate



Focus Area 4

Innovate, Research, and Design

Objective: Cultivate an environment of innovation that enables the district to rapidly evolve.

Initiative	Action Steps	Measure of Success
Make the Nashua School District an attractive school system for current and future families and students	• Redesign of our educational system utilizing data and community input. • Investigate and establish innovative school models within our district • Expanding in-school and out-of-school activities; increasing access to programs that help students explore their interests, develop new skills, and feel connected to their school and community.	• Increase in family satisfaction survey responses related to innovation, engagement, and academic pathways • Annual increase in enrollment or reduced outmigration to other districts • Two (2) new innovative school models or programs launched by 2028 • School-level data shows increased participation



Focus Area 4: Innovate, Research, and Design

Initiative	Action Steps	Measure of Success
Advance inclusive, innovative, and high-impact teaching and leadership to inspire learning and lifelong success.	• Embed Nashua's Portrait of a Learner into curriculum, instruction, and assessment practices. • Launch micro-pilots in innovative instructional design (e.g., interdisciplinary learning, AI-enhanced feedback, competency-based learning). • Establish "Innovation Cohorts" of teachers and leaders to test and scale new models. • Align professional development with research-based practices that support creativity, deeper learning, and real-world relevance.	• ≥85% of secondary students participate in at least one PoL-aligned learning experience per year • 100% of schools implement at least one instructional innovation pilot by 2027 • Educator PD survey shows ≥90% satisfaction with innovation-focused training • Increased student engagement metrics and performance in Portrait of a Learner tasks
Build robust research-practice partnerships and R&D capacity	• Formalize partnerships with research organizations, higher ed, and regional employers to co-design learning models and conduct improvement cycles. • Launch an internal R&D team or innovation hub to track, pilot, and scale emerging practices (AI, blended learning, SEL innovation, etc.). • Participate in national R&D networks and use data to inform district policy, programming, and redesign.	• 3–5 active research-practice partnerships by 2026 • Annual publication of a "District Learning Report" summarizing pilots, outcomes, and next steps • Evidence-based innovations scaled from pilot to district-wide use within 2 years • District recognized regionally/nationally as an innovation engine (via partnerships, case studies, grants, etc.)

NASHUA SCHOOL DISTRICT
Gateway to Opportunity

Strategic Improvement Plan 2025 2030

Our Mission

The mission of the Nashua School District is to provide personalized educational opportunities and cultivate the skills and perspectives necessary for meaningful contributions to the community.

Our Vision

The Nashua School District is a community where curiosity drives education and every learner is valued.

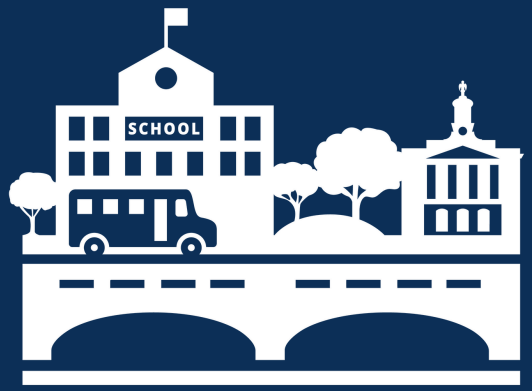


Our Strategic Focus Areas

1. Climate, Culture, and Community Engagement
2. Teaching, Learning, and Leading
3. Operational Efficiency and Future Planning
4. Innovate, Research, and Design

Our Core Values

P	R	I	D	E
positive	respectful	inquisitive	determined	engaged



NASHUA
SCHOOL DISTRICT

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