

RYE SCHOOL DISTRICT

Rye, New Hampshire



Annual Report
Financial Year Ending June 30, 2023

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Artwork and Photographs Contributed from Rye Elementary School and Rye Junior High

SCHOOL DISTRICT OFFICERS

School Board Members

Heather Reed	Term Expires 2024
Katherine Errecart, Vice Chair	Term Expires 2025
Susan Ross, Secretary	Term Expires 2025
Matt Curtin, Chair	Term Expires 2026
Michelle Wheeler	Term Expires 2026

School District Officials

Nina Parrott, Moderator	Term Expires 2024
Margaret Honda, Clerk	Term Expires 2025
Elizabeth Figulio, Treasurer	Term Expires 2025

The Schools

Rye Elementary School

Michelle Pitts, Principal
461 Sagamore Road
Rye, NH 03870
(603) 436-4731

Rye Junior High School

Anne Gilbert, Principal
501 Washington Road
Rye, NH 03870
(603) 964-5591

Portsmouth High School

Stephen Chinosi, Principal
50 Andrew Jarvis Drive
Portsmouth, NH 03801
(603) 436-7100

School Administrative Unit 50

48 Post Road
Greenland, New Hampshire 03840
Phone (603) 422-9572 Fax (603) 334-3313

Stephen Zadravec	Superintendent of Schools
Kelli Killen	Assistant Superintendent of Schools
Susan Penny	Business Administrator
Stacey Kirby	Director of Special Education
Chris Russo	Director of Technology
Brian Helfrich	Director of Facilities

Websites

Rye School Board	https://res.sau50.org/en-US/RSD-School-Board
Rye Elementary School	http://res.sau50.org/
Rye Junior High School	http://rjh.sau50.org/
Rye PTA	http://www.ryepta.org/
Rye Education Foundation	http://ryeeducationfoundation.org/
SAU 50	https://sau50.schoolblocks.com
Portsmouth High School	http://www.cityofportsmouth.com/school/

Rye School District School Deliberative Session
February 6, 2024
Rye Junior High
Nina Parrott, School Moderator

The meeting was called to order by School District Moderator Nina Parrott (Madame Moderator) at 6:35 PM

The Pledge of Allegiance was recited.

Welcome by Moderator Nina Parrott. Madame Moderator introduced and thanked the Rye School Board: Matt Curtin - Chair, Katherine Errecart – Vice Chair, Heather Reed, Michelle Wheeler, and Susan Ross. Madame Moderator welcomed the school staff in attendance and thanked them for their hard work not only this year but every year. Madame Moderator expressed a special thanks to Bob Eaton, Town Moderator, for his mentorship and guidance over the years.

Madame Moderator reminded the audience of Election Day Tuesday, March 12, 2024, from 8:00 am - 7:00 pm at the Rye Elementary School.

Madame Moderator announced that candidate's night, sponsored by the Rye Civic League, will be held on March 7 at 7pm at the Library. There are two candidates running for one open school board seats: Laura Belden and Allyson Kreycik.

Madame Moderator read her rules for the meeting as follows:

Meeting Purpose: The purpose of this meeting is to discuss and debate all the articles on the school warrant. This meeting may not exclude articles from the ballot. Up or down-voting on an article only occurs at the March election; but you may amend most articles to change how they appear on the ballot.

Moderator's Rules: By law, the Moderator sets the rules of the meeting. But, by majority vote, you can change my rules, or overrule any decision I make.

Procedure: I will read each article in the order it appears on the warrant unless somebody moves to take an article out of order. I will ask for a motion, and a second, to move the article to the floor for debate. I will then recognize the article's sponsor. After that, everyone here is invited to speak. Line up behind the microphone. When I call on you, introduce yourself by name and street address. I will recognize all new speakers before someone speaks a second time. Address all comments to me. When there is no more discussion on an article, I will order it to be placed on the ballot, either as written or as amended.

Please keep your comments civil, to the point, and pertaining to the article.

Motions to Amend: Any registered voter can move to amend an article. Amendments must be in writing, unless they are very simple, and need a second supporter. I will read the motion, and then open the floor for discussion. When you are ready to vote, I will restate the amendment. There are five limits to amendments.

1. Articles whose words are prescribed by law may not be amended.
2. I will not allow motions to amend amendments before the original amendment is voted on.
3. An amendment may not add a new subject.
4. The budget cannot be increased, including warrant articles, by more than 10%.
5. Amendments cannot eliminate an article's subject matter.

Voting: If you haven't already done it, check in at the table, get a voting card, and sign it. To vote, I will ask you to raise your card and I will vote only to break or create a tie.

Restricting Reconsideration: You may move to restrict reconsideration of any article, but only after I order the article to be placed on the ballot. The motion is not debatable. If the motion carries, this meeting may not reconsider that article later.

Calling the Question: Is the same as moving to end debate. It must be seconded; it is not debatable. It needs a 2/3 majority to pass.

Non-Voters: Sometimes a person who is not a registered Rye voter wishes to speak. I will ask if there is an objection. If nobody objects, that person may speak. If there is an objection, and a second, I will call for a vote. However, I will let school officials who do not live in Rye speak.

Madame Moderator read Warrant Article 1:

Article 01 Operating Budget FY24-25

Shall the Rye School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$17,854,947 (seventeen million eight hundred fifty-four thousand nine hundred forty-seven dollars)? Should this article be defeated, the default budget shall be \$17,065,048 (seventeen million sixty-five thousand forty-eight dollars), which is the same as last year, with certain adjustments required by previous action of the Rye School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. (Majority vote required.)

(NOTE: This warrant article [operating budget] does not include appropriations in ANY other warrant article.)

The Rye School Board recommends this operating budget. (Vote 5-0)

The Rye Budget Committee recommends the operating budget (Vote 8-0)

Katherine Errecart moved Article 1 to the floor, seconded by Steve Bourne.

Katherine Errecart from the School Board discussed the increase in the budget which is 3.8% over last year. She expressed that this increase is in line with inflation. There are both increases and decreases to the budget overall. An increase in Portsmouth High School tuition of approximately \$300,000.00 due to higher cost per student and more students attending, Salaries increased by 2.8% or approximately \$185,000. Health insurance rate increased which represents \$176,000.00, New paraprofessional positions mandated by the State because of students with Individual Education Plans (IEPs) and .6 of a Literary Interventionist for Rye Junior High School equaling approximately \$125,000.00. Rye's portion of the SAU 50 budget is \$75,000.00. Facilities and building improvement costs increased by approximately \$95,000.00 which reflects past actual spending trends. The budget reflects decreases in Special Education tuition at the High School by approximately \$100,000.00, Special Education contracted services by approximately \$100,000.00 and overall transportation costs by \$100,000.00.

Joe Cummins of Washington Road made a public comment asking for clarification on the state-mandated special education positions related to the IEPs. Katherine Errecart further explained the mandate. Mr. Cummins asked how much the two Paraprofessional positions costs. Susan Penny, SAU 50 Business Administrator advised it is a sum of \$70,700.00. Mr. Cummins further inquired why Warrant Article 1 states the budget committee supports this Warrant Article in a vote of 8-0 but only seven signatures appeared on the Warrant. Susan Penny confirmed one budget committee member was remote during the meeting and was not in-person to sign the Warrant. It was confirmed the eight budget committee members support the Warrant Article and because there was a quorum, the member who was remote did not need to sign the document. Mr. Cummins made a motion to increase the operating budget by \$4,000.00 to offer a math camp in the summer.

Madame Moderator asked for a second. Without a second motion, **the motion failed.**

Madame Moderator asked for further discussion.

Hearing none, **Madame Moderator ordered Article 1 on the ballot, as written.**

Ms. Errecart moved to restrict reconsideration on Article 1, seconded by Ms. Ross.

Madame Moderator took a vote to restrict reconsideration on Article 1. The motion carried.

Madame Moderator read Warrant Article 2:

Article 02 Rye Educational Support Personnel Association

Shall the Rye School District vote to approve the cost items included in the collective bargaining agreement reached between the Rye School Board and the Rye Educational Support Personnel Association (RESPA) which calls for the following increases in salaries and benefits at the current staffing levels:

<i>Fiscal Year</i>	<i>Estimated Increase</i>
2024-2025	\$86,147
2025-2026	\$66,188
2026-2027	\$70,967

and further to raise and appropriate \$86,147 (eighty-six thousand one hundred forty-seven dollars) for the 2024-2025 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels? (Majority vote required)

(NOTE: This appropriation is in addition to Warrant Article 1, the Operating Budget Article)

The Rye School Board recommends this warrant article. (Vote 5-0)

The Rye Budget Committee recommends this warrant article. (Vote 8-0)

Ms. Ross moved Article 2 to the floor, seconded by Ms. Errecart.

School Board member Susan Ross spoke to the Warrant Article. Ms. Ross stated the purposes for increasing wages for our support staff. This agreement establishes a salary schedule to ensure flexibility for attracting staff. There are 35 support staff employees who add up to 30.8 full-time equivalencies (FTEs). This includes four education aids, 13 special education aids, four secretarial positions, five full-time custodians, two part-time custodians, one full-time food service manager, and six part-time food service employees. Increases are approximately 8.1 and raises or fluctuates between 4.73 and 9.09. She stated they entered into this to ensure we could maintain our strong support staff. During the pandemic they found that support staff were going to other districts because they paid more than Rye School District. This brings us to the middle of the pack.

Ms. Shari Turner, Washington Road, and Rye Elementary employee stated she has worked at Rye Elementary School for about 20 years and loves everything about it and now that they are a Blue-Ribbon school, it is even better. She expressed how great it has been working with the Board and the Superintendent has been amazing. She has worked with so many great people over the years and it has been great getting to know the newcomers in Town with their kids. She and Stacy are on the forefront working in the office and she feels this Article is very important. While they are still in negotiations, a yes vote on this Warrant Article means a lot to everybody to keep the excellent staff that they have right now.

Madame Moderator asked for further discussion on Warrant Article 2.

Madame Moderator, hearing no additional discussion, **ordered Article 2 on the ballot as written.**

Ms. Errecart moved to restrict reconsideration, seconded by Ms. Ross.

Madame Moderator took a vote to restrict reconsideration on Article 2. The motion carried

Madame Moderator read Article 3:

Article 03 Call a Special Meeting

Shall the Rye School District, if WARRANT ARTICLE 2 is defeated, authorize the governing body to call one special meeting, at its option, to address WARRANT ARTICLE 2 cost items only? (Majority vote required)

Ms. Errecart moved Article 3 to the floor, seconded by Ms. Ross.

Ms. Ross stated this is only if Warrant Article 2 fails, and they need to have a way of dealing with this situation which will require a special meeting.

Mr. Cummins, Washington Road, asked about the special meeting and what happens if this is necessary. He stated how he also inquired about this with Town officials. He asked, if there is a special meeting, is there a second part to the meeting and another ballot? Or is it simply a non-SB2 Town Meeting? Ms. Jeanne Moynihan stated she thought a vote would be taken at the time of the meeting, but she may be wrong. Steven Bourne stated he does not know either.

Madame Moderator asked if there was further discussion.

Madame Moderator, hearing no further discussion, **ordered Article 3 on the ballot as written.**

Ms. Errecart made a motion to restrict reconsideration, seconded by Ms. Ross

Madame Moderator took a vote to restrict reconsideration on Article 2. The motion carried

Madam Moderator read Warrant Article 4:

Article 04 School Property Maintenance Expendable Trust Fund

To see if the Rye School District will vote to raise and appropriate up to \$60,000 (sixty thousand dollars) to be added to the School Property Maintenance Expendable Trust Fund previously established, with such sum to be funded from June 30, 2024, unassigned fund balance available for transfer on July 1, 2024 with no amount to be raised by additional taxation. (Majority vote required)

The Rye School Board recommends this warrant article. (Vote 5-0)

The Rye Budget Committee recommends this warrant article. (Vote 8-0)

Ms. Reed moved Article 4 to the floor, seconded by Mr. Curtin.

Ms. Wheeler reviewed the recommendation to increase the School Property Maintenance Expendable Trust Fund. The current balance is \$131,000 and their goal is to get up to \$300,000 in the fund to reach the goals set forth of the Capital Improvement Plan. The \$60,000 would come from the unassigned fund balance therefore would have no tax implications.

Mr. Cummins, Washington Road, asked if the school unassigned fund balance is merged with the Town and is it necessary to keep above 5% threshold for that combined amount? Mr. Curtin clarified that the School and the Town unassigned fund balances are separate. The school is allowed to hold up to 5% of the assessed property value. Thus, the amount changes from year to year. Mr. Cummins asked if there a minimum the school is required to keep for contingencies. Mr. Curtin answered no.

Mr. Steven Bourne, Wallis Road, stated for clarification, the Town needs to keep enough in cash reserves to ensure they can pay the bills. The State has two things 1-8, 8-17 (with Department of Revenue Administration) there are two different numbers. The schools historically had to return all money to the Town at the end of the school year, but the state law has changed and now allows the schools to retain the money for things like this.

Madame Moderator asked for further discussion.

Madame Moderator, hearing no further discussion, **ordered Article 4 to the ballot as written.**

Ms. Errecart moved to restrict reconsideration, seconded by Ms. Reed.

Madame Moderator took a vote to restrict reconsideration on Article 4. The motion carried

Madame Moderator opened the floor to additional comments:

Mr. Bill Epperson, West Road and Select Board member, asked what impact the solar panels have had on the utilities bill at the school?

Mr. Curtin commented it is written in the cost savings. He asked the SAU 50 Facilities Director if we know the savings.

Susan Penny stated at the end of the fiscal year 2023 (the panels were installed in October 2023), the approximately savings were \$13,000.00-\$15,000.00.

Mr. Epperson mentioned he noticed there is an electric car charger at the elementary school. In his discussion with Town officials, they are wondering if that is the most appropriate place for a charging station as they are notorious for malfunctioning and car fires. He asked that the school rethink this.

Mr. Howard Kalet, Colbourn Road, Chair of the Energy Committee, provided more information about the power savings. There are two ways we save power. One is by buying less in the winter and in the summer, we create an excess.

Another piece of the solar savings is related to demand charges. When you turn on your heating or AC equipment, there is a surge of power required and you pay extra for a bigger pipeline to deliver that electricity. In rough numbers we have been able to save about 1/3 of the demand charge, which is dramatic on a monthly bill.

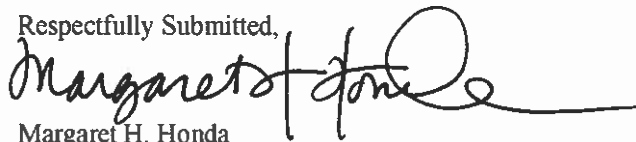
Mr. Cummins complimented Madame Moderator on running a fair meeting. He asked more information about the demand charge. Mr. Cummins withdrew the question.

Ms. Curtin moved to adjourn the meeting, seconded by Ms. Honda.

Madame Moderator took a vote. The motion carried.

The meeting was adjourned at 7:10pm by Madame Moderator.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Margaret H. Honda", written over a horizontal line.

Margaret H. Honda

Rye School District Clerk



Article 01 Operating Budget FY24-25

Shall the Rye School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$17,854,947 (seventeen million eight hundred fifty-four thousand nine hundred forty-seven dollars)? Should this article be defeated, the default budget shall be \$17,065,048 (seventeen million sixty-five thousand forty-eight dollars), which is the same as last year, with certain adjustments required by previous action of the Rye School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. (Majority vote required.)

(NOTE: This warrant article [operating budget] does not include appropriations in ANY other warrant article.)

The Rye School Board recommends this operating budget. (Vote 5-0)

The Rye Budget Committee recommends the operating budget (8-0)

☐ Yes

☐ No

Article 02 Rye Educational Support Personnel Association

Shall the Rye School District vote to approve the cost items included in the collective bargaining agreement reached between the Rye School Board and the Rye Educational Support Personnel Association (RESPA) which calls for the following increases in salaries and benefits at the current staffing levels:

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and further to raise and appropriate \$86,147 (eighty-six thousand one hundred forty-seven dollars) for the 2024-2025 fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels. (Majority vote required)

(NOTE: This appropriation is in addition to Warrant Article 1, the Operating Budget Article)

The Rye School Board recommends this warrant article. (Vote 5-0)

The Rye Budget Committee recommends this warrant article. (Vote 8-0)

☐ Yes

☐ No



Article 03 Call a Special Meeting

Shall the Rye School District, if WARRANT ARTICLE 2 is defeated, authorize the governing body to call one special meeting, at its option, to address WARRANT ARTICLE 2 cost items only? (Majority vote required)

☐ Yes

☐ No

Article 04 School Property Maintenance Expendable Trust Fund

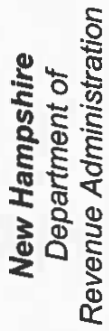
To see if the Rye School District will vote to raise and appropriate up to \$60,000 (sixty thousand dollars) to be added to the School Property Maintenance Expendable Trust Fund previously established, with such sum to be funded from June 30, 2024 unassigned fund balance available for transfer on July 1, 2024 with no amount to be raised by additional taxation? (Majority vote required)

The Rye School Board recommends this warrant article. (Vote 5-0)

The Rye Budget Committee recommends this warrant article. (Vote 8-0)

☐ Yes

☐ No



Proposed Budget

Rye Local School

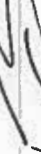


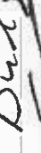

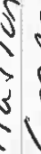

For School Districts which have adopted the provisions of RSA 32:14 through RSA 32:24
Appropriations and Estimates of Revenue for the Fiscal Year from:
July 1, 2024 to June 30, 2025

Form Due Date: 20 Days after the Annual Meeting

This form was posted with the warrant on: January 29, 2024

SCHOOL BUDGET COMMITTEE CERTIFICATION

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

Name	Position	Signature
Scott Marston	Budget Chair	
Stawn Crapo	Secretary RBVDA	
Bob McGrath	Budget BOS	
Katherine Erreart	Budget	
Kato Dwyer	B.O.S.	
Jeffrey A. Ross	Budget Committee Vice Chair	
Steven P. Ross	Budget Committee Vice Chair	

This form must be signed, scanned, and uploaded to the Municipal Tax Rate Setting Portal: <https://www.proptax.org/>

For assistance please contact:
NH DRA Municipal and Property Division
(603) 230-5090
<http://www.revenue.nh.gov/mun-prop/>



New Hampshire
Department of
Revenue Administration

2024
MS-27

Proposed Budget

Account	Purpose	Article	Expenditures for period ending 6/30/2023	Appropriations as Approved by DRA for period ending 6/30/2024	School Board's Appropriations for period ending 6/30/2025 (Recommended)	School Board's Appropriations for period ending 6/30/2025 (Not Recommended)	Budget Committee's Appropriations for period ending 6/30/2025 (Recommended)	Budget Committee's Appropriations for period ending 6/30/2025 (Not Recommended)
Instruction								
1100-1199	Regular Programs	01	\$8,517,821	\$8,965,215	\$9,591,305	\$0	\$9,591,305	\$0
1200-1299	Special Programs	01	\$1,386,977	\$1,740,123	\$1,631,924	\$0	\$1,631,924	\$0
1300-1399	Vocational Programs		\$0	\$0	\$0	\$0	\$0	\$0
1400-1499	Other Programs	01	\$174,956	\$229,839	\$251,389	\$0	\$251,389	\$0
1500-1599	Non-Public Programs	01	\$0	\$0	\$0	\$0	\$0	\$0
1600-1699	Adult/Continuing Education Programs	01	\$0	\$0	\$0	\$0	\$0	\$0
1700-1799	Community/Junior College Education Programs		\$0	\$0	\$0	\$0	\$0	\$0
1800-1899	Community Service Programs		\$0	\$0	\$0	\$0	\$0	\$0
Instruction Subtotal			\$10,079,754	\$10,935,177	\$11,474,618	\$0	\$11,474,618	\$0
Support Services								
2000-2199	Student Support Services	01	\$917,344	\$961,174	\$1,020,597	\$0	\$1,020,597	\$0
2200-2299	Instructional Staff Services	01	\$742,387	\$752,387	\$828,733	\$0	\$828,733	\$0
Support Services Subtotal			\$1,659,731	\$1,713,561	\$1,849,330	\$0	\$1,849,330	\$0
General Administration								
2310 (840)	School Board Contingency		\$0	\$0	\$0	\$0	\$0	\$0
2310-2319	Other School Board	01	\$34,206	\$57,153	\$48,846	\$0	\$48,846	\$0
General Administration Subtotal			\$34,206	\$57,153	\$48,846	\$0	\$48,846	\$0
Executive Administration								
2320 (310)	SAU Management Services	01	\$870,223	\$905,856	\$981,643	\$0	\$981,643	\$0
2320-2399	All Other Administration	01	\$160,054	\$164,821	\$172,644	\$0	\$172,644	\$0
2400-2499	School Administration Service	01	\$664,510	\$680,462	\$726,204	\$0	\$726,204	\$0
2500-2599	Business		\$0	\$0	\$0	\$0	\$0	\$0
2600-2699	Plant Operations and Maintenance	01	\$937,008	\$1,193,477	\$1,329,828	\$0	\$1,329,828	\$0
2700-2799	Student Transportation	01	\$506,458	\$570,374	\$489,019	\$0	\$489,019	\$0
2800-2999	Support Service, Central and Other		\$33,488	\$0	\$0	\$0	\$0	\$0



New Hampshire
Department of
Revenue Administration

2024
MS-27

Proposed Budget

Executive Administration Subtotal

\$3,171,741

\$3,699,338

\$0

\$3,699,338

\$0

Non-Instructional Services

3100	Food Service Operations	01	\$219,477	\$212,914	\$215,000	\$0	\$215,000	\$0
3200	Enterprise Operations		\$0	\$0	\$0	\$0	\$0	\$0
	Non-Instructional Services Subtotal		\$219,477	\$212,914	\$215,000	\$0	\$215,000	\$0

Facilities Acquisition and Construction

4100	Site Acquisition		\$0	\$0	\$0	\$0	\$0	\$0
4200	Site Improvement		\$0	\$0	\$0	\$0	\$0	\$0
4300	Architectural/Engineering		\$0	\$0	\$0	\$0	\$0	\$0
4400	Educational Specification Development		\$0	\$0	\$0	\$0	\$0	\$0
4500	Building Acquisition/Construction		\$0	\$0	\$0	\$0	\$0	\$0
4600	Building Improvement Services	01	\$254,675	\$1,056,000	\$379,815	\$0	\$379,815	\$0
4900	Other Facilities Acquisition and Construction		\$0	\$0	\$0	\$0	\$0	\$0
	Facilities Acquisition and Construction Subtotal		\$254,675	\$1,056,000	\$379,815	\$0	\$379,815	\$0

Other Outlays

5110	Debt Service - Principal		\$0	\$0	\$0	\$0	\$0	\$0
5120	Debt Service - Interest		\$0	\$0	\$0	\$0	\$0	\$0
	Other Outlays Subtotal		\$0	\$0	\$0	\$0	\$0	\$0

Fund Transfers

5220-5221	To Food Service	01	\$40,296	\$78,000	\$48,000	\$0	\$48,000	\$0
5222-5229	To Other Special Revenue	01	\$325,822	\$140,000	\$140,000	\$0	\$140,000	\$0
5230-5239	To Capital Projects		\$0	\$0	\$0	\$0	\$0	\$0
5254	To Agency Funds		\$0	\$0	\$0	\$0	\$0	\$0
5300-5399	Intergovernmental Agency Allocation		\$0	\$0	\$0	\$0	\$0	\$0
9990	Supplemental Appropriation		\$0	\$0	\$0	\$0	\$0	\$0
9992	Deficit Appropriation		\$0	\$0	\$0	\$0	\$0	\$0
	Fund Transfers Subtotal		\$366,118	\$218,000	\$188,000	\$0	\$188,000	\$0



Proposed Budget

Total Operating Budget Appropriations	\$17,854,947	\$0	\$17,854,947	\$0
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Proposed Budget

Account	Purpose	Article	School Board's Appropriations for period ending 6/30/2025 (Recommended)	School Board's Appropriations for period ending 6/30/2025 (Not Recommended)	Budget Committee's Appropriations for period ending 6/30/2025 (Recommended)	Budget Committee's Appropriations for period ending 6/30/2025 (Not Recommended)
5251	To Capital Reserve Fund		\$0	\$0	\$0	\$0
5252	To Expendable Trust Fund		\$0	\$0	\$0	\$0
5253	To Non-Expendable Trust Fund		\$0	\$0	\$0	\$0
5252	To Expendable Trusts/Fiduciary Funds	04	\$60,000	\$0	\$60,000	\$0
Purpose: School Property Maintenance Expendable Trust Fund						
Total Proposed Special Articles			\$60,000	\$0	\$60,000	\$0



Proposed Budget

Account	Purpose	Article	School Board's Appropriations for period ending 6/30/2025 (Recommended)	School Board's Appropriations for period ending 6/30/2025 (Not Recommended)	Budget Committee's Appropriations for period ending 6/30/2025 (Recommended)	Budget Committee's Appropriations for period ending 6/30/2025 (Not Recommended)
1100-1199	Regular Programs	02	\$6,257	\$0	\$6,257	\$0
Purpose: Rye Educational Support Personnel Association (RES)						
1200-1299	Special Programs	02	\$40,180	\$0	\$40,180	\$0
Purpose: Rye Educational Support Personnel Association (RES)						
2400-2499	School Administration Service	02	\$11,279	\$0	\$11,279	\$0
Purpose: Rye Educational Support Personnel Association (RES)						
2600-2699	Plant Operations and Maintenance	02	\$21,242	\$0	\$21,242	\$0
Purpose: Rye Educational Support Personnel Association (RES)						
3100	Food Service Operations	02	\$7,189	\$0	\$7,189	\$0
Purpose: Rye Educational Support Personnel Association (RES)						
Total Proposed Individual Articles			\$86,147	\$0	\$86,147	\$0



New Hampshire
Department of
Revenue Administration

2024
MS-27

Proposed Budget

Account	Source	Article	Revised Revenues for period ending 6/30/2024	School Board's Estimated Revenues for period ending 6/30/2025	Budget Committee's Estimated Revenues for period ending 6/30/2025
Local Sources					
1300-1349	Tuition	01	\$81,000	\$81,000	\$81,000
1400-1449	Transportation Fees		\$0	\$0	\$0
1500-1599	Earnings on Investments	01	\$5,000	\$5,000	\$5,000
1600-1699	Food Service Sales	01	\$175,000	\$182,189	\$182,189
1700-1799	Student Activities		\$0	\$0	\$0
1800-1899	Community Service Activities		\$0	\$0	\$0
1900-1999	Other Local Sources		\$0	\$0	\$0
Local Sources Subtotal			\$261,000	\$268,189	\$268,189
State Sources					
3210	School Building Aid		\$0	\$0	\$0
3215	Kindergarten Building Aid		\$0	\$0	\$0
3220	Kindergarten Aid		\$0	\$0	\$0
3230	Special Education Aid		\$7,000	\$0	\$0
3240-3249	Vocational Aid		\$0	\$0	\$0
3250	Adult Education		\$0	\$0	\$0
3260	Child Nutrition	01	\$3,000	\$3,000	\$3,000
3270	Driver Education		\$0	\$0	\$0
3290-3299	Other State Sources		\$0	\$0	\$0
State Sources Subtotal			\$10,000	\$3,000	\$3,000
Federal Sources					
4100-4539	Federal Program Grants	01	\$140,000	\$140,000	\$140,000
4540	Vocational Education		\$0	\$0	\$0
4550	Adult Education		\$0	\$0	\$0
4560	Child Nutrition	01	\$22,000	\$22,000	\$22,000
4570	Disabilities Programs		\$0	\$0	\$0
4580	Medicaid Distribution		\$0	\$0	\$0
4590-4999	Other Federal Sources (non-4810)		\$0	\$0	\$0



New Hampshire
Department of
Revenue Administration

2024
MS-27

Proposed Budget

4810	Federal Forest Reserve	\$0	\$0	\$0	\$0
	Federal Sources Subtotal	\$162,000	\$162,000	\$162,000	\$162,000
Other Financing Sources					
5110-5139	Sale of Bonds or Notes	\$0	\$0	\$0	\$0
5140	Reimbursement Anticipation Notes	\$0	\$0	\$0	\$0
5221	Transfer from Food Service Special Revenue Fund	\$0	\$0	\$0	\$0
5222	Transfer from Other Special Revenue Funds	\$0	\$0	\$0	\$0
5230	Transfer from Capital Project Funds	\$0	\$0	\$0	\$0
5251	Transfer from Capital Reserve Funds	\$0	\$0	\$0	\$0
5252	Transfer from Expendable Trust Funds	\$0	\$0	\$0	\$0
5253	Transfer from Non-Expendable Trust Funds	\$0	\$0	\$0	\$0
5300-5699	Other Financing Sources	\$0	\$0	\$0	\$0
9997	Supplemental Appropriation (Contra)	\$0	\$0	\$0	\$0
9998	Amount Voted from Fund Balance	\$625,000	\$60,000	\$60,000	\$60,000
9999	Fund Balance to Reduce Taxes	\$243,756	\$0	\$0	\$0
	Other Financing Sources Subtotal	\$868,756	\$60,000	\$60,000	\$60,000
	Total Estimated Revenues and Credits	\$1,301,756	\$493,189	\$493,189	\$493,189



New Hampshire
Department of
Revenue Administration

2024
MS-27

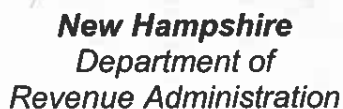
Proposed Budget

Item	School Board Period ending 6/30/2025 (Recommended)	Budget Committee Period ending 6/30/2025 (Recommended)
Operating Budget Appropriations	\$17,854,947	\$17,854,947
Special Warrant Articles	\$60,000	\$60,000
Individual Warrant Articles	\$86,147	\$86,147
Total Appropriations	\$18,001,094	\$18,001,094
Less Amount of Estimated Revenues & Credits	\$493,189	\$493,189
Less Amount of State Education Tax/Grant	\$0	\$0
Estimated Amount of Taxes to be Raised	\$17,507,905	\$17,507,905



Proposed Budget

1. Total Recommended by Budget Committee	\$18,001,094
Less Exclusions:	
2. Principal: Long-Term Bonds & Notes	\$0
3. Interest: Long-Term Bonds & Notes	\$0
4. Capital outlays funded from Long-Term Bonds & Notes	\$0
5. Mandatory Assessments	\$0
6. Total Exclusions (Sum of Lines 2 through 5 above)	\$0
7. Amount Recommended, Less Exclusions (Line 1 less Line 6)	\$18,001,094
8. 10% of Amount Recommended, Less Exclusions (Line 7 x 10%)	\$1,800,109
Collective Bargaining Cost Items:	
9. Recommended Cost Items (Prior to Meeting)	\$0
10. Voted Cost Items (Voted at Meeting)	\$0
11. Amount voted over recommended amount (Difference of Lines 9 and 10)	\$0
12. Bond Override (RSA 32:18-a), Amount Voted	\$0
Maximum Allowable Appropriations Voted at Meeting: (Line 1 + Line 8 + Line 11 + Line 12)	
	\$19,801,203



2024
MS-DSB

Default Budget of the School District Rye Local School

For the period beginning July 1, 2024 and ending June 30, 2025

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

This form was posted with the warrant on: January 29, 2024

SCHOOL BOARD OR BUDGET COMMITTEE CERTIFICATION

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

[illegible]

This form must be signed, scanned, and uploaded to the Municipal Tax Rate Setting Portal:
<https://www.proptax.org/>

For assistance please contact:
NH DRA Municipal and Property Division
(603) 230-5090
<http://www.revenue.nh.gov/mun-prop/>



Default Budget of the School District

Account	Purpose	Prior Year Adopted Budget	Reductions or Increases	One-Time Appropriations	Default Budget
Instruction					
1100-1199	Regular Programs	\$8,965,215	\$446,290	\$0	\$9,411,505
1200-1299	Special Programs	\$1,740,123	(\$113,680)	\$0	\$1,626,443
1300-1399	Vocational Programs	\$0	\$0	\$0	\$0
1400-1499	Other Programs	\$229,839	\$5,770	\$0	\$235,609
1500-1599	Non-Public Programs	\$0	\$0	\$0	\$0
1600-1699	Adult/Continuing Education Programs	\$0	\$0	\$0	\$0
1700-1799	Community/Junior College Education Programs	\$0	\$0	\$0	\$0
1800-1899	Community Service Programs	\$0	\$0	\$0	\$0
Instruction Subtotal		\$10,935,177	\$338,380	\$0	\$11,273,557
Support Services					
2000-2199	Student Support Services	\$961,174	\$51,990	\$0	\$1,013,164
2200-2299	Instructional Staff Services	\$752,387	\$24,604	\$0	\$776,991
Support Services Subtotal		\$1,713,561	\$76,594	\$0	\$1,790,155
General Administration					
2310 (840)	School Board Contingency	\$0	\$0	\$0	\$0
2310-2319	Other School Board	\$57,153	\$0	\$0	\$57,153
General Administration Subtotal		\$57,153	\$0	\$0	\$57,153
Executive Administration					
2320 (310)	SAU Management Services	\$905,856	\$0	\$0	\$905,856
2320-2399	All Other Administration	\$164,821	\$0	\$0	\$164,821
2400-2499	School Administration Service	\$680,462	\$6,304	\$0	\$686,766
2500-2599	Business	\$0	\$0	\$0	\$0
2600-2699	Plant Operations and Maintenance	\$1,193,477	\$35,611	\$0	\$1,229,088
2700-2799	Student Transportation	\$570,374	(\$99,636)	\$0	\$470,738
2800-2999	Support Service, Central and Other	\$0	\$0	\$0	\$0
Executive Administration Subtotal		\$3,514,990	(\$57,721)	\$0	\$3,457,269
Non-Instructional Services					
3100	Food Service Operations	\$212,914	\$0	\$0	\$212,914
3200	Enterprise Operations	\$0	\$0	\$0	\$0
Non-Instructional Services Subtotal		\$212,914	\$0	\$0	\$212,914
Facilities Acquisition and Construction					
4100	Site Acquisition	\$0	\$0	\$0	\$0
4200	Site Improvement	\$0	\$0	\$0	\$0
4300	Architectural/Engineering	\$0	\$0	\$0	\$0
4400	Educational Specification Development	\$0	\$0	\$0	\$0
4500	Building Acquisition/Construction	\$0	\$0	\$0	\$0
4600	Building Improvement Services	\$1,056,000	\$0	(\$1,000,000)	\$56,000
4900	Other Facilities Acquisition and Construction	\$0	\$0	\$0	\$0



Default Budget of the School District

Facilities Acquisition and Construction Subtotal	\$1,056,000	\$0	(\$1,000,000)	\$56,000
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Other Outlays

5110	Debt Service - Principal	\$0	\$0	\$0	\$0
5120	Debt Service - Interest	\$0	\$0	\$0	\$0
Other Outlays Subtotal		\$0	\$0	\$0	\$0

Fund Transfers

5220-5221	To Food Service	\$78,000	\$0	\$0	\$78,000
5222-5229	To Other Special Revenue	\$140,000	\$0	\$0	\$140,000
5230-5239	To Capital Projects	\$0	\$0	\$0	\$0
5251	To Capital Reserve Fund	\$0	\$0	\$0	\$0
5252	To Expendable Trusts/Fiduciary Funds	\$0	\$0	\$0	\$0
5253	To Non-Expendable Trust Funds	\$0	\$0	\$0	\$0
5254	To Agency Funds	\$0	\$0	\$0	\$0
5300-5399	Intergovernmental Agency Allocation	\$0	\$0	\$0	\$0
9990	Supplemental Appropriation	\$0	\$0	\$0	\$0
9992	Deficit Appropriation	\$0	\$0	\$0	\$0
Fund Transfers Subtotal		\$218,000	\$0	\$0	\$218,000

Total Operating Budget Appropriations	\$17,707,795	\$357,253	(\$1,000,000)	\$17,065,048
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Default Budget of the School District

Account	Explanation
4600	2023 WA # 6 Roof Replacment
2200-2299	Increase in salaries and benefits per CBA
1400-1499	Increase: ESY costs due to student needs
2600-2699	Increase per CBA
1100-1199	Increase in salaries and benefits per CBA, increase in HS tuition
2400-2499	Increase per CBA
1200-1299	Increase in salaries and benefits per CBA, decrease in contracted services and OD tuition
2000-2199	Increase in salaries and benefits per CBA, increase per student needs
2700-2799	Decrease per bus contract

REPORT OF THE RYE SCHOOL BOARD

The Rye School Board is pleased to report on the activity of the 2023-2024 school year.

In last year's report, we welcomed an entirely new administrative team including the Superintendent, two Principals, a Director of Special Education, a Director of Technology, and a Director of Facilities. While the School Board felt positive about the new leadership, we did not anticipate the speed and magnitude of the positive changes we have seen over the past eighteen months.

The most visible sign of success was Rye Elementary School's 2023 National Blue Ribbon School award. The Department of Education's Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps. Congratulations to Principal Michelle Pitts and the entire Rye Elementary School!

Rye was also honored to have Rye Elementary School named the #1 elementary school and Rye Junior High School the #4 middle school in the State of New Hampshire by U.S. News and World Reports. Although the only real measure of performance is student success, it is nice to be recognized for all the excellent work of our administrators, staff, and students. Wonderful job Rye schools!

As part of a new strategic planning initiative, Superintendent Zadavec has developed a "Portrait of a Learner" to provide a vision of what it means for our students to succeed. Students, staff, parents, and the broader community gave input and feedback throughout the development process. This definition of student success will serve as a guide to all future strategic planning. This is the Rye School District's Portrait of a Learner:

As a person, I am:

Kind: I show empathy, compassion, and consideration for others when making decisions.

Confident: I strive to be independent and prepared to achieve goals.

Creative: I use my imagination to express myself and share ideas.

Mindful: I build healthy habits for my personal wellbeing.

As a citizen, I am:

Respectful: I am courteous and thoughtful of the feelings, wishes, rights, and traditions of others.

Engaged: I participate in the community and understand what makes it unique, while keeping a global perspective.

Responsible: I hold myself accountable and take action when appropriate.

Collaborative: I communicate effectively and work well with others.

As a learner, I am:

Resourceful: I use critical thinking skills to address issues and solve problems.

Persistent: I approach learning with resilience, motivation, and flexibility.

Prepared: I take on academic challenges and am equipped to succeed in a variety of settings.

Curious: I explore learning opportunities by being inquisitive and reflective

Our school principals have been busy introducing innovative programs and positive changes. At Rye Junior High School, the traditional unified arts program has been updated to a multidisciplinary seminar model called “Explore.” This program is designed to give students more choice and investment while emphasizing project-based learning. The junior high school also welcomed a math interventionist this year to help students’ close knowledge gaps and improve math skills.

The Rye Elementary School has launched a MTSS (Multi-Tiered System of Support) program to identify and address individual student needs through intensive direct intervention. By uncovering and addressing student needs, all kids are receiving the attention and expertise they need to help them improve and succeed. This program launched during the 2022/2023 year and expanded to Rye Junior High in 2023/2024.

Both Rye schools have also benefited from unprecedented engagement with the community through the year-long Rye 400 celebrations. Students have been immersed in local history, special events, and unique educational opportunities. The Rye 400 organization has been incredibly generous to our students and school staff. We could not be more grateful for their kindness and support.

Rye schools receive amazing support from our community partners including the Parent Teacher Association (PTA), Rye Educational Foundation (REF), the Rye Public Library, and Rye Recreation. These organizations provide invaluable programs, resources, and funding that enhance the educational experience of every Rye student. Our families have come to rely on the contributions of these organizations, and we are grateful for their hard work and community leadership.

The school department’s most vital partners are the Rye Police and Rye Fire departments. As we develop policies and procedures to guarantee the physical safety and security of our students and schools, Police Chief Kevin Walsh and Fire Chief Mark Cotreau have contributed their knowledge and expertise through joint planning exercises, safety drills, and policy recommendations. Beginning in September 2023, the Rye Police Department assigned a dedicated School Resource Officer (SRO) to provide the highest level of safety, comfort, and confidence to our students and staff.

Rye has also made significant improvements in the overall condition of the school buildings through recent capital improvements. The entire roof of the Elementary School was replaced in 2023 and we are preparing to deploy a solar array there in 2024. Other improvements include IT infrastructure, classroom technology, HVAC systems, physical security, landscaping, and parking lots. We are also looking forward to the installation of a new playground at the Elementary School in Spring 2024 which was made possible by \$200K in fundraising activity through various community organizations.

Please join us for the monthly School Board Meetings held at Rye Junior High School. You can find meeting dates and learn more about what is happening with Rye Schools by visiting <https://res.sau50.org/en-US/RSD-School-Board>.

Finally, on behalf of the students, staff, and administration, THANK YOU for the tremendous support over the past year!

THE RYE SCHOOL BOARD

Matt Curtin, Chair

Katherine Errecart, Vice Chair

Susan Ross, Secretary

Heather Reed

Michelle Wheeler



REPORT OF THE SUPERINTENDENT OF SCHOOLS

It is truly an honor to serve as the Superintendent of Schools in SAU 50. Over the past year I have been gathering input from various stakeholders across the SAU to inform our Portrait of a Learner. The Portrait of a Learner will serve as our North Star as it describes the qualities and characteristics we seek to develop in our students in partnership with parents and the community. For example, in describing our learners' words such as *resourceful*, *persistent*, *prepared*, and *curious* rose to the top in the feedback we received. Thinking of our students as citizens, words such as *engaged*, *responsible*, *respectful*, and *collaborative* were used. Lastly, thinking of them generally as people, words such as *kind*, *confident*, *creative*, and *mindful* were at the top of the list.

We will continue to seek community feedback as this work develops into a clear vision for our schools, with goals to help us monitor our progress. It is a great time to be in SAU 50. There is plenty to celebrate across all four communities. Recent rankings from US News and World Report support that. While Rye Elementary School was ranked #1 in New Hampshire for elementary schools, Rye Junior High was #4 and Greenland Central School was #6 for middle schools. All schools were tops in Rockingham County and the Seacoast. While Newington Public School and Maude H. Trefethen School are both too small to be ranked by US News and World Report, their performance on the achievement measures used would indicate they would also be high on this list.

In addition to drawing tighter connections between our four towns, we have been deliberate in our work to draw stronger connections with Portsmouth to set our students up for even greater success. We have collaborated across our SAUs this year on curriculum alignment, connected our Portrait of a Learner work with Portsmouth's Portrait of a Graduate work, and explored shared resources. Our goal is to bring to scale the best of what is happening in all of our schools.

We are fortunate to have Anne Gilbert serving as Principal of Rye Junior High School and Michelle Pitts serving as Principal of Rye Elementary School. Both are strong leaders and bring a student-focused lens, strong experience, and a collaborative mindset to the team. With our strong staff, supportive community, and innovative spirit there is simply no limit on what we can create by building on the many great things already happening. We will see that our schools are schools where every child is known, supported, and challenged to do their best. We have a unique opportunity to create the very best education for students here in SAU 50. I look forward to working with our communities in that effort.

Sincerely,

Stephen Zadravec
Superintendent of Schools



REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS

Assessment:

New Hampshire State Assessment

In the spring of 2023, the state assessment was administered to students in grades 3 through 8 in the areas of English Language Arts, Math, and Science. The science assessment is only given in grades 5 and 8. These assessments require students to apply their learning, not just recall specific content.

The comparison of the data showed students were still progressing in their learning although not to the same level as in the past. We did not see huge gaps in learning as may have been evidenced in other districts around the country. While the scores, especially in math, showed fewer students at the proficiency level, we know students are continuing to learn, all-be-it slower when compared to years before the pandemic. This is to be expected, and students will be able to catch up. It will just take time.

The percentages of students meeting proficiency on the assessments are listed below.

English Language Arts 2023

Grade	Level 3 and Level 4 (proficient)	2022	2021
3	87%	87%	87%
4	86%	84%	90%
5	81%	84%	78%
6	76%	72%	58%
7	66%		84%
8	58%	72%	76%
Overall	76%	76%	79%

Mathematics 2023

Grade	Level 3 and Level 4 (proficient)	2022	2021
3	93%	98%	>90%
4	84%	88%	90%
5	72%	77%	61%
6	76%	82%	75%
7	53%	48%	69%
8	44%	63%	69%
Overall	70%	72%	76%

Science 2023

Grade	Level 3 and Level 4 (proficient)	2022	2021
5	48%	74%	55%
8	49%	66%	66%
Overall	48%	70%	59%

You can see the impact of the COVID Pandemic on student achievement as measured by this assessment. We also review other assessment results to ensure we are clear on the achievement levels of our students as well as strengths and weaknesses in our teaching and learning. We have measures in place to support our students as they continue to learn and make up ground from their interrupted learning during the pandemic.

Pupil Services:

The following is information about Pupil Services supported by the district for subgroups required by law and the current number of students involved.

Home Education - *These students' education is provided by parents and not in a school setting.*

ELL: English Language Learners - *These students have limited English proficiency due to English being a second language for them.*

McKinley-Vento Act - *These students meet the criteria for homelessness.*

Title I - *These students are provided instructional support in reading and/or math.*

Section 504 - *These students are provided specific regular education accommodations due to a physical or mental impairment.*

Program	Number of Students K to 8
Home Education	5
ELL	1
McKinley-Vento	2
Title I	12
Section 504	32



SPECIAL EDUCATION EXPENSES / REVENUES
(Previous two fiscal years per RSA 32:11-A)

Special Education Revenues	<u>2021-2022</u>	<u>2022-2023</u>
From Local – Tuition	\$ 8,268	\$ 6,178
From Local – Services Provided to Other LEAs	\$ 0	\$ 28,477
From State – Special Education Aid	\$ 0	\$ 6,881
From Federal – Medicaid	\$ 31	\$ 0
From Federal – Grants	<u>\$ 98,470</u>	<u>\$ 116,910</u>
 Total Revenues	 \$ 106,769	 \$ 158,446
 Special Education Expenditures		
Special Programs (Functions 1210, 1280)	\$ 1,300,477	\$ 1,439,358
Extended School Year Programming (Function 1430)	\$ 27,074	\$ 31,166
Psychological Services (Functions 2142, 2143, 2149)	\$ 42,238	\$ 179,521
Speech and Audiology Services (Function 2150)	\$ 101,783	\$ 171,508
Physical, Occupational, and Vision Therapy (Functions 2162, 2163, 2169)	\$ 81,626	\$ 132,675
Administrative Costs (Function 2330)	\$ 0	
Specialized Transportation (Function 2722)	<u>\$ 10,175</u>	<u>\$ 58,855</u>
 Total Expenditures	 \$ 1,563,373	 \$ 2,173,137
 Actual District Cost for Special Education	 \$ 1,456,604	 \$ 2,014,690



Technology

Annual Report | 2023-2024

2023 Pat Keyes Technology - Using Educator Award Winner - Kate Morrison



Kate Morrison, Digital Learning Specialist for the Rye Schools, receives the Pat Keyes Award at the Christa McAuliffe Conference in November, 2023

Each year NHSTE recognizes and honors two individuals (one leader and one teacher) who, through their extraordinary work and accomplishments, have made a significant impact in the field of educational technology. The NHSTE Technology Using - Educator Award is named in memory of Pat Keyes; a former secondary teacher in the Keene School District who served NHSTE in many capacities including editor of the NHSTE Connections. The nominee for this award will be an educator who exemplifies the following:

- Functions as a public or private PreK-12 teacher providing direct instruction in a New Hampshire school(s).
 - Developed effective units integrating educational technology.
 - Demonstrated improved student performance with the application of technology.
 - Shared ideas/initiatives in formal and informal arenas using traditional and electronic methods.
-

Data Center Update

Data center servers were replaced in August and all services were migrated to the new VM Hosts. In total, 11 servers/services are now hosted on the new machines. Several legacy servers were shut down. We now have room to accommodate future needs of the District.



Jeff volunteered for this!



Data Migration in Process.....I'm sorry there is nothing exciting to picture here...

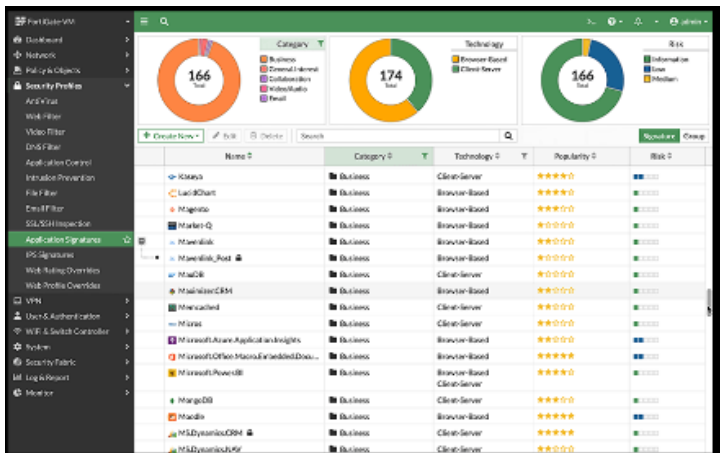
Next Generation Firewall

After many hours of lead-up work, redundant Fortigate Firewalls were installed on July 17th. The prep work paid off, with the schools going offline for less than 30 minutes during the cutover. Faculty and students are now better protected from online threats and attacks.

Redundant firewalls allow instant failover in the case of a hardware failure and allow for firmware updates without downtime.



The FortiGate 200F Series NGFW combines AI-powered security and machine learning to deliver Threat Protection.



What Does SAU 50 IT Staff Support?

All Faculty & Staff
Wireless access points
Student Chromebooks
Staff Computers
iPads- K-1
Classroom & Office
Phones
LCD Projectors
Promethean Boards

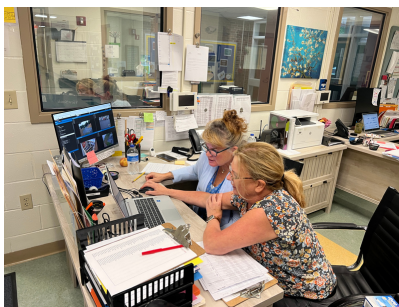
Apple Tv's
Security Cameras
Copiers &
Printers
Network Switches
Data Center
Helpdesk
PowerSchool

Zoom Phone

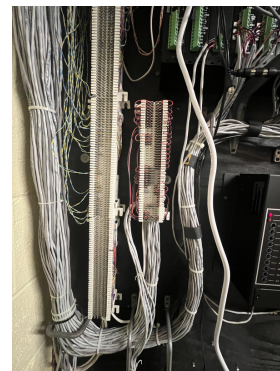
All office and classroom phones in both Rye schools were replaced and integrated into our Zoom Phone system in the summer of 2023. All school locations now have enhanced 911 capabilities, including the immediate, simultaneous notification of office, admin, and district admin in the event of a 911 call.



The existing PA systems were integrated into the system.



Staci and Shari from RES configuring their voicemail for Zoom phone and practicing transfers



Legacy PA System at RES

Interactive Panels Installed in Rye



Twelve Newline interactive boards were installed in RJH and RES. These boards are not only feature rich, but are also cost effective, at about 1/3 the cost of a "Promethean" Brand board. Teachers are VERY happy with them.



Only 1 panel had to be returned
due to shipping damage.



An interactive panel installed in a pre-school classroom. Note they are installed much lower for Pre-K and K so students can reach them.

Structured Cabling Overhaul at Maude H. Trefethen School

All security cameras at MHT were re-wired properly. The old work was piece-mealed and cable extenders were found throughout the building, as well as 50-foot patch cables, (not designed to be used in Plenum space). MHT now has a network closet that is properly installed and terminated.

Thirteen new security cameras were installed on the interior and exterior of MHT. Administrators now have access to live and recorded footage on their cell phones/laptops.



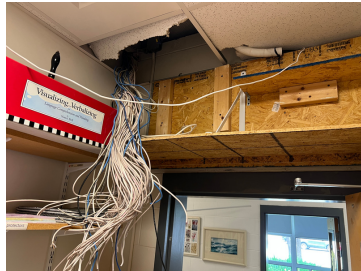
Cable extenders.....ugh!



Old Wiring being pruned out



Notice the old shelving and wire mess removed from over the door.



2 Factor Authentication for all Faculty

After crippling cyber attacks on the Nashua Schools, I made the request for our staff to turn on 2FA. Using this [Tech Minute video](#) and a kindly worded email, we urged staff to turn on 2FA. By June 30th, we had 100% compliance with 2-factor authentication for faculty. There was an overwhelmingly positive response, and the staff was super responsive to the request.

Nashua School District Victim Of 'Sophisticated Cyberattack'

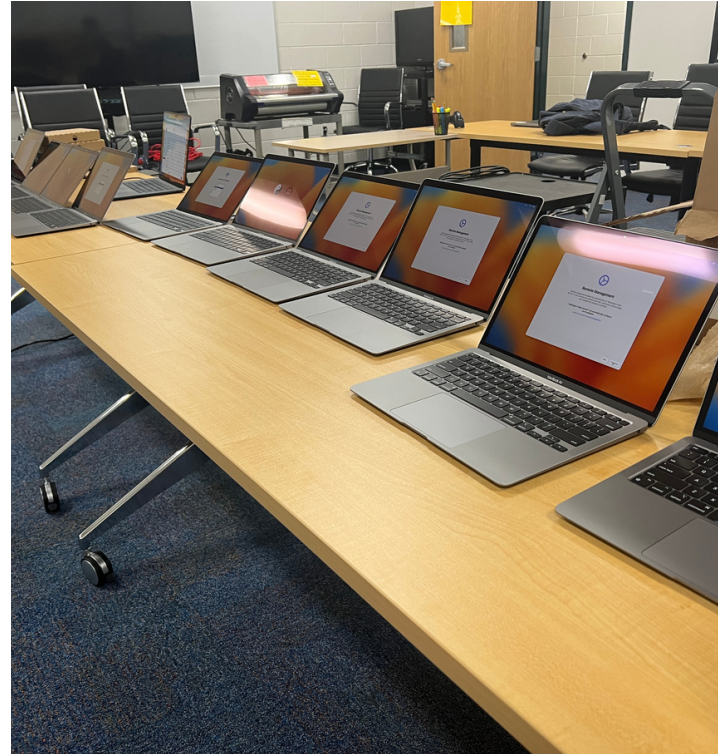
Schools were open Monday as officials attempt to find out who recently hacked into its systems, according to Superintendent Mario Andrade.



Tony Schinella, Patch Staff

Replacement Devices For Newington Public School Students

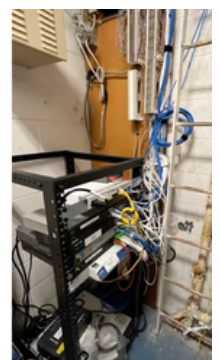
New devices were ordered and prepared for students at NPS. The existing NPS devices need to be erased and re-enrolled due to a missed procedural step by the previous Director. Now that the devices are properly enrolled in our management system, software updates, settings, and installs can all be managed remotely and in real-time.



Relocation of Network Closet at Newington Public School



New Network Closet



OLD Network

The network rack that was installed on the floor, underneath the roof access hatch was moved. The last week of June was dedicated to removing old cabling and making new runs from

The network switch in the library storage closet was eliminated, and all networking runs back to the MDF, now located in the Custodial supply closet. NPS also gained access to the old storage area for needed storage of supplies.

NH Cyber Security



Through a grant program provided by the New Hampshire Cyber Defense Program, all 4 of the technology staff participated in Cybersecurity Training. Successful completion of this course granted us access to some new and powerful log-searching tools developed by the ATOM group. These analytic tools help us identify and stop unusual activity before it becomes problematic.



Digital Citizenship

Rye Elementary Digital Citizenship assembly. All RES students participated in a discussion about online safety and responsibility. Rye Tech Coordinator Chris Cooney was arguably the star of the show!

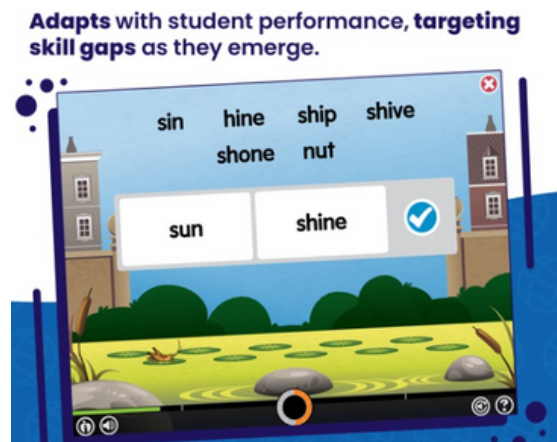


UPS Installations



Eaton Battery Backup / Uninterruptible Power Supplies

UPSs are a critical part of network infrastructure, protecting valuable network switches and other sensitive equipment. Many network closets were missing functioning UPSs. Many were replaced and set up with notifications to alert Tech when an outage has occurred. We have discovered that the Power in Rye fluctuates quite frequently and was likely causing equipment to burn out faster than necessary.



MHT, GCS, and RES have joined NPS in utilizing Lexia Core 5 for early literacy support and instruction. Lexia is designed to be used for about 10 minutes per day to build foundational literacy skills using adaptive technology. It's fun, self-directed, and highly effective. Teacher dashboards provide data about where students are struggling and even generate custom skill builder worksheets to supplement the skills needed.

REPORT OF THE DIRECTOR OF FACILITIES

With a full year under my belt as the SAU 50 Director of Facilities, I have gained invaluable insight into how each school building operates. Our facilities team has been able to determine the key factors of what is needed moving forward to optimize each school so we can foster an environment of in-depth learning. Comfortable classrooms, clean air, and maintenance/upgrades all foster school pride, leading to better education and learning for our students.

Our eyes are always on ways to be as financially sound as possible while taking SAU 50 facilities to the next level. Part of my year one goal was to do an audit of each facility and create a useful life planning document. With the help of our incredible facility staff, I was able to pinpoint all minor and major areas of the schools and get a snapshot of the next 20-30 years of what will need to be replaced and when. This document will feed much of our work and most importantly help strategize all future facility budgets. The major focus the past year was on HVAC upgrades, security system upgrades, flooring replacement, safety upgrades, exterior grounds improvements, and roofing.

None of this happens without our Central Office staff working tirelessly together and most importantly, our incredible custodial staff at each facility.



Newington Public School prepares for graduation ceremony



New LED Rectangular Rapid Flashing Beacons at



Greenland Central School 2nd floor hallway "glowing"



Rye Elementary School roofing / skylight work

"An ounce of prevention is worth a pound of cure." Ben Franklin when referring to fire safety in 1736.

REPORT OF THE ELEMENTARY SCHOOL PRINCIPAL S.E.A.S the Day!



This annual report is being submitted on behalf of the Rye Elementary School (RES) staff to the community in an effort to highlight our accomplishments and goals for the 2023-2024 school year. I continue to be amazed by the positivity, collaboration, support, and the focus on students as the center of our work by all those who are invested in our Rye schools. ***This year, we are proud to announce that Rye Elementary School is a 2023 National Blue Ribbon School!*** Thank you all for your investment and dedication to ensuring that all students in Rye receive a rigorous, innovative, creative, and engaging education. This honor was earned due to the high achievement of our students and the culture we have built here as a community.

Rye Elementary School has a culture of continuous improvement fueled by data-driven decision making and ongoing professional learning. The staff actively seek out new professional growth opportunities and are always looking to share new learning with each other. Collaborative planning and peer feedback are important structures at RES. There is truly a team environment with all staff playing a role in sustaining it. At RES, we “row together” and understand that we need one another for our collective success!



This past year, the teachers at RES have been working diligently and collaboratively to analyze our current curriculum and identify areas of strength and need. Due to these efforts, we are introducing new curriculum and assessments this year and are excited to continue to “row together” in an effort to ensure equity, rigor, and support for all students. We are implementing a new writing program, after a year-long evaluation process with staff members at both RES and RJH. *Step Up to Writing* is a stand-alone program that focuses on explicit teaching in all areas of writing (organization, ideas/content, language/style, neatness, and mechanics) and aligns with state standards. In addition, we will be using Lexia Core5, a web-based adaptive intervention for reading for students in grades K-4. All students will be screened in both reading and math using the STAR Universal Screener. This is an assessment used in all SAU 50 schools and will now be used at RES to bring us all in line as a district. We continue to use Tunstall Math in Kindergarten and Ready Math in grades 1-4. This past summer, teachers across all disciplines participated in a professional development activity, creating a vertical map aligning all areas of our curriculum to create a cross-curricular approach to teaching and learning.



When students walk in the front door of RES, they are greeted by name and with big smiles. Part of our social emotional support is simply being present and building relationships with our students and their families. Throughout the school day, students are supported in meeting their individual social and emotional needs. Examples include Morning Meeting to welcome students as a class community and make connections, our office Reflection Room where students can come and visit or take a break and our kindergarten, first, and second graders building new friendships on the playground with a joint recess shared by all three grades. Perhaps our most unique and celebrated opportunity to bring our community together and engage our staff, students, and families is our monthly Celebration Assembly. These celebrations are designed with student involvement and showcase the students throughout. Lastly, we are now implementing common language with the Purposeful People curriculum to ensure we are teaching character traits more explicitly and commonly across all grades. Components of this program are shared with families and staff to create that common language that brings our community together.

Safety continues to be a priority. Each month our Safety Team meets with emergency responders, and we continue to teach and practice drills. In addition, we have now welcomed a more

consistent Rye Police Officer to connect with students and be present at our all-school events to support the safety of these community building endeavors. We continue to collaborate in planning drills and assessing our safety plans with Homeland Security and thank them for their unwavering support.

Our students are exposed to a wide range of unified arts classes that allow them to further explore areas of interest, the arts, and the outdoors. Our Science, Technology, Engineering, Art, and Mathematics (S.T.E.A.M) program is one that promotes design thinking and problem solving at a high level. This is project-based learning that allows the student to guide their own learning path and connect the power of mistakes to discovery. Our visual arts program integrates core subjects, provides instruction in methodology and art history, creates art for *Talents by the Sea* (a town publication celebrating the visual arts and written expression), and exhibits artwork for the school and Rye community as a whole. The music program incorporates an amalgam of Orff, Kodaly, Dalcraoz, and Modern Band. Students in K-4 sing, move, and play a variety of string and percussion instruments. Students collaborate when learning new parts and communicate by critiquing the work of famous musicians, as well as the works of their peers. They create by writing solo and group compositions with instruments and technology. They problem-solve by improvising melodies on instruments and with technology. Within our physical education program, a variety of activities are offered including but not limited to recess games, cooperative games with teamwork and problem solving, team and individual sports, pickleball, minigolf, and backyard games. Overall wellness is promoted through physical education and health classes. Some health topics are nutrition, myplate (food groups), hand washing, hygiene, sleep, conflict resolution, character education, medicine safety, and the importance of getting 60 minutes of physical activity every day.



Starting in kindergarten and continuing through fourth grade, each student at Rye Elementary School studies Spanish for the first part of the school year and French for the second portion. Through music, books, games, skits, presentations, trip simulations, crafts, projects, and more, students' progress in their speaking, reading, writing, and listening skills in the target language. Cultural experiences and themes are a major part of learning through each year of study. Rye Elementary's Library/Media curriculum evolves from cultivating literature appreciation, listening skills, and personal responsibility through book care, to setting a foundation for digital

citizenship and Internet safety, as well as writing and research skills. By grade four, students work to build awareness around critical media analysis. Students focus on author studies, art awareness through children's book illustrations, local history, stewardship, and more. In the process, we hope to spark imaginations and instill a lifelong love of reading. Lastly, we are fortunate to have an Outdoor Education Specialist, to plan and facilitate students' exploration of real-life lessons, concepts, and projects in the woods, in the garden, at the beach, etc. The goal is to continue to develop and explore the possibilities that this program has while cultivating Environmental Literacy within our students. Rye Elementary is unique in that we have an outdoor learning space and have recently added a fire pit as well. Our students access this learning space and can explore using student created trails. We utilize every ounce of our environment by making applesauce from our trees, using our hands as binoculars to study birds and tapping our trees for sap to make maple syrup. We want students to feel that this school is truly theirs, inside and out.



We continue to be in awe of the support we receive from local organizations such as PTA and REF. The PTA and REF are supporters of a wide range of activities that help us bring enriching and engaging programming and resources to RES, such as authors, artists, storytellers, a school play, diverse texts, and fun events for our students that provide joy and lasting memories. In addition, the Rye 400 Committee has brought incredible learning opportunities to our students throughout the last year, such as historical trolley rides, local artist Todd Bonita, a presentation on Native American history, author Dan Brown, and of course, my own experience in the dunk tank at Rye 400 Day in August. We are so thankful to these organizations for their tireless efforts, dedication, and their passion for recognizing the whole child.

To begin a tradition for myself in the RES annual report, I would like to present reflections from our students. They have incredible voices and know best what makes Rye Elementary School unique and supportive of their needs and talents! We asked:

1. *What makes Rye Elementary School special?*
2. *What do you love most about Rye Elementary School?*

Here is a video, as well as the transcribed responses from our students!
<https://youtu.be/TB2t8htUke0>

What do you love about RES?

"I always feel very welcome when I walk in the doors." - Max, 4th grade
"How much love everyone supports me with." - Emma, 4th grade
"My friends!" - Maddie, 4th grade
"Everything!" - Aida, 4th grade
"The teachers!" - Harper and Vesper, 4th grade
"The beanbag chairs in our class." - Ben, 3rd grade
"Mrs. Furman makes the best cheeseburgers ever!." - Emmett, 3rd grade
"I love RES because it has music class." - Doran, 2nd grade
"They try to make us all feel safe here." - Findlay, 1st grade
"I love that the teachers are so nice!" - Esme, Kindergarten
"I love teachers at RES because they are filled with truth and love." - Dusty, Kindergarten

What makes RES special?

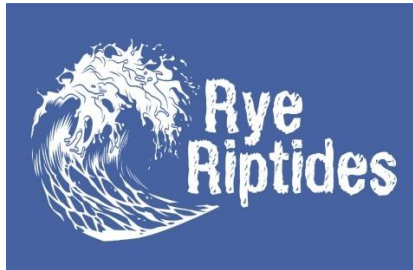
"Everyone accepts you for who you are, and you don't need to worry about not fitting in." - Elise, 4th grade
"Our principal, Mrs. Pitts, is the best principal ever." - Nico, 2nd grade
"All the beautiful people." - Sophia, 4th grade
"Being kind and respecting." - Anna & Cole, Kindergarten



Respectively submitted,

Michelle Pitts
Rye Elementary School Principal

REPORT OF THE JUNIOR HIGH SCHOOL PRINCIPAL 2023-2024: A Rising Tide Lifts All Boats



It is my pleasure to present the 2023-2024 annual report on behalf of the staff of Rye Junior High School. As a school of fifth through eighth graders, we have an array of interests, abilities, and skills, and strive to honor and acknowledge the individuality of all students. At each grade level, our teachers strive to provide a curriculum that incorporates learning new skills, working together to solve real world problems, and discovering new interests. In this way, our RJH community is working toward our mission that “students are well-prepared to enter the next level of their education because they have been meaningfully challenged and well-educated.” Working with our broader community partners, we are able to hone the knowledge and skills our students possess to demonstrate their talents. While we love our historic moniker of Rye Junior High, our staff is fully committed to the middle school model, and work to support our students throughout this time of physical, mental, and social growth.

Rye Junior High has been researching and implementing strategies to create more personalized learning opportunities for our students. As part of this shift in thinking of instruction, the Personalized Learning Coach position has been integral in working with staff to develop personalized methods to deliver instruction, along with developing student specific plans of support. Our coach works to incorporate ‘instructional rounds’ with teachers, which allows teachers to visit other classrooms and work collaboratively to discuss and improve instructional strategies.



RJH continues to improve social studies instruction to provide short, content rich seminars that appeal to our students’ interests. Each six week seminar provides students with intensive instruction on a variety of topics, each falling in at least one of the categories of history, economics, civics, and geography, using the [College, Career, and Civic Life Framework for Social Studies Standards](#). In order to more effectively align

content with the standards, our staff have created ‘power topics’ that organize the standards into themes.



Students in 7th and 8th Grade Seminar “Surfing the Seacoast” researched local Rye history, interviewed long-time surfers of the area, and discovered the economic impact that recreation can have on a geographical area.

5th and 6th Grade Power Topics:

- Exploration & Colonization Revolution
- Indigenous People and the Americas Birth of Civilization
- 5 Themes of Geography Power of Humanity

7th & 8th Grade Power Topics:

- Global Cultures
- Global Movement
- Power of Ideas Civics
- Conflict and Crisis
- US Role in World Affairs

A course catalog of [5/6 social studies seminars](#), and [7/8 social studies seminars](#), has been created to help communicate the alignment of course selections, power topics, and standards.



“Rye Captured” featured student generated mini artwork to highlight the beauty of Rye to celebrate Rye 400.

Rye Junior High was fully immersed in the Rye 400 celebrations during 2023. Our social studies seminars were focused on Rye history, civics, and economics. We tapped into the expertise in our community, including local historian Alex Herlihy, to come in as a visiting teacher in our social studies seminars. Students researched tourism in Rye and recreated local historical beach photos. There were investigations into the Smuttynose murders, an evaluation of the Rye cemetery, a study of historical architecture, and creation of a [“History of Surfing” documentary](#). In June, we celebrated student learning by hosting a community “Rye Revealed” event, complete with student work, a historical tour through Wedgewood, Rye themed escape rooms, and even a historical cemetery!

In September, author Dan Brown visited our students and was interviewed using questions generated in English Language Arts classes.

What was known as ‘unified arts’ has been reimaged at RJH. We now offer EXPLORE classes, which fall under the umbrellas of music, art, PE, STEAM, world language and information technology. Using a catalog of options, students were able to self-select classes that address standards, but appeal to their interests. For example, this quarter, students can be enrolled in Underwater Robotics, Printmaking, Spanish Cuisine, Podcast Creations, and more! In eighth grade, students have the option to enroll in a full year of Spanish or French in order to enroll in a higher-level course in high school.



Students operate underwater remote operated vehicles in the RJH ROV pool.

New to RJH this year is the position of a math interventionist. This position is three days a week and our interventionist works with teachers and students. This position allows students needing intensive intervention or extensions to receive the support they need outside of the regular classroom. The interventionist works in classrooms to support students and teachers by reteaching, providing resources, and reviewing concepts needed for understanding.

Our students are able to participate in a variety of extracurricular activities. Our athletic director and PE teacher, Jordan Cartlidge, organizes athletic teams for volleyball, boys’ and girls’ soccer, cross country, JV and Varsity basketball for both boys and girls, baseball, and track. RJH staff



In September 2023, Rye Junior High hosted its first ever home cross country meet.

continually work with students to determine interest in teams that are supported by the NHSAA. Along with sports, students can participate in art, writing, and yearbook club, as well as Math Counts and the Green Team. We are also offering more PTA sponsored After School Enrichment courses, including RC vehicles, drama and sewing, and have more ideas in the works.

This year, our staff is implementing a new Advisory program called [One Trusted Adult](#). We received grant funding from the NH Department of Education to purchase the program, which includes staff training, parent and caregiver training, lesson plans and activities, and engaging student journals. The program focuses on building healthy relationships between students and their advisor. This relationship building models healthy interactions by working through activities that model accessible, boundaried, and caring interactions that allow all relationship participants to remain safe and supported.



Our community partners are a supportive resource that we rely on heavily. The Rye Education Foundation provides instructional focused funding and designates liaisons to work with our staff to write the grants. The Rye Parent Teacher Association is also a support to our teachers and is generous with funding to help teachers provide resources and materials to our students. At Rye Junior High, we have a Wedgewood Committee that is largely community driven and is focused on building a viable outdoor learning environment for our students. In the past year, we have created a natural outdoor classroom and improved the Wedgewood property to include more student friendly aspects. It has become a tradition for RJH to host the community event “Wedgewood Festival,” which celebrates our beautiful grounds and raises funds for our students. The Rye Police and Fire/Rescue departments are responsive to proactive and reactive situations in our building and their support is invaluable.



Without question, the most valuable resource for our students is our dedicated staff. Our office staff, including office employees, school nurse, and school counselor, are supportive of all students and aware of the specific needs of middle schoolers. Our school nutrition staff gets to know students on an individual basis and are often aware of specific needs that help us support our students with food and nutrition needs. The teachers and paraprofessionals demonstrate the caring and compassion they have for students each day. Whether it is instructional methods, assessment tools, or strategies to support students’ behavioral growth, our teachers and support staff are student focused. Our teachers continually seek out new learning to develop their classroom practice. We have teachers enrolled in graduate level programs, attending web based professional development, and attending in person

professional development around the region. In addition, our teachers work collaboratively with their SAU cohort to align curriculum and assessment methods.

At RJH, we strive to incorporate experiences for students outside of the classroom and school walls. Each grade level is involved with community learning experiences that are engaging for students. Fifth graders worked on a research study with the Center for Wildlife in Cape Neddick, ME to create tools and toys for the animal ambassadors. Annually, sixth grade spends three days and two nights at Merrowvista, an environmental camp that encourages all students to be their best in big and small ways. This year, seventh graders will be spending three days and two nights in NH nature at the Highland Center in Crawford Notch, hiking and exploring the White Mountains while working on collaboration and communication skills. Finally, our eighth graders embark on a culminating trip to Montreal, for an immersive experience in a different culture.



Students canoe at Merrowvista, a 6th grade multi day field trip experience.

Respectively submitted,

Anne Gilbert

Rye Junior High School Principal

REPORT OF THE PORTSMOUTH HIGH SCHOOL PRINCIPAL



Accredited by the New England Association of Schools and Colleges, Portsmouth High School is a comprehensive, regional high school offering a wide range of opportunities for students from Greenland, Portsmouth, Rye, New Castle, and Newington. PHS engages students over four years through robust academics, amazing performing and visual arts, athletic, and CTE opportunities, along with engaging clubs and student leadership experiences. PHS prepares students for life after high school through a unique approach to world-readiness.

In 2023-2024, Portsmouth High School enrolled roughly 1051 students. Our graduates carry a 95% four-year college graduation rate. Our faculty and staff is made up of 163 talented and devoted educators and 97% of our classes are taught by experienced, certified educators.

The faculty and staff at the high school take great pride in providing a curriculum that is rigorous, personalized, equitable, and leads to college and career readiness. We continue to offer a wide range of classes in core subjects as well as a variety of offerings in visual and performing arts, computers, international languages, physical education, and health. In addition, career and technical programming includes coursework in architecture, automotive technology, computer science, culinary arts, business, entrepreneurship, health sciences, and education and teacher training. Honors classes are offered in core subject areas including international language. We also offer a variety of dual enrollment courses as our most rigorous courses that provide juniors and seniors the opportunity to earn college credit while attending high school. Our college-level dual enrollment course offerings cover almost every department at PHS, including our successful CTE programs.

Portsmouth High School students excel academically, across the entire program of study, receiving awards in our national CTE skills competitions, national Seal of Biliteracy for International Languages, and acceptance to top colleges in the country. Our students are thriving in professional internships, cooperative learning experiences, advanced research Capstone projects, and international exchanges. PHS offers competitive athletic programs, outstanding performing arts programs, numerous clubs, and activities for every student to engage, excel, and serve as a source of pride for our community.

Our commitment to a healthy learning community includes thoughtful support for the social and mental well-being of our students and staff. PHS has four dedicated grade-specific school counselors, two counselors that focus on college and career readiness, a licensed social worker, academic support center teacher, and two school psychologists - which make up a robust team of active advocates and professionals who provide individual, short-term, crisis, and group counseling services. This team also works closely with therapists from two mental health agencies who maintain hours in the building for students who are unable to access therapeutic services outside of school. This year the building and district leadership teams also received extensive

training in crisis and threat response with the CSTAG model and updated Title IX training as well.

PHS works hard to ensure that all students have access and exposure to a rich and broad program of studies, have experiences outside of the classroom, and have an understanding of an individual's place in the global environment as is evidenced in the high school's excellent program offerings. The successes that are achieved are constant reminders of the benefits that come from hard work and dedication to our core values of Excellence, Community, Commitment, and Leadership.

PHS is proud to be a regional high school, serving Greenland, Portsmouth, Rye, New Castle, and Newington. Our faculty and staff take great pride in creating a shared community for all students. The long-standing partnership, continued collaboration, and shared commitment of SAU 50 and 52 to grow and support the learning of all PHS students will continue to guide the success of Portsmouth High School.

NEW at PHS in 2023 -2034

Portrait of the Graduate: PHS, along with the entire district, spent more than six months mapping out the Portrait of the Graduate. This process included a wide array of stakeholders and voices to create a composite of the traits and skills of an ideal learner/graduate of PHS. The Portrait of a Graduate, in its final form, becomes a "north star" for all to navigate towards in our work in serving our students and communities. The final draft will be released this fall.

Comprehensive School Threat Assessment Guidelines - CSTAG: PHS, along with the entire district, has redesigned our entire approach to Care, Crisis, and Threat Assessments. The CSTAG model of threat assessment is an approach to violence prevention that emphasizes early attention to problems such as bullying, teasing, and other forms of student conflict before they escalate into violent behavior. School staff members are trained to adopt a flexible, problem-solving approach, as distinguished from a more punitive, zero tolerance approach to student misbehavior. As a result of this training, the model is intended to generate broader changes in the nature of staff - student interactions around disciplinary matters and to encourage a more positive school climate in which students feel treated with fairness and respect.

Academic Standards Counsel - ASC: PHS launched the ASC last year to create an advisory team of students, faculty, and administrators to discuss and debate new course proposals. This year, the ASC will continue its curriculum review work and will also engage the faculty in other issues around curricular and instructional design, as well as assessment strategies and other critical elements that support and encourage best practices to maximize learning. The ASC is a counsel to the faculty and an advisory group to the Office of the Principal.

Curriculum Mapping: PHS is well underway in our comprehensive (all departments and programs) mapping of the scope and sequence of all courses currently offered and, in the works to be offered, in the short term. This work is led by our Office of Curriculum and Instruction and the faculty. This is an important and essential step in ensuring that our students and faculty have a cohesive and clear trajectory of learning opportunities over the entire four years at PHS. These curriculum maps will include details from the departmental level sequence of courses to the individual scope of each course at the unit level of curricular and instructional elements.

Global Education Benchmark Group - GEBG: PHS is proud to announce the launch of the Global Connect Program. Global Connect is a global citizen-scholar experience that spans four years, emphasizing a deep engagement with world languages, service learning, immersive (travel) experiences, and an academic approach to globally focused thinking, learning, and action. We've partnered with GEBG, the Global Education Benchmark Group, the nation's leading organization of global education programs, to expand our efforts beyond the Seacoast. PHS is one of the few public high schools in this national group of schools and is excited to support our inaugural group of thirty-four students as they develop a global scholar's portfolio of academic and cultural work. Students interested can join the PHS Global Connect Google Classroom with this code: yp3g274. Learn more at: <https://sites.google.com/sau52.org/phs-world-ready/home>

IDEAStudio - Design-Engineering (NuVu): PHS believes in the power of I.D.E.A.S. = Innovation, Design, Engineering, Arts, and Sciences. The PHS IDEAStudio celebrates design-engineering through this interdisciplinary approach because the Sciences help us understand *how the world works* and the Arts help us understand *how we will work in the world*. PHS has partnered with NuVu studios in Cambridge, MA to support and train our faculty in the best practices in design-engineering curriculum, instruction, and assessment.

The PHS IDEAStudio connects students, faculty, and the community in the collaborative creation of products and solutions that require extended focus over time, match the complex real-world tasks and investigations of professionals in practice, and integrate knowledge from multiple disciplines.

The IDEAStudio team of faculty, staff, and students helps facilitate a comprehensive Design-Engineering program, which embraces the maker-mindset to prepare students for an open-ended and rapidly changing future.

Classes and flex opportunities will be developed for students to engage complex problems with creative solutions. The PHS IDEAStudio houses state-of-the-art digital and traditional fabrication tools and resources such as:

- | | | |
|-----------------------|-----------------------------|---------------------|
| • 3D Printers | • Sewing Machines/Textiles | • Hand Tools |
| • Laser Cutters | • Electronic/Soldering Kits | • Basic Power Tools |
| • CNC Machines | • Raspberry Pi | • Shop Vac |
| • Vinyl/Paper Cutters | • Arduino | • PPE |

M7- Music Studio: M7 is a small music studio, rehearsal, recording space for students and faculty to explore the joys of making music. In partnership with our PHS Performing Arts Department, M7 has all the basics of a music studio/rehearsal space - guitars (electric, acoustic, bass), drums, keyboards, piano, amplifiers, microphones, ukuleles, and percussion instruments. Students use M7 during lunch, flex blocks, and after school.

Respectfully,

Stephen Chinosi
Principal

RYE SCHOOL DISTRICT STATISTICS 2023-2024
as of October 1, 2023

Rye Elementary and Junior High School Students

<u>Grade</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>Total</u>
Students	40	34	42	32	38	47	55	40	49	300

Students Attending Portsmouth High School

Freshmen	48
Sophomore	34
Juniors	42
Seniors	<u>37</u>
Total	161

(five-year comparison)

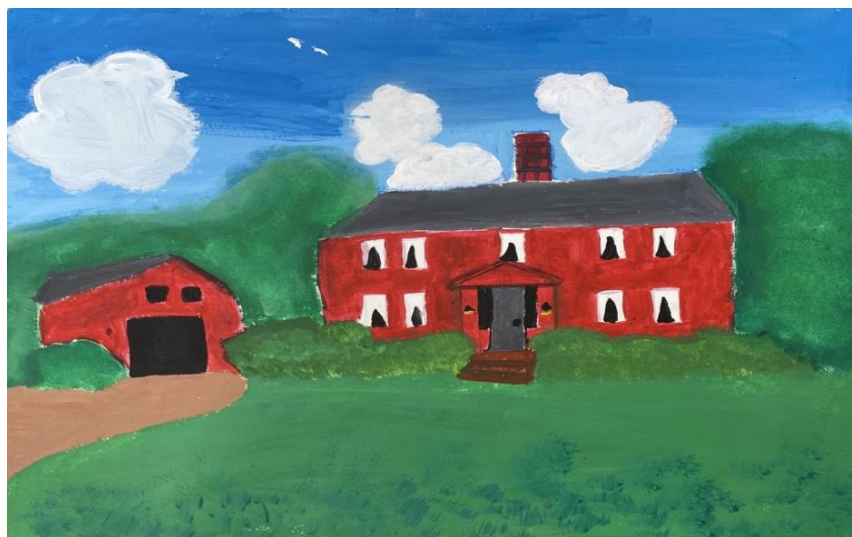
	<u>2019- 2020</u>	<u>2020- 2021</u>	<u>2021- 2022</u>	<u>2022- 2023</u>	<u>2023- 2024</u>
Grade 6	0	0	1	1	0
Grade 7	4	1	3	1	1
Grade 8	6	4	3	3	1



EXIT DATA FOR CLASS OF 2023

Out of the 45 Rye graduates at Portsmouth High School in 2023, 40 of them planned to attend college after graduation. There are no students entering the military, and 5 entering the workforce.

University of New Hampshire (7)	LIM College
Arizona State University – Tempe	McGill University
Brown University	Montana State University
Bryant University	Northeastern University
Central Michigan University	Occidental College
Colgate University	Southern New Hampshire University
College of Charleston (4)	Suffolk University
Colorado State University – Fort Collins	University of Colorado – Boulder
Columbia College – Chicago	University of Connecticut
East Carolina University	University of Denver
Emerson College	University of Massachusetts – Amherst
George Mason University	University of South Carolina – Columbia
Great Bay Community College (2)	University of Toronto
James Madison University	Virginia Tech
Lehigh University	Worcester Polytechnic Institute



RYE ELEMENTARY STAFF REPORT - 2023-2024

Last Name	First Name	Position
Arsenault	Lori	Guidance Counselor
Barrett	Elizabeth	Art Teacher
Belleville	Emily	Food Service
Bischoff	Phoebe	Grade 3 Teacher
Bonnacci	Bill	Custodian
Boulay	Kim	STEAM Teacher
Braley	Judy	Preschool Paraprofessional
Caruso	Aimee	Kindergarten Teacher
Caswell	Katelyn	Pre K Teacher
Cooney	Chris	Technology Coordinator
Costa	Michelle	Principal
Crowell	Kelsey	Occupational Therapist
DeFreze	Jacquie	Grade 4 Teacher
Edwards	Kaleen	Special Education Teacher / Case Manager
Fabrycki	Jennifer	Special Education Teacher / Case Manager
Fields	MacKenzie	Paraprofessional
Flint	Lori	Nurse
Furman	Lisa	Food Service Director
Gordon	Jim	Supervisory Custodian
Goss	Amanda	Grade 2 Teacher
Guth	Gene	Music Teacher
Gwinn	Michelle	Grade 2 Teacher
Hanna	Maggie	Grade 2 Teacher
Henshaw	Gina	Speech and Language Pathologist
Holmes	Sarah	Math Specialist
Hounam	Laurie	BCBA
Jackson	Ellen	Grade 1 Teacher
Krol	Matthew	Custodian
Larkin	Shauna	Preschool Paraprofessional
Louney	Meg	Special Education Coordinator
Mannesto	Jennika	Kindergarten Teacher
Mason	Diane	Special Education Paraprofessional

McCorkell	Bri	School Psychologist
Moon	Michael	Custodian
Moon	Shaina	Custodian
Morrison	Kathryn	Technology Integrator
Morrison	Mia	Special Education Paraprofessional
Murphy	Eileen	Outdoor Education
Nappi	Gina	Kindergarten Paraprofessional
Perry	Will	Special Education Paraprofessional
Pollack	Jacquie	Special Education Paraprofessional
Philbrick	Jan	Food Service
Piper	Caitlin	World Language
Pitts	Michelle	Principal
Predaris	Nathan	Special Education Paraprofessional
Ross	Eric	Grade 3 Teacher
Ryan	Carole	Preschool Teacher
Ryan	Staci	Secretary
Sabine	Jennifer	Grade 4 Teacher
Scally	Vicki	Kindergarten Teacher
Smaracko	Diane	Grade 4 Teacher
Swenson	Michelle	Special Education Paraprofessional
Turner	Shari	Assistant Secretary
Uliano	Deb	Paraprofessional
Varlikli	Hulya	ESOL Teacher
Warden	Holly	Physical Education Teacher
Weeks	Leah	Reading Specialist
Wheeler	Denise	Library Teacher
Woodhouse	Shannon	Grade 1 Teacher

RYE JUNIOR HIGH STAFF REPORT - 2023-2024

Last Name	First Name	Position
Bayse	Leslie	Art Teacher
Bell	Jennifer	World Language Teacher
Booth	Cody	6th Grade Science Teacher
Brown	Laura	Library Media Specialist
Bui	Duy	Music Teacher
Cartlidge	Jordan	Physical Education Teacher
Collyer	Kathleen	Special Education Paraprofessional
Cooney	Chris	Technology Coordinator
Crowell	Kelsey	Occupational Therapist
Cummings	Nancy	Food Service
Delaney	Lindsey	Special Education Teacher / Case Manager
Dinger	John	7th Grade Math Teacher
Dunn	Alison	Guidance Counselor
Duquette	Jamie	Custodian
Eberhardt	Cheryl	Principal's Secretary
Eves	Chandra	STEAM Teacher
Ferris	Alex	Assistant Secretary
Figliulo	Jamie	Special Education Paraprofessional
Fleming	Erin	7th Grade Science Teacher
Francoeur	Cathy	Speech and Language Pathologist
Furman	Lisa	Food Service Manager
Garcia	Audrey	5th Grade Math Teacher
Gianforte	Doris	5th Grade English Language Arts Teacher
Gilbert	Anne	Principal
Gordon	Jim	Supervisor of Custodial Staff
Harrington	Sarah	8th Grade Math Teacher
Hass	Ashley	Math Interventionist
Heiman	Sally	Special Education Teacher / Case Manager
Hixon	Mary Beth	Special Education Paraprofessional
Hounam	Laurie	BCBA
Jordan	Tim	Special Education Paraprofessional
Kaplan	Linsay	7th Grade English Language Arts Teacher

Kepka	Caroline	8th Grade Science Teacher
Lamb	Marcia	Food Service
Lawless	Barbara	Food Service
Louney	Meg	Special Education Coordinator
Mallory	Anna	8 th Grade Language Arts Teacher
McCann	Lucy	Special Education Paraprofessional
Moore	Brigid	Special Education Paraprofessional
Morrison	Kate	Technology Integrator
Murphy	Becky	Special Education Teacher / Case Manager
Petsel	Drew	Custodian
Reynolds	Amy	Personalized Learning Coach
Smith	Janet	School Nurse
Sparks	Sarah	5th Grade Science Teacher
Thompson	Elise	Special Education Teacher / Case Manager
Tucker	Matthew	6th Grade English Language Arts Teacher
Varlikli	Hulya	ESOL Teacher
Whitney	Megan	6th Grade Math Teacher



RYE SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT
AS OF AND FOR THE FISCAL YEAR ENDED
JUNE 30, 2022

RYE SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT
AS OF AND FOR THE FISCAL YEAR ENDED
JUNE 30, 2022

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PLODZIK & SANDERSON

Professional Association/Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, major fund, and aggregate remaining fund information of the Rye School District as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, major fund, and aggregate remaining fund information of the Rye School District, as of June 30, 2022, and the respective changes in financial position and the respective budgetary comparison for the general fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of the Rye School District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

The Rye School District's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Rye School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Rye School District Independent Auditor's Report

In performing an audit in accordance with generally accepted auditing standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Rye School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Rye School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Change in Accounting Principle

As discussed in Note 2-C to the financial statements, in the fiscal year 2022, the School District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 87, *Leases*. Our opinions are not modified with respect to this matter.

Required Supplementary Information – Accounting principles generally accepted in the United States of America require that the following be presented to supplement the basic financial statements:

- Schedule of the School District's Proportionate Share of Net Pension Liability,
- Schedule of School District Contributions – Pensions,
- Schedule of the School District's Proportionate Share of Net Other Postemployment Benefits Liability,
- Schedule of School District Contributions – Other Postemployment Benefits,
- Schedule of Changes in the School District's Total Other Postemployment Benefits Liability and Related Ratios, and
- Notes to the Required Supplementary Information

Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management's Discussion and Analysis – Management has omitted a Management's Discussion and Analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by the missing information.

Supplementary Information – Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Rye School District's basic financial statements. The combining and individual fund schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual fund schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic

***Rye School District
Independent Auditor's Report***

financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund schedules are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

June 6, 2023
Concord, New Hampshire

*Plodzik & Sanderson
Professional Association*

BASIC FINANCIAL STATEMENTS

EXHIBIT A
RYE SCHOOL DISTRICT
Statement of Net Position
June 30, 2022

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 1,507,193
Accounts receivable	1,752
Intergovernmental receivable	672,351
Inventory	1,031
Capital assets, not being depreciated	230,535
Capital assets, net of accumulated depreciation	430,957
Total assets	<u>2,843,819</u>
DEFERRED OUTFLOWS OF RESOURCES	
Amounts related to pensions	2,467,823
Amounts related to other postemployment benefits	65,089
Total deferred outflows of resources	<u>2,532,912</u>
LIABILITIES	
Accounts payable	27,396
Accrued salaries and benefits	462,184
Noncurrent obligations:	
Due in more than one year	9,820,695
Total liabilities	<u>10,318,806</u>
DEFERRED INFLOWS OF RESOURCES	
Unavailable revenue - donations	6,851
Amounts related to pensions	2,346,253
Amounts related to other postemployment benefits	302,840
Total deferred inflows of resources	<u>2,655,944</u>
NET POSITION	
Net investment in capital assets	661,492
Restricted	12,693
Unrestricted	(8,272,204)
Total net position	<u>\$ (7,598,019)</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

EXHIBIT B
RYE SCHOOL DISTRICT
Statement of Activities
For the Fiscal Year Ended June 30, 2022

		Program Revenues		Net (Expense)
		Charges	Operating	Revenue and
		for	Grants and	Change in
	Expenses	Services	Contributions	Net Position
Governmental activities:				
Instruction	\$ 8,264,660	\$ 238,339	\$ 8,841	\$ (8,017,480)
Support services:				
Student	596,607	-	13,368	(583,239)
Instructional staff	731,768	-	18,542	(713,226)
General administration	42,902	-	-	(42,902)
Executive administration	844,226	-	-	(844,226)
School administration	445,678	-	-	(445,678)
Operation and maintenance of plant	869,517	-	-	(869,517)
Student transportation	423,043	-	-	(423,043)
Other	1,998,657	-	-	(1,998,657)
Noninstructional services	167,271	24,001	155,658	12,388
Total governmental activities	<u>\$ 14,384,329</u>	<u>\$ 262,340</u>	<u>\$ 196,409</u>	<u>(13,925,580)</u>
General revenues:				
School district assessment				9,576,182
Grants and contributions not restricted to specific programs				4,611,845
Interest				4,072
Miscellaneous				168,949
Total general revenues				<u>14,361,048</u>
Change in net position				435,468
Net position, beginning				<u>(8,033,487)</u>
Net position, ending				<u>\$ (7,598,019)</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

EXHIBIT C-1
RYE SCHOOL DISTRICT
Governmental Funds
Balance Sheet
June 30, 2022

	General	Other Governmental Funds	Total Governmental Funds
ASSETS			
Cash and cash equivalents	\$ 1,476,386	\$ 30,807	\$ 1,507,193
Receivables:			
Accounts	1,594	158	1,752
Intergovernmental	633,033	39,318	672,351
Interfund receivables	10,532	-	10,532
Inventory	-	1,031	1,031
Total assets	<u>\$ 2,121,545</u>	<u>\$ 71,314</u>	<u>\$ 2,192,859</u>
LIABILITIES			
Accounts payable	\$ 15,857	\$ 11,539	\$ 27,396
Accrued salaries and benefits	462,184	-	462,184
Intergovernmental payable	2,788	5,743	8,531
Interfund payable	-	10,532	10,532
Total liabilities	<u>480,829</u>	<u>27,814</u>	<u>508,643</u>
DEFERRED INFLOWS OF RESOURCES			
Unavailable revenue - donations	<u>6,851</u>	<u>-</u>	<u>6,851</u>
FUND BALANCES			
Nonspendable	-	1,031	1,031
Restricted	-	11,662	11,662
Committed	710,000	-	710,000
Assigned	709,401	30,807	740,208
Unassigned	214,464	-	214,464
Total fund balances	<u>1,633,865</u>	<u>43,500</u>	<u>1,677,365</u>
Total liabilities, deferred inflows of resources, and fund balances	<u>\$ 2,121,545</u>	<u>\$ 71,314</u>	<u>\$ 2,192,859</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

EXHIBIT C-2
RYE SCHOOL DISTRICT
Reconciliation of the Balance Sheet - Governmental Funds to the Statement of Net Position
June 30, 2022

Total fund balances of governmental funds (Exhibit C-1)		\$ 1,677,365
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not current financial resources, therefore, are not reported in the governmental funds.		
Cost	\$ 3,739,034	
Less accumulated depreciation	<u>(3,077,542)</u>	
		661,492
Pension and other postemployment benefits (OPEB) related deferred outflows of resources and deferred inflows of resources are not due and payable in the current year, and therefore, are not reported in the governmental funds as follows:		
Deferred outflows of resources related to pensions	\$ 2,467,823	
Deferred inflows of resources related to pensions	(2,346,253)	
Deferred outflows of resources related to OPEB	65,089	
Deferred inflows of resources related to OPEB	<u>(302,840)</u>	
		(116,181)
Long-term liabilities are not due and payable in the current period, therefore, are not reported in the governmental funds.		
Compensated absences	\$ 605,943	
Net pension liability	7,888,866	
Other postemployment benefits	<u>1,325,886</u>	
		(9,820,695)
Net position of governmental activities (Exhibit A)		<u><u>\$ (7,598,019)</u></u>

The Notes to the Basic Financial Statements are an integral part of this statement.

EXHIBIT C-3
RYE SCHOOL DISTRICT
Governmental Funds
Statement of Revenues, Expenditures, and Changes in Fund Balances
For the Fiscal Year Ended June 30, 2022

	General	Other Governmental Funds	Total Governmental Funds
REVENUES			
School district assessment	\$ 9,576,182	\$ -	\$ 9,576,182
Other local	380,968	54,393	435,361
State	4,611,845	3,579	4,615,424
Federal	31	192,799	192,830
Total revenues	<u>14,569,026</u>	<u>250,771</u>	<u>14,819,797</u>
EXPENDITURES			
Current:			
Instruction	8,196,185	37,313	8,233,498
Support services:			
Student	560,811	13,368	574,179
Instructional staff	712,155	18,542	730,697
General administration	42,902	-	42,902
Executive administration	846,303	-	846,303
School administration	445,068	-	445,068
Operation and maintenance of plant	808,482	-	808,482
Student transportation	423,043	-	423,043
Other	2,146,921	-	2,146,921
Noninstructional services	-	167,409	167,409
Facilities acquisition and construction	61,035	-	61,035
Total expenditures	<u>14,242,905</u>	<u>236,632</u>	<u>14,479,537</u>
Net change in fund balances	326,121	14,139	340,260
Fund balances, beginning	<u>1,307,744</u>	<u>29,361</u>	<u>1,337,105</u>
Fund balances, ending	<u>\$ 1,633,865</u>	<u>\$ 43,500</u>	<u>\$ 1,677,365</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

EXHIBIT C-4
RYE SCHOOL DISTRICT
Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds to the Statement of Activities
For the Fiscal Year Ended June 30, 2022

Net change in fund balances of total governmental funds (Exhibit C-3)		\$ 340,260
Amounts reported for governmental activities in the Statement of Activities are different because:		
Governmental funds report capital outlays as expenditures, while governmental activities report depreciation expense to allocate those expenditures over the life of the assets.		
Depreciation expense		(40,163)
Some expenses reported in the Statement of Activities do not require the use of current financial resources, therefore, are not reported as expenditures in governmental funds.		
Increase in compensated absences payable	\$(34,764)	
Net change in net pension liability and deferred outflows and inflows of resources related to pensions	73,614	
Net change in net other postemployment benefits liability and deferred outflows and inflows of resources related to other postemployment benefits	96,521	
		<u>135,371</u>
Change in net position of governmental activities (Exhibit B)		<u>\$ 435,468</u>

The Notes to the Basic Financial Statements are an integral part of this statement.

EXHIBIT D
RYE SCHOOL DISTRICT
Statement of Revenues, Expenditures, and Changes in Fund Balance
Budget and Actual (Non-GAAP Budgetary Basis)
General Fund
For the Fiscal Year Ended June 30, 2022

	Original and Final Budget	Actual	Variance Positive (Negative)
REVENUES			
School district assessment	\$ 9,576,182	\$ 9,576,182	\$ -
Other local	85,000	380,216	295,216
State	4,611,845	4,611,845	-
Federal	-	31	31
Total revenues	<u>14,273,027</u>	<u>14,568,274</u>	<u>295,247</u>
EXPENDITURES			
Current:			
Instruction	7,861,794	8,147,489	(285,695)
Support services:			
Student	558,023	560,811	(2,788)
Instructional staff	623,022	626,290	(3,268)
General administration	62,201	42,902	19,299
Executive administration	846,303	846,303	-
School administration	426,019	445,068	(19,049)
Operation and maintenance of plant	745,784	790,256	(44,472)
Student transportation	388,203	423,043	(34,840)
Other	2,953,561	2,146,921	806,640
Facilities acquisition and construction	67,000	49,571	17,429
Total expenditures	<u>14,531,910</u>	<u>14,078,654</u>	<u>453,256</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(258,883)</u>	<u>489,620</u>	<u>748,503</u>
OTHER FINANCING SOURCES (USES)			
Transfers in	-	9,587	9,587
Transfers out	(50,000)	(50,000)	-
Total other financing sources (uses)	<u>(50,000)</u>	<u>(40,413)</u>	<u>9,587</u>
Net change in fund balance	<u>\$ (308,883)</u>	<u>449,207</u>	<u>\$ 758,090</u>
Increase in committed fund balance		(120,000)	
Increase in assigned (non-encumbrance) fund balance		(373,626)	
Unassigned fund balance, beginning		258,883	
Unassigned fund balance, ending		<u>\$ 214,464</u>	

The Notes to the Basic Financial Statements are an integral part of this statement.

RYE SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
AS OF AND FOR THE FISCAL YEAR ENDED
JUNE 30, 2022

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RYE SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
AS OF AND FOR THE FISCAL YEAR ENDED
JUNE 30, 2022

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Rye School District, in Rye, New Hampshire (the School District), have been prepared in conformity with U.S. Generally Accepted Accounting Principles (GAAP) for governmental units as prescribed by the Governmental Accounting Standards Board (GASB) and other authoritative sources.

1-A Reporting Entity

The Rye School District is a municipal corporation governed by an elected 5-member School Board. In evaluating how to define the School District for financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit in the reporting entity is made by applying the criteria set forth by the GASB. The School District has no component units to include in its reporting entity.

The following is a summary of the more significant accounting policies:

1-B Government-wide and Fund Financial Statements

Government-wide Financial Statements – The Statement of Net Position and the Statement of Activities report information on all of the nonfiduciary activities of the primary government. Generally, the effect of interfund activity has been eliminated from these statements. Governmental activities normally are supported through assessments and intergovernmental revenues.

The *Statement of Net Position* presents the financial position of the School District at year-end. This Statement includes all of the School District's non-fiduciary assets, deferred outflows of resources, liabilities, and deferred inflows of resources, with the difference reported as net position.

The *Statement of Activities* demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function and (2) grants and contributions that are restricted to meeting the operational requirements of a particular function. Assessments and other items not meeting the definition of program revenues are reported instead as general revenues. Resources that are dedicated internally are reported as general revenue rather than program revenue.

Fund Financial Statements – Separate financial statements are provided for governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as nonmajor governmental funds and are presented in the other governmental column of the fund financial statements.

In the governmental fund financial statements, expenditures are reported by character: instruction, support services, noninstructional, debt services or facilities acquisition and construction. Current expenditures are subclassified by function and are for items such as salaries, grants, supplies, and services. Debt service includes both interest and principal outlays related to bonds. Capital outlay includes expenditures for equipment, real property, or infrastructure.

Other Financing Sources (Uses) – These additions to and reductions from resources in governmental fund financial statements normally result from transfers from/to other funds. Transfers are reported when incurred as "transfers in" by the receiving fund and as "transfers out" by the disbursing fund.

1-C Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Measurement Focus and Basis of Accounting – The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when the liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources* measurement focus and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School District generally considers revenues to be available if they are collected within 60 days of the end of the current fiscal period, with the exception of reimbursement-based grants, which use a period of one year. District assessments,

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intergovernmental revenue, and other local sources associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. All other revenue items are considered to be measurable and available only when cash is received by the government.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Financial Statement Presentation – A fund is a separate accounting entity with a self-balancing set of accounts. Fund accounting is designed to report financial position and the results of operations, to demonstrate legal compliance, and to aid financial management by segregating transactions related to certain government functions or activities.

The School District reports the following major governmental fund:

General Fund – is the School District’s primary operating fund. The general fund accounts for all financial resources except those required to be accounted for in another fund. The primary revenue sources include district assessments, state and federal grants, and other local sources. The primary expenditures are for instruction, support services, and facilities acquisition and construction. Under GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, guidance the expendable trust funds are consolidated in the general fund.

Nonmajor Funds – The School District also reports three nonmajor governmental funds.

1-D Cash and Cash Equivalents

The School District considers all highly liquid investments with an original maturity of three months or less to be cash equivalents. Deposits with financial institutions consist primarily of demand deposits, and savings accounts. A cash pool is maintained that is available for use by all funds. Each fund’s portion of this pool is reflected on the combined financial statements under the caption “cash and cash equivalents.”

New Hampshire statutes require that the School District treasurer have custody of all money belonging to the School District and pay out the same only upon orders of the School Board. The treasurer shall deposit all such monies in participation units in the public deposit investment pool established pursuant to NH RSA 383:22 or in solvent banks in the State. Funds may be deposited in banks outside the State if such banks pledge and deliver to a third-party custodial bank or the Federal Reserve Bank, collateral security for such deposits, United States government or government agency obligations or obligations of the State of New Hampshire in value at least equal to the amount of the deposit in each case.

1-E Receivables

Receivables in the government-wide and governmental fund financial statements represent amounts due to the School District at June 30, recorded as revenue, which will be collected in the future and consist primarily of accounts and intergovernmental receivables.

1-F Inventory

Inventories are valued at cost (first-in, first-out) which approximates market. The School District’s inventories include various items consisting of food products, supplies and commodities, etc. USDA commodities received from the Federal government are recorded at the value established by the Federal government using the average cost method. Inventorial items are recorded as expenditures when consumed at the schools (the consumption method). The nonspendable fund balance at the governmental fund level is equal to the amount of inventories at year-end to indicate the portion of the governmental fund balance that is nonspendable.

1-G Capital Assets

Capital assets are reported in the government-wide financial statements but are not reported in the fund financial statements. Purchased or constructed assets are recorded at actual cost or estimated historical cost if actual cost is unavailable. Donated capital assets are recorded at estimated fair value at the date of donation, if received on or before June 15, 2015. Donated capital assets received after June 15, 2015 are recorded at acquisition value. The School District has established a threshold of \$5,000 or more, except infrastructure which has a threshold of \$100,000 and an estimated useful life in excess of five years for capitalization of depreciable assets.

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Major outlays for capital assets and improvements are capitalized as projects are constructed. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

The accounting and reporting treatment applied to capital assets associated with a fund are determined by the fund's measurement focus. General capital assets are assets of the School District as a whole. When purchased, such assets are recorded as expenditures in a governmental fund and capitalized as assets in the government-wide Statement of Net Position.

In the government-wide financial statements, the cost of property sold or retired, together with the related accumulated depreciation, is removed and any resulting gain or loss is included in income.

Capital assets of the School District are depreciated using the straight-line method over the following estimated useful lives:

Capital Asset Class:	<u>Years</u>
Buildings and building improvements	30
Equipment and fixtures	10

1-H Interfund Activities

Interfund activities are reported as follows:

Interfund Receivables and Payables – Activity between funds that is representative of lending/borrowing arrangements outstanding at the end of the fiscal year is referred to as “due to/from other funds” (i.e., the current portion of interfund loans). All other outstanding balances between funds are reported as “due to/from other funds.” Interfund receivables and payables between funds are eliminated in the Statement of Net Position.

Interfund Transfers – Interfund transfers represent flows of assets without equivalent flows of assets in return and without a requirement for repayment. In governmental funds, transfers are reported as other financing uses in the funds making the transfers and other financing sources in the funds receiving the transfers. In the government-wide financial statements, all interfund transfers between individual governmental funds have been eliminated.

1-I Accounts Payable

Accounts payable represent the gross amount of expenditures or expenses incurred as a result of normal operations, but for which no actual payment has yet been issued to vendors/providers as of June 30, 2022.

1-J Deferred Outflows/Inflows of Resources

Deferred outflows of resources, a separate financial statement element, represents a consumption of net position or fund balance that applies to a future period(s) and thus will not be recognized as an outflow of resources (expenses) until that time. The District has two items that qualify for reporting in this category. Deferred outflows related to pensions and deferred outflows related to OPEB are reported in the government-wide Statement of Net Position for various estimate differences that will be amortized and recognized over future years.

Deferred inflows of resources, a separate financial statement element, represents an acquisition of net position or fund balance that applies to a future period(s) which will not be recognized as an inflow of resources (revenue) until that time. Although certain revenues are measurable, they are not available. Available means collected within the current year or expected to be collected soon enough thereafter to be used to pay liabilities of the current year. The District has three types of items which qualify for reporting in this category. Deferred inflows of resources related to pensions and OPEB are reported in the government-wide Statement of Net Position for various estimate differences that will be amortized and recognized over future years. In addition, unavailable revenue from grants arises when the related eligible expenditures will not be made until the subsequent period.

1-K Long-term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the governmental activities Statement of Net Position.

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1-L Compensated Absences

General leave for the School District includes vacation, sick, and retirement stipend pay. General leave is based on an employee's length of employment and is earned ratably during the span of employment. Upon retirement or termination, employees are paid full value for any accrued general leave earned as set forth by the School District's personnel policy.

Vested or accumulated general leave that is expected to be liquidated with expendable available financial resources is reported as an expenditure and a fund liability of the governmental fund that will pay it. Amounts of vested or accumulated general leave that are not expected to be liquidated with expendable financial resources are maintained separately and represent a reconciling item between the governmental fund and government-wide presentations.

1-M Defined Benefit Pension Plan

GASB Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*, and as amended by GASB Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date* requires participating employers to recognize their proportionate share of collective net pension liability, deferred outflows of resources, deferred inflows of resources, and pension expense, and schedules have been prepared to provide employers with their calculated proportionate share of these amounts. The collective amounts have been allocated based on employer contributions during the respective fiscal years. Contributions from employers are recognized when legally due, based on statutory requirements.

The schedules prepared by New Hampshire Retirement System, and audited by the plan's independent auditors, require management to make a number of estimates and assumptions related to the reported amounts. Due to the inherent nature and uncertainty of these estimates, actual results could differ, and the differences may be material.

1-N Postemployment Benefits Other Than Pensions (OPEB)

The School District maintains two separate other postemployment benefit plans, as follows:

New Hampshire Retirement System Plan – For the purposes of measuring the total other postemployment benefit (OPEB) liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the New Hampshire Retirement System OPEB Plan (the plan) and additions to/deductions from the plan's fiduciary net position has been determined on the same basis as they are reported by the New Hampshire Retirement System. For this purpose, the plan recognizes benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except money market investments and participating interest earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

Single Employer Plan – For purposes of measuring the total OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information has been determined based on the School District's actuarial report. For this purpose, benefit payments are recognized when due and payable in accordance with benefit terms.

1-O Net Position/Fund Balances

Government-wide statements – Equity is classified as net position and displayed in three components:

Net Investment in Capital Assets – Consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, or other debt attributable to the acquisition, construction, or improvement of those assets.

Restricted Net Position – Results when constraints placed on net position use are either externally imposed by a third party (statutory, bond covenant, or granting agency) or are imposed by law through constitutional provisions or enabling legislation. The School District typically uses restricted assets first, as appropriate opportunities arise, but reserves the right to selectively defer the use until a future period.

Unrestricted Net Position – Consists of net position not meeting the definition of the preceding categories. Unrestricted net position is often subject to constraints imposed by management which can be removed or modified.

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Fund Balance Classifications – GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, provides more clearly defined fund balance categories to make sure the nature and extent of the constraints placed on a government's fund balances more transparent. The following classifications describe the relative strength of the spending constraints:

Nonspendable – Amounts that cannot be spent because they are either (a) not in spendable form; or (b) are legally or contractually required to be maintained intact.

Restricted – Amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation.

Committed – Amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the legislative body (School District Meeting). These amounts cannot be used for any other purpose unless the legislative body removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

Assigned – Amounts that are constrained by the School District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the School Board or through the Board delegating this responsibility to the Superintendent or Business Administrator through the budgetary process.

Unassigned – The portion of fund balance that has not been restricted, committed, or assigned for a specific purpose.

When multiple net position/fund balance classifications are available for use, it is the School District's policy to utilize the most restricted balances first, then the next most restricted balance as needed. When components of unrestricted fund balance are used, committed fund balance is depleted first followed by assigned fund balance. Unassigned fund balance is applied last.

In accordance with RSA 198:4-bII, *Contingency Fund*, the School District voted to retain general fund unassigned fund balance of \$709,401 which is 5.0% of the net district assessment, to be used for emergency expenditures, or to use as a revenue source to reduce the tax rate.

1-P Use of Estimates

The financial statements and related disclosures are prepared in conformity with accounting principles generally accepted in the United States. Management is required to make estimates and assumptions that affect the reported amounts of assets, deferred outflows of resources, liabilities, and deferred inflows of resources, the disclosure of contingent assets and liabilities at the date of the financial statements, and revenues and expenses/expenditures during the period reported. These estimates include assessing the recoverability of inventory, useful lives of capital assets, net pension liability, other postemployment benefit liability, and deferred outflows and inflows of resources related to both pension and other postemployment benefits, among others. Estimates and assumptions are reviewed periodically, and the effects of revisions are reflected in the financial statements in the period they are determined to be necessary. Actual results could differ from estimates.

NOTE 2 – STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

2-A Budgetary Information

General governmental revenues and expenditures accounted for in budgetary funds are controlled by a formal integrated budgetary accounting system in accordance with various legal requirements which govern the School District's operations. At its annual meeting, the School District adopts a budget for the current year for the general fund, as well as the nonmajor grants and food service fund. Except as reconciled below, the budget was adopted on a basis consistent with United States generally accepted accounting principles.

Management may transfer appropriations between operating categories as deemed necessary, but expenditures may not legally exceed budgeted appropriations in total. All annual appropriations lapse at year-end unless encumbered.

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Encumbrance accounting, under which purchase orders, contracts, and continuing appropriations (certain projects and specific items not fully expended at year-end) are recognized, is employed in the governmental funds. Encumbrances are not the equivalent of expenditures, and are therefore, reported as part of the assigned fund balance at year-end, and are carried forward to supplement appropriations of the subsequent year.

State statutes require balanced budgets but provide for the use of beginning unassigned fund balance to achieve that end. In the fiscal year 2022, \$258,883 of the beginning general fund unassigned fund balance was applied for this purpose. Additionally, \$50,000 was appropriated to fund the School District's capital reserve funds.

2-B Budgetary Reconciliation to GAAP Basis

While the School District reports financial position, results of operations, and changes in fund balance on the basis of generally accepted accounting principles (GAAP), the budgetary basis as provided by law is based upon accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The Statement of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual is presented for each major governmental fund which had a budget. There are no differences between the budgetary basis and GAAP basis of accounting for the nonmajor grants and food service funds. Differences between the budgetary basis and GAAP basis of accounting for the general fund are as follows:

Revenues and other financing sources:	
Per Exhibit D (budgetary basis)	\$ 14,577,861
Adjustment:	
Basis difference:	
GASB Statement No. 54:	
Interest earnings related to the blended expendable trust funds	752
Per Exhibit C-3 (GAAP Basis)	<u>\$ 14,569,026</u>
Expenditures and other financing uses:	
Per Exhibit D (budgetary basis)	\$ 14,128,654
Adjustment:	
Basis difference:	
Encumbrances, beginning	164,251
GASB Statement No. 54:	
To remove transfer from the general fund to the blended expendable trust funds	(50,000)
Per Exhibit C-3 (GAAP basis)	<u>\$ 14,242,905</u>

2-C Accounting Change

Governmental Accounting Standards Board Statement No. 87, *Leases*, was implemented during fiscal year 2022. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The School District has assessed all potential agreements that may be applicable for reporting under GASB Statement No. 87 and have determined that none of the agreements have met the requirements of the pronouncement.

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DETAILED NOTES ON ALL FUNDS

NOTE 3 – CASH AND CASH EQUIVALENTS

The School District's deposits are entirely covered by Federal Depository Insurance Corporation (FDIC) or by collateral held by the School District's agent in the School District's name. The FDIC currently insures the first \$250,000 of the School District's deposits at each financial institution, per case custodian. Deposit balances over \$250,000 are insured by collateral. As of year-end, the carrying amount of the School District's deposits was \$1,507,193 and the bank balances totaled \$3,465,474.

NOTE 4 – RECEIVABLES

Receivables at June 30, 2022, consisted of accounts and intergovernmental amounts arising from grants, school lunch program, restricted grants, and expendable trust funds held by the Town of Rye Trustees of Trust Funds for the School District. Receivables are recorded on the School District's financial statements to the extent that the amounts are determined to be material and substantiated not only by supporting documentation, but also by a reasonable, systematic method of determining their existence, completeness, valuation, and collectability.

NOTE 5 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2022 consisted of the following:

	Balance, beginning	Additions	Balance, ending
At cost:			
Not being depreciated:			
Land	\$ 205,315	\$ -	\$ 205,315
Construction in progress	25,220	-	25,220
Total capital assets not being depreciated	<u>230,535</u>	<u>-</u>	<u>230,535</u>
Being depreciated:			
Buildings and building improvements	3,244,513	-	3,244,513
Equipment and fixtures	263,986	-	263,986
Total capital assets being depreciated	<u>3,508,499</u>	<u>-</u>	<u>3,508,499</u>
Total capital assets	<u>3,739,034</u>	<u>-</u>	<u>3,739,034</u>
Less accumulated depreciation:			
Buildings and building improvements	(2,974,233)	(13,765)	(2,987,998)
Equipment and fixtures	(63,146)	(26,398)	(89,544)
Total accumulated depreciation	<u>(3,037,379)</u>	<u>(40,163)</u>	<u>(3,077,542)</u>
Net book value, capital assets being depreciated	471,120	(40,163)	430,957
Net book value, all capital assets	<u>\$ 701,655</u>	<u>\$ (40,163)</u>	<u>\$ 661,492</u>

Depreciation expense of \$40,163 was charged to the instruction function of the School District based on their usage of the related assets.

NOTE 6 – INTERFUND BALANCES

Interfund receivable and payable balances consisting of overdrafts in pooled cash and budgetary transfers at June 30, 2022 are as follows:

Receivable Fund	Payable Fund	Amount
General	Nonmajor	<u>\$ 10,532</u>

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NOTE 7 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

Deferred outflows of resources at June 30, 2022 consist of amounts related to pensions totaling \$2,467,823 and amounts related to OPEB totaling \$65,089. For further discussion on these amounts, see Notes 9 and 10, respectively.

Deferred inflows of resources at June 30, 2022 consist of the following:

	Governmental Activities	General Fund
Donations received in advance of eligible expenditures being made	\$ 6,851	\$ 6,851
Amounts related to pensions, see Note 9	2,346,253	-
Amounts related to OPEB, see Note 10	302,840	-
Total deferred inflows of resources	<u>\$ 2,655,944</u>	<u>\$ 6,851</u>

NOTE 8 – LONG-TERM LIABILITIES

Changes in the School District's long-term liabilities consisted of the following for the year ended June 30, 2022:

	Balance July 1, 2021	Additions	Reductions	Balance June 30, 2022	Due Within One Year
Compensated absences	\$ 571,179	\$ 34,764	\$ -	\$ 605,943	\$ -
Pension related liability	10,925,139	-	(3,036,273)	7,888,866	-
Net other postemployment benefits	1,762,164	-	(436,278)	1,325,886	-
Total long-term liabilities	<u>\$13,258,482</u>	<u>\$ 34,764</u>	<u>\$(3,472,551)</u>	<u>\$ 9,820,695</u>	<u>\$ -</u>

NOTE 9 – DEFINED BENEFIT PENSION PLAN

Plan Description – The New Hampshire Retirement System (NHRS or the System) is a public employee retirement system that administers one cost-sharing multiple-employer defined benefit pension plan (Pension Plan), a component unit of the State of New Hampshire, as defined in Governmental Accounting Standards Board (GASB) Statement No. 67, *Financial Reporting for Pension Plans* – an amendment of GASB Statement No. 25. The Pension Plan was established in 1967 by RSA 100-A:2 and is qualified as a tax-exempt organization under Sections 401(a) and 501(a) of the Internal Revenue Code. The Pension Plan is a contributory, defined benefit plan providing service, disability, death and vested retirement benefits to members and their beneficiaries. Substantially all full-time state employees, public school teachers and administrators, permanent firefighters and permanent police officers within the State are eligible and required to participate in the Pension Plan. The System issues a publicly available financial report that may be obtained by writing the New Hampshire Retirement System, 54 Regional Drive, Concord, NH 03301.

Benefits Provided – Benefit formulas and eligibility requirements for the Pension Plan are set by state law (RSA 100-A). The Pension Plan is divided into two membership groups. State and local employees and teachers belong to Group I. Police and firefighters belong to Group II.

Group I benefits are provided based on creditable service and average final salary for the highest of either three or five years, depending on when service commenced.

Group II benefits are provided based on age, years of creditable service and benefit multiplier depending on vesting status as of 1/1/12. The maximum retirement allowance for Group II members vested by 1/1/12 (45 years of age with 20 years of service or age 60 regardless of years of creditable service) is the average final compensation multiplied by 2.5% multiplied by creditable service. For Group II members not vested by 1/1/12 the benefit is calculated the same way, but the multiplier used in the calculation will change depending on age and years of creditable service as follows:

Years of Creditable Service as of 1/1/12	Minimum Age	Minimum Service	Benefit Multiplier
At least 8 but less than 10 years	46	21	2.4%
At least 6 but less than 8 years	47	22	2.3%
At least 4 but less than 6 years	48	23	2.2%
Less than 4 years	49	24	2.1%

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Members of both groups may qualify for vested deferred allowances, disability allowances and death benefit allowances, subject to meeting various eligibility requirements. Benefits are based on AFC or earnable compensation and/or service.

Contributions – The System is financed by contributions from both the employees and the School District. Member contribution rates are established and may be amended by the State legislature while employer contribution rates are set by the System trustees based on an actuarial valuation. All employees are required to contribute 7% of earnable compensation. For fiscal year 2022, the School District contributed 19.48% for teachers and 13.75% for other employees. The contribution requirement for the fiscal year 2022 was \$869,623, which was paid in full.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions – At June 30, 2022, the School District reported a liability of \$7,888,866 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2020. The School District's proportion of the net pension liability was based on a projection of the School District's long-term share of contributions to the pension plan relative to the projected contributions of all participating towns and school districts, actuarially determined. At June 30, 2021, the School District's proportion was 0.18% which was an increase of 0.01% from its proportion measured as of June 30, 2020.

For the year ended June 30, 2022, the School District recognized pension expense of \$796,009. At June 30, 2022, the School District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ 553,352	\$ 57,327
Net difference between projected and actual investment earnings on pension plan investments	-	2,206,335
Changes in assumptions	823,948	-
Differences between expected and actual experience	220,900	82,591
Contributions subsequent to the measurement date	869,623	-
Total	<u>\$ 2,467,823</u>	<u>\$ 2,346,253</u>

The \$869,623 reported as deferred outflows of resources related to pensions results from the School District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Fiscal Year Ending June 30,	
2022	\$ 55,991
2023	(67,496)
2024	(86,351)
2025	(650,197)
Thereafter	-
Totals	<u>\$ (748,053)</u>

Actuarial Assumptions – The collective total pension liability was determined by an actuarial performed as of June 30, 2020, rolled forward to June 30, 2021, using the following assumptions:

Inflation:	2.0% per year
Wage inflation:	2.75% per year (2.25% for Teachers)
Salary increases:	5.6% average, including inflation
Investment rate of return:	6.75% net of pension plan investment expense, including inflation

Mortality rates were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019.

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The actuarial assumptions used in the June 30, 2020 valuation were based on the results of the most recent actuarial experience study, which was for the period July 1, 2016 – June 30, 2019.

Long-term Rates of Return – The long-term expected rate of return on pension plan investment was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rate of return net of investment expenses by the target asset allocation percentage and by adding expected inflation. Following is a table presenting target allocations and long-term rates of return for 2021:

Asset Class	Target Allocation	Weighted average long-term expected real rate of return
		2021
Large Cap Equities	22.50%	6.46%
Small/Mid Cap Equities	7.50%	1.14%
Total domestic equities	30.00%	
Int'l Equities (unhedged)	14.00%	5.53%
Emerging Int'l Equities	6.00%	2.37%
Total international equity	20.00%	
Core US Fixed Income	25.00%	3.60%
Private equity	10.00%	8.85%
Private debt	5.00%	7.25%
Total alternative investments	15.00%	
Real estate	10.00%	6.60%
Total	100.00%	

Discount Rate – The discount rate used to measure the collective total pension liability was 6.75%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. For purposes of the projection, member contributions and employer service cost contributions are projected based on the expected payroll of current members only. Employer contributions are determined based on the Pension Plan's actuarial funding policy as required by RSA 100-A:16. Based on those assumptions, the Pension Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on Pension Plan investment was applied to all periods of projected benefit payments to determine the collective total pension liability.

Sensitivity of the School District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate – The following table presents the School District's proportionate share of the net pension liability calculated using the discount rate of 6.75% as well as what the School District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (5.75%) or 1-percentage point higher (7.75%) than the current rate:

Actuarial Valuation Date	1% Decrease 5.75%	Current Single Rate Assumption 6.75%	1% Increase 7.75%
June 30, 2021	\$ 11,281,981	\$ 7,888,866	\$ 5,058,454

Pension Plan Fiduciary Net Position – Detailed information about the pension plan's fiduciary net position is available in the separately issued New Hampshire Retirement System Cost-Sharing Multiple Employer Defined Benefit Pension Plan financial report.

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

10-A New Hampshire Retirement System (NHRS)

Plan Description – The New Hampshire Retirement System (NHRS or the System) administers a cost-sharing multiple-employer other postemployment benefit plan medical subsidy healthcare plan (OPEB Plan). For additional system information, please refer to the 2019 Comprehensive Annual Financial Report, which can be found on the system's website at www.nhrs.org.

RYE SCHOOL DISTRICT
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Benefits Provided – Benefit amounts and eligibility requirements for the OPEB Plan are set by State law (RSA 100-A:52, RSA 100-A:52-a and RSA 100-A:52-b), and members are designated in statute by type. The four membership types are Group II, Police Officers and Firefighters; Group I, Teachers; Group I, Political Subdivision Employees; and Group I, State Employees. The OPEB Plan provides a medical insurance subsidy to qualified retired members. The medical insurance subsidy is a payment made by NHRS to the former employer or its insurance administrator toward the cost of health insurance for a qualified retiree, his/her qualified spouse, and his/her certified dependent children with a disability who are living in the household and being cared for by the retiree. If the health insurance premium amount is less than the medical subsidy amount, then only the health insurance premium amount will be paid. If the health insurance premium amount exceeds the medical subsidy amount, then the retiree or other qualified person is responsible for paying any portion that the employer does not pay.

Group I benefits are based on creditable service, age, and retirement date. Group II benefits are based on hire date, age, and creditable service. The OPEB plan is closed to new entrants.

Maximum medical subsidy rates paid during fiscal year 2021 were as follows:

For qualified retirees not eligible for Medicare, the amounts were \$375.56 for a single-person plan and \$751.12 for a two-person plan.

For those qualified retirees eligible for Medicare, the amounts were \$236.84 for a single-person plan and \$473.68 for a two-person plan.

Contributions – The OPEB Plan is funded by allocating to the 401(h) subtrust the lesser of: 25% of all employer contributions made in accordance with RSA 100-A:16 or the percentage of employer contributions determined by the actuary to be the minimum rate necessary to maintain the benefits provided under RSA 100-A:53-b, RSA 100-A:53-c, and RSA 100-A:53-d. For fiscal year 2021, the minimum rates determined by the actuary to maintain benefits were the lesser of the two options and were used to determine the employer contributions due to the 401(h) subtrust. The State Legislature has the authority to establish, amend and discontinue the contribution requirements of the OPEB Plan. Administrative costs are allocated to the OPEB Plan based on fund balances. For fiscal year 2022, the School District contributed 1.54% for teachers and 0.31% for other employees. The contribution requirement for the fiscal year 2022 was \$64,801 which was paid in full.

OPEB Liabilities, OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB – At June 30, 2022, the School District reported a liability of \$729,229 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2021, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2020. The School District's proportion of the net OPEB liability was based on a projection of the School District's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating towns and school districts, actuarially determined. At June 30, 2021, the School District's proportion was 0.18% which was an increase of 0.01% from its proportion measured as of June 30, 2020.

For the year ended June 30, 2022, the School District recognized OPEB expense of \$77,500. At June 30, 2022, the School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ 288	\$ -
Net difference between projected and actual investment earnings on OPEB plan investments	-	9,109
Differences between expected and actual experience	-	152
Contributions subsequent to the measurement date	64,801	-
Total	<u>\$ 65,089</u>	<u>\$ 9,261</u>

RYE SCHOOL DISTRICT
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The \$64,801 reported as deferred outflows of resources related to OPEB results from the School District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ending June 30,	
2022	\$ (1,948)
2023	(1,914)
2024	(2,145)
2025	(2,966)
Thereafter	-
Totals	<u><u>\$ (8,973)</u></u>

Actuarial Assumptions – The total OPEB liability in this report is based on an actuarial valuation performed as of June 30, 2020 and a measurement date of June 30, 2021. The total OPEB liability was determined using the following actuarial assumptions applied to all periods included in the measurement, unless otherwise specified:

Price inflation:	2.0% per year
Wage inflation:	2.75% per year (2.25% for Teachers)
Salary increases:	5.6% average, including inflation
Investment rate of return:	6.75% net of OPEB plan investment expense, including inflation
Health care trend rate:	Not applicable, given that the benefits are fixed stipends

Mortality rates were based on the Pub-2010 Healthy Retiree Mortality Tables with credibility adjustments for each group (Police and Fire combined) and projected fully generational mortality improvements using Scale MP-2019.

The actuarial assumptions used in the June 30, 2020 valuation were based on the results of the most recent actuarial experience study, which was for the period July 1, 2016 – June 30, 2019.

Long-term Rates of Return – The long-term expected rate of return on OPEB plan investment was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rate of return net of investment expenses by the target asset allocation percentage and by adding expected inflation. Following is a table presenting target allocations and long-term rates of return for 2021:

Asset Class	Target Allocation	Weighted average long-term expected real rate of return 2021
Large Cap Equities	22.50%	6.46%
Small/Mid Cap Equities	7.50%	114.00%
Total domestic equities	30.00%	
Int'l Equities (unhedged)	14.00%	5.53%
Emerging Int'l Equities	6.00%	2.37%
Total international equity	20.00%	
Core US Fixed Income	25.00%	6.60%
Private equity	10.00%	8.85%
Private debt	5.00%	7.25%
Total alternative investments	15.00%	
Real estate	10.00%	6.60%
Total	<u><u>100.00%</u></u>	

RYE SCHOOL DISTRICT
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Discount Rate – The discount rate used to measure the total OPEB liability as of June 30, 2021 was 6.75%. The projection of cash flows used to determine the discount rate assumed that employer contributions will be made under the current statute RSA 100-A:16 and that plan member contributions will be made under RSA 100-A:16. Based on those assumptions, the OPEB Plan's fiduciary net position was projected to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB Plan investments was applied to all periods of projected benefit payments to determine the collective total OPEB liability.

Sensitivity of the School District's Proportionate Share of the OPEB Liability to Changes in the Discount Rate – The following table presents the School District's proportionate share of the OPEB liability calculated using the discount rate of 6.75% as well as what the School District's proportionate share of the OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (5.75%) or 1-percentage point higher (7.75%) than the current rate:

Actuarial Valuation Date	1% Decrease 5.75%	Current Single Rate Assumption 6.75%	1% Increase 7.75%
June 30, 2021	\$ 792,729	\$ 729,229	\$ 673,980

Sensitivity of the School District's Proportionate Share of the OPEB Liability to Changes in the Healthcare Cost Trend Rate – GASB No. 75 requires the sensitivity of the Net OPEB liability to the healthcare cost trend assumption. Since the medical subsidy benefits are a fixed stipend, there is no sensitivity to the change in the healthcare cost trend assumption.

OPEB Plan Fiduciary Net Position – Detailed information about the OPEB plan's fiduciary net position is available in the separately issued New Hampshire Retirement System Cost-Sharing Multiple Employer Defined Benefit OPEB Plan financial report.

10-B Retiree Health Benefit Program

Plan Description – GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, requires governments to account for other postemployment benefits (OPEB) on an accrual basis, rather than on a pay-as-you-go basis. The effect is the recognition of an actuarially determined expense on the Statement of Activities when a future retiree earns their postemployment benefits, rather than when they use their postemployment benefit. The postemployment benefit liability is recognized on the Statement of Net Position over time. The School District OPEB plan is not administered through a trust that meets the criteria of paragraph 4 of GASB Statement No. 75.

The total OPEB liability is based on the School District offering retirees postemployment healthcare insurance governed by RSA 100-A:50. The retirees pay 100% of the premium cost to participate and are included in the same pool as the active members. The inclusion of the retirees in the same pool effects the insurance rates of the active employees as the rates for the retirees are assumed to be higher due to the age consideration, thereby creating an implicit rate subsidy.

Funding Policy – The School District's funding policy for the implicit rate subsidy is a pay-as-you-go basis.

Benefits Provided – The School District provides postemployment healthcare benefits for certain eligible retirees. The School District provides medical benefits to its eligible retirees. The benefits are provided through fully insured plans that are sponsored by HealthTrust Inc. a non-profit employee benefits pool devoted exclusively to serving New Hampshire municipal, school, and county governments.

Employees Covered by Benefit Terms – At July 1, 2021, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	5
Active employees	67
Total participants covered by OPEB plan	<u>72</u>

RYE SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
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Total OPEB Liability – The School District’s total OPEB liability of \$596,657 was measured as of June 30, 2022 and was determined by an actuarial valuation as of July 1, 2021. The School District contracts with an outside actuary to complete the actuarial valuation and schedule of changes in the total OPEB liability. Detailed information can be found in the separately issued report through request of the School District business office.

Actuarial Assumptions and Other Inputs – The total OPEB liability of \$596,657 in the July 1, 2021 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Discount Rate:	3.54%
Healthcare Cost Trend Rates:	
Current Year Trend	-1.40%
Second Year Trend	7.00%
Ultimate Trend	4.24%
Year Ultimate Trend is Reached	2090
Salary Increases:	3.00%

The discount rate was based on the index provided by *Bond Buyer 20-Bond General Obligation Index* based on the 20-year AA municipal bond rate as of June 30, 2022.

Mortality rates: Pub-2010 General Employees Headcount-Weighted Mortality fully generational using Scale MP-2021, Pub-2010 General Retirees Headcount Weighted Mortality fully generational using Scale MP-2021, and Pub-2010 Teachers Employees Headcount Weighted Mortality fully generational using Scale MP-2021.

Changes in the Total OPEB Liability

	June 30,	
	2021	2022
Total OPEB liability beginning of year	\$ 940,615	\$ 999,456
Changes for the year:		
Service cost	59,722	29,518
Interest	20,551	20,336
Assumption changes and difference between actual and expected experience	-	(397,316)
Benefit payments	(21,432)	(55,337)
Total OPEB liability end of year	<u>\$ 999,456</u>	<u>\$ 596,657</u>

Sensitivity of the School District’s OPEB Liability to Changes in the Discount Rate – The July 1, 2021 actuarial valuation was prepared using a discount rate of 3.54%. If the discount rate were 1% higher than what was used the OPEB liability would decrease to \$571,958 or by 4.10%. If the discount rate were 1% lower than what was used the OPEB liability would increase to \$621,534 or by 4.20%.

	Discount Rate		
	1% Decrease	Baseline 3.54%	1% Increase
Total OPEB Liability	<u>\$ 621,534</u>	<u>\$ 596,657</u>	<u>\$ 571,958</u>

Sensitivity of the School District’s OPEB Liability to Changes in the Healthcare Cost Trend Rates – The July 1, 2021 actuarial valuation was prepared using an initial trend rate of (1.40%). If the trend rate were 1% higher than what was used the OPEB liability would increase to \$649,067 or by 8.80%. If the trend rate were 1% lower than what was used the OPEB liability would decrease to \$549,962 or by 7.80%.

	Healthcare Cost Trend Rates		
	1% Decrease	Baseline (1.40%)	1% Increase
Total OPEB Liability	<u>\$ 549,962</u>	<u>\$ 596,657</u>	<u>\$ 649,067</u>

RYE SCHOOL DISTRICT
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OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB – For the year ended June 30, 2022, the School District recognized OPEB expense of \$53,883. At June 30, 2022, the School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumptions	\$ -	\$ 15,241
Differences between expected and actual experience	-	278,338
Total	<u>\$ -</u>	<u>\$ 293,579</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ending June 30,	
2023	\$ (103,737)
2024	(103,737)
2025	(86,105)
2026	-
2027	-
Totals	<u>\$ (293,579)</u>

NOTE 11 – GOVERNMENTAL ACTIVITIES NET POSITION

Net position reported on the government-wide Statement of Net Position at June 30, 2022 include the following:

	Governmental Activities
Net investment in capital assets:	
Net book value of all capital assets	\$ 661,492
Restricted:	
Food service	12,693
Unrestricted	(8,272,204)
Total net position	<u>\$ (7,598,019)</u>

NOTE 12 – GOVERNMENTAL FUND BALANCES

Governmental fund balances at June 30, 2022 consist of the following:

	General Fund	Other Governmental Funds	Total Governmental Funds
Nonspendable:			
Inventory	\$ -	\$ 1,031	\$ 1,031
Restricted:			
Lunch program	-	11,662	11,662
Committed:			
Expendable trust	540,000	-	540,000
Voted appropriation - March 2022	170,000	-	170,000
Total committed fund balance	<u>710,000</u>	<u>-</u>	<u>710,000</u>
Assigned:			
Retained (RSA 198:4-bII)	709,401	-	709,401
Student activities	-	30,807	30,807
Total assigned fund balance	<u>709,401</u>	<u>30,807</u>	<u>740,208</u>
Unassigned:	214,464	-	214,464
Total governmental fund balances	<u>\$ 1,633,865</u>	<u>\$ 43,500</u>	<u>\$ 1,677,365</u>

RYE SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
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JUNE 30, 2022

NOTE 13 – RISK MANAGEMENT

The School District is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; injuries to employees; or natural disasters. During fiscal year 2022, the School District was a member of the New Hampshire Public Risk Management Exchange (Primex³) Workers' Compensation and Property/Liability Programs.

The New Hampshire Public Risk Management Exchange (Primex³) Workers' Compensation and Property/Liability Programs are pooled risk management programs under RSAs 5-B and 281-A. Coverage was provided from July 1, 2021 to June 30, 2022 by Primex³, which retained \$2,000,000 of each workers' compensation loss, \$500,000 of each liability loss, and for each property loss it is based upon the District's property schedule on file with Primex³. The Board has decided to self-insure the aggregate exposure and has allocated funds based on actuarial analysis for that purpose. The workers' compensation section of the self-insurance membership agreement permits Primex³ to make additional assessments to members should there be a deficiency in contributions for any member year, not to exceed the member's annual contribution. GASB Statement No. 10 requires members of a pool with a sharing risk to disclose if such an assessment is probable, and a reasonable estimate of the amount, if any. In fiscal year 2021-22 the School District paid \$23,081 and \$29,706, respectively, to Primex for workers' compensation and property/liability. At this time, Primex³ foresees no likelihood of any additional assessment for this or any prior year.

The School District continues to carry commercial insurance for all other risks of loss. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

NOTE 14 – CONTINGENT LIABILITIES

The School District has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies or their designee. These audits could result in a request for reimbursement from the grantor agency for costs disallowed under terms of the grant. Based on prior experience, the School District believes such disallowances, if any, will be immaterial.

NOTE 15 – COVID-19

As a result of the spread of COVID-19, Coronavirus, economic uncertainties continue. The duration of these uncertainties and the ultimate financial effects cannot be reasonably estimated at this time.

On March 27, 2020, the United States Federal Government established the Coronavirus Aid, Relief and Economic Security (CARES Act) in response to the economic downfall caused by the COVID-19 pandemic. This Act provided funding through the Coronavirus Relief Fund (CRF), the Education Stabilization Fund (ESF) and the American Rescue Plan Act (ARPA). On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) was signed into law, which provided additional funding for the ESF programs.

The ESF provided funds to the School District through the Elementary and Secondary School Emergency Relief Fund (ESSER). The objective of ESSER is to provide local education agencies with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. This funding was awarded to the School District under the ESSER I, II, and III grants, with the School District expending \$25,555 of this funding in the fiscal year 2022 and must be used for activities to prevent, prepare, and respond to the coronavirus.

The full extent of the financial impact cannot be determined as of the date of the financial statements.

NOTE 16 – SUBSEQUENT EVENTS

Subsequent events are events or transactions that occur after the balance sheet date, but before the financial statements are issued. Recognized subsequent events are events or transactions that provided additional evidence about conditions that existed at the balance sheet date, including the estimates inherent in the process of preparing the financial statements. Nonrecognized subsequent events are events that provide evidence about conditions that did not exist at the balance sheet date but arose after the date. Management has evaluated subsequent events through June 6, 2023, the date the June 30, 2022 financial statements were available to be issued, and noted no events occurred that require recognition or disclosure.

REQUIRED SUPPLEMENTARY INFORMATION

EXHIBIT E
RYE SCHOOL DISTRICT
Schedule of the School District's Proportionate Share of Net Pension Liability
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2022
Unaudited

Fiscal year-end	June 30, 2013	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022
Measurement date	June 30, 2013	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022
School District's:										
Proportion of the net pension liability	0.16%	0.16%	0.16%	0.16%	0.16%	0.15%	0.17%	0.17%	0.17%	0.18%
Proportionate share of the net pension liability	\$ 6,810,661	\$ 5,964,295	\$ 6,327,288	\$ 8,352,662	\$ 7,272,492	\$ 8,245,666	\$ 8,079,532	\$ 10,925,139	\$ 7,888,866	
Covered payroll (as of the measurement date)	\$ 4,408,358	\$ 4,383,516	\$ 4,553,821	\$ 4,481,674	\$ 4,328,649	\$ 4,790,559	\$ 4,915,538	\$ 4,915,538	\$ 5,286,134	
Proportionate share of the net pension liability as a percentage of its covered payroll	154.49%	136.06%	138.94%	186.37%	168.01%	172.12%	164.37%	222.26%	149.24%	
Plan fiduciary net position as a percentage of the total pension liability	66.32%	59.81%	65.47%	58.30%	62.66%	64.73%	65.59%	58.72%	72.22%	

The Note to the Required Supplementary Information – Pension Liability is an integral part of this schedule.

EXHIBIT F
RYE SCHOOL DISTRICT
Schedule of School District Contributions - Pensions
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2022
Unaudited

	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022
Fiscal year-end									
Measurement date	June 30, 2013	June 30, 2014	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
Contractually required contribution	\$ 727,945	\$ 953,724	\$ 996,634	\$ 1,123,932	\$ 541,731	\$ 723,769	\$ 730,739	\$ 817,784	\$ 869,623
Contributions in relation to the contractually required contributions	727,945	953,724	996,634	1,123,932	541,731	723,769	730,739	817,784	869,623
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School District's covered payroll (as of the fiscal year)	\$4,408,358	\$ 4,383,516	\$ 4,553,821	\$ 4,481,674	\$ 4,328,649	\$ 4,790,599	\$ 4,915,538	\$ 5,286,134	\$ 5,169,642
Contributions as a percentage of covered payroll	16.51%	21.76%	21.89%	25.08%	12.52%	15.11%	14.87%	15.47%	16.82%

The Note to the Required Supplementary Information – Pension Liability is an integral part of this schedule.

RYE SCHOOL DISTRICT
NOTE TO THE REQUIRED SUPPLEMENTARY INFORMATION –
PENSION LIABILITY
FOR THE FISCAL YEAR ENDED
JUNE 30, 2022

***Schedule of the School District's Proportionate Share of Net Pension Liability and
Schedule of School District Contributions – Pensions***

Changes in Benefit Terms – There were no changes in benefit terms for the current period.

Changes in Assumptions – There were no changes in assumptions for the current period.

Methods and Assumptions Used to Determine Contribution Rates – A full list of the methods and assumptions used to determine the contribution rates can be found in the most recent actuarial valuation report. This report can be located at www.nhrs.org.

As required by GASB Statement No. 68, and as amended by GASB Statement No. 71, Exhibits E and F represent the actuarial determined costs associated with the School District's pension plan at June 30, 2022. These schedules are presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

EXHIBIT G
RYE SCHOOL DISTRICT
Schedule of the School District's Proportionate Share of the Net Other Postemployment Benefits Liability
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2022
Unaudited

Fiscal year-end	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022
Measurement date	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
School District's proportion of the net OPEB liability	0.20%	0.19%	0.16%	0.16%	0.17%	0.18%
School District's proportionate share of the net OPEB liability (asset)	\$ 974,191	\$ 866,722	\$ 736,737	\$ 692,029	\$ 762,708	\$ 729,229
School District's covered payroll (as of the measurement date)	\$ 4,481,674	\$ 4,326,981	\$ 4,790,599	\$ 4,915,538	\$ 4,915,538	\$ 5,286,134
School District's proportionate share of the net OPEB liability (asset) as a percentage of its covered payroll	21.74%	20.03%	15.38%	14.08%	15.52%	13.80%
Plan fiduciary net position as a percentage of the total OPEB liability	5.21%	7.91%	7.53%	7.75%	7.74%	11.06%

The Notes to the Required Supplementary Information – Other Postemployment Benefits Liability is an integral part of this schedule.

EXHIBIT H
RYE SCHOOL DISTRICT
Schedule of School District Contributions - Other Postemployment Benefits
New Hampshire Retirement System Cost Sharing Multiple Employer Defined Benefit Plan
For the Fiscal Year Ended June 30, 2022
Unaudited

Fiscal year-end	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022
Measurement date	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021
Contractually required contribution	\$ 116,930	\$ 112,351	\$ 71,177	\$ 72,036	\$ 87,508	\$ 64,801
Contributions in relation to the contractually required contribution	116,930	112,351	71,177	72,036	87,508	64,801
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School District's covered payroll (as of the fiscal year)	\$ 4,481,674	\$ 4,326,981	\$ 4,790,599	\$ 4,915,538	\$ 5,286,134	\$ 5,169,642
Contributions as a percentage of covered payroll	2.27%	2.26%	1.31%	1.33%	1.66%	1.25%

The Notes to the Required Supplementary Information – Other Postemployment Benefits Liability is an integral part of this schedule.

EXHIBIT I
RYE SCHOOL DISTRICT
Schedule of Changes in the School District's Total Other Postemployment Benefits Liability and Related Ratio
For the Fiscal Year Ended June 30, 2022
Unaudited

	June 30,		
	2020	2021	2022
OPEB liability, beginning of year	\$ 883,853	\$ 940,615	\$ 999,456
Changes for the year:			
Service cost	58,430	59,722	29,518
Interest	19,301	20,551	20,336
Assumption changes and difference between actual and expected experience	-	-	(397,316)
Benefit payments	(20,969)	(21,432)	(55,337)
OPEB liability, end of year	<u>\$ 940,615</u>	<u>\$ 999,456</u>	<u>\$ 596,657</u>
Covered payroll	<u>\$ 4,655,084</u>	<u>\$ 4,748,186</u>	<u>\$ 4,309,129</u>
Total OPEB liability as a percentage of covered payroll	20.21%	21.05%	13.85%

The Notes to the Required Supplementary Information – Other Postemployment Benefits Liability is an integral part of this schedule.

RYE SCHOOL DISTRICT
NOTES TO THE REQUIRED SUPPLEMENTARY INFORMATION –
OTHER POSTEMPLOYMENT BENEFITS LIABILITY
FOR THE FISCAL YEAR ENDED
JUNE 30, 2022

Schedule of the School District's Proportionate Share of Net Other Postemployment Benefits Liability and Schedule of School District Contributions – Other Postemployment Benefits

Changes in Benefit Terms – There were no changes in benefit terms for the current period.

Changes in Assumptions – There were no changes in assumptions for the current period.

Methods and Assumptions Used to Determine Contribution Rates – A full list of the methods and assumptions used to determine the contribution rates can be found in the most recent actuarial valuation report. This report can be located at www.nhrs.org.

As required by GASB Statement No. 75, Exhibits G and H represent the actuarial determined costs associated with the School District's other postemployment benefits at June 30, 2022. These schedules are presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

Schedule of Changes in School District's Total Other Postemployment Benefits Liability and Related Ratios

Changes in Benefit Terms – There were no changes in benefit terms for the current period.

Changes in Assumptions –

- Increasing the discount rate from 2.21% to 3.54%.
- Initial trend rates were advanced, the model for trends in subsequent years is based on the Getzen Model as updated through September 2021.
- The payroll growth rate was increased from 2.00% to 3.00%
- The election rate was changed from 100% to 50% based on expected future enrollment.
- Mortality assumption changed from SOA RP-2014 Total Dataset Mortality with Scale MP-2019 (Base Rate 2006) to Pub-2010 General Employees Headcount-Weighted Mortality fully generational using Scale MP-2021, and Pub-2010 General Retirees Headcount-Weighted Mortality fully generational using Scale MP-2021.
- The tables used for retirement and termination assumptions were updated to reflect the most recent tables from the New Hampshire Retirement System Comprehensive Annual Financial Report dated June 30, 2019.
- The morbidity assumptions were updated to use the Dale Yamamoto model published by the Society of Actuaries to give a better projection of anticipated costs as adjusted for age.

As required by GASB Statement No. 75, Exhibit I represents the actuarial determined costs associated with the School District's other postemployment benefits at June 30, 2022. The schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information is presented for those years for which information is available.

COMBINING AND INDIVIDUAL FUND SCHEDULES

SCHEDULE 1
RYE SCHOOL DISTRICT
Major General Fund
Schedule of Estimated and Actual Revenues (Non-GAAP Budgetary Basis)
For the Fiscal Year Ended June 30, 2022

	Estimated	Actual	Variance Positive (Negative)
School district assessment:			
Current appropriation	\$ 9,576,182	\$ 9,576,182	\$ -
Other local sources:			
Tuition	70,000	207,947	137,947
Investment earnings	1,500	3,320	1,820
Miscellaneous	13,500	168,949	155,449
Total from other local sources	85,000	380,216	295,216
State sources:			
Adequacy aid (tax)	4,611,845	4,611,845	-
Federal sources:			
Medicaid	-	31	31
Other financing sources:			
Transfers in	-	9,587	9,587
Total revenues and other financing sources	14,273,027	\$ 14,577,861	\$ 304,834
Use of fund balance to reduce school district assessment	258,883		
Use of fund balance - appropriated	50,000		
Total revenues, other financing sources, and use of fund balance	\$ 14,581,910		

SCHEDULE 2
RYE SCHOOL DISTRICT
Major General Fund
Schedule of Appropriations, Expenditures, and Encumbrances (Non-GAAP Budgetary Basis)
For the Fiscal Year Ended June 30, 2022

	Encumbered from Prior Year	Appropriations	Expenditures	Variance Positive (Negative)
Current:				
Instruction:				
Regular programs	\$ 48,696	\$ 6,618,454	\$ 6,798,746	#####
Special programs	-	1,039,560	1,203,818	(164,258)
Other programs	-	203,780	193,621	10,159
Total instruction	<u>48,696</u>	<u>7,861,794</u>	<u>8,196,185</u>	<u>(285,695)</u>
Support services:				
Student	-	558,023	560,811	(2,788)
Instructional staff	85,865	623,022	712,155	(3,268)
General administration	-	62,201	42,902	19,299
Executive administration	-	846,303	846,303	-
School administration	-	426,019	445,068	(19,049)
Operation and maintenance of plant	18,226	745,784	808,482	(44,472)
Student transportation	-	388,203	423,043	(34,840)
Other	-	2,953,561	2,146,921	806,640
Total support services	<u>104,091</u>	<u>6,603,116</u>	<u>5,985,685</u>	<u>721,522</u>
Facilities acquisition and construction	<u>11,464</u>	<u>67,000</u>	<u>61,035</u>	<u>17,429</u>
Other financing uses:				
Transfers out	<u>-</u>	<u>50,000</u>	<u>50,000</u>	<u>-</u>
Total appropriations, expenditures, other financing uses, and encumbrances	<u>\$ 164,251</u>	<u>\$ 14,581,910</u>	<u>\$ 14,292,905</u>	<u>\$453,256</u>

SCHEDULE 3
RYE SCHOOL DISTRICT
Major General Fund
Schedule of Changes in Unassigned Fund Balance (Non-GAAP Budgetary Basis)
For the Fiscal Year Ended June 30, 2022

Unassigned fund balance, beginning		\$ 258,883
Changes:		
Unassigned fund balance used to reduce school district assessment		(258,883)
Unassigned fund balance appropriated for use in 2021-2022		(50,000)
2021-2022 Budget summary:		
Revenue surplus (Schedule 1)	\$ 304,834	
Unexpended balance of appropriations (Schedule 2)	<u>453,256</u>	
2021-2022 Budget surplus		758,090
Increase in committed fund balance		(120,000)
Increase in assigned (non-encumbrance) fund balance		<u>(373,626)</u>
Unassigned fund balance, ending		<u><u>\$ 214,464</u></u>

SCHEDULE 4
RYE SCHOOL DISTRICT
Nonmajor Governmental Funds
Combining Balance Sheet
June 30, 2022

	Special Revenue Funds			Total
	Grants	Food Service	Student Activities	
ASSETS				
Cash and cash equivalents	\$ -	\$ -	\$ 30,807	\$ 30,807
Receivables:				
Accounts	-	158	-	158
Intergovernmental	16,588	22,730	-	39,318
Inventory	-	1,031	-	1,031
Total assets	<u>\$ 16,588</u>	<u>\$ 23,919</u>	<u>\$ 30,807</u>	<u>\$ 71,314</u>
LIABILITIES				
Accounts payable	\$ 571	\$ 10,968	\$ -	\$ 11,539
Intergovernmental payable	5,743	-	-	5,743
Interfund payable	10,274	258	-	10,532
Total liabilities	<u>16,588</u>	<u>11,226</u>	<u>-</u>	<u>27,814</u>
FUND BALANCES				
Nonspendable	-	1,031	-	1,031
Restricted	-	11,662	-	11,662
Assigned	-	-	30,807	30,807
Total fund balances	<u>-</u>	<u>12,693</u>	<u>30,807</u>	<u>43,500</u>
Total liabilities and fund balances	<u>\$ 16,588</u>	<u>\$ 23,919</u>	<u>\$ 30,807</u>	<u>\$ 71,314</u>

SCHEDULE 5
RYE SCHOOL DISTRICT
Nonmajor Governmental Funds
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances
For the Fiscal Year Ended June 30, 2022

	Special Revenue Funds			Total
	Grants	Food Service	Student Activities	
REVENUES				
Other local	\$ -	\$ 24,001	\$ 30,392	\$ 54,393
State	-	3,579	-	3,579
Federal	40,720	152,079	-	192,799
Total revenues	<u>40,720</u>	<u>179,659</u>	<u>30,392</u>	<u>250,771</u>
EXPENDITURES				
Current:				
Instruction	8,810	-	28,503	37,313
Support services:				
Student	13,368	-	-	13,368
Instructional staff	18,542	-	-	18,542
Noninstructional services	-	167,409	-	167,409
Total expenditures	<u>40,720</u>	<u>167,409</u>	<u>28,503</u>	<u>236,632</u>
Net change in fund balances	-	12,250	1,889	14,139
Fund balances, beginning	-	443	28,918	29,361
Fund balances, ending	<u>\$ -</u>	<u>\$ 12,693</u>	<u>\$ 30,807</u>	<u>\$ 43,500</u>

SCHEDULE 6
RYE SCHOOL DISTRICT
Student Activity Funds
Combining Balance Sheet
June 30, 2021

	Student Activity Funds		
	Rye		
	Elementary	Rye Junior	
	School	High School	Total
ASSETS			
Cash and cash equivalents	\$ 6,242	\$ 24,565	\$30,807
FUND BALANCES			
Assigned	\$ 6,242	\$ 24,565	\$30,807

SCHEDULE 7
RYE SCHOOL DISTRICT
Student Activity Funds
Combining Schedule of Revenues, Expenditures, and Changes in Fund Balances
For the Fiscal Year Ended June 30, 2022

	Student Activity Funds		
	Rye		
	Elementary School	Rye Junior High School	Total
REVENUES			
Other local	\$ 7,524	\$ 22,868	\$ 30,392
EXPENDITURES			
Current:			
Instruction	7,692	20,811	28,503
Net change in fund balances	(168)	2,057	1,889
Fund balances, beginning	6,410	22,508	28,918
Fund balances, ending	\$ 6,242	\$ 24,565	\$ 30,807



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INDEPENDENT AUDITOR'S COMMUNICATION OF SIGNIFICANT DEFICIENCY

To the Members of the School Board and Superintendent
Rye School District
Rye, New Hampshire

In planning and performing our audit of the financial statements of the governmental activities, major fund, and aggregate remaining fund information of the Rye School District as of and for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered Rye School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rye School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Rye School District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. However, as discussed below, we identified certain deficiencies in internal control that we consider to be significant deficiencies.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiency in internal control to be a significant deficiency:

Student Activity Fund

Student activity funds are now reported as a special revenue fund for which the School District is acting in an administrative capacity; therefore, it is imperative that strong internal controls exist to ensure that funds are safely maintained, no disbursements are made without proper authorization, and a regular accounting of the transactions within each activity is prepared. Our audit of the student activity fund disclosed the following conditions:

- There is a lack of a segregation of duties in that the school secretary is responsible for processing payments and deposits, depositing money in the bank, performing monthly bank reconciliations, and is also a signer on the bank account.
- There is a lack of supporting documentation retained for receipts and deposits are not being made to the bank timely.
- There is no formal approval of disbursements.
- Bank reconciliations are not being completed timely and there is a lack of review and approval of completed reconciliations.
- Several Rye Junior High School sub accounts had negative balances as well as a variance sub-account where an unknown variance was posted.

***Rye School District
Independent Auditor's Communication of Significant Deficiency***

The above noted items are a weakness in internal controls which creates chances for a misappropriation of funds and the use of funds in the student activity fund could be made for inappropriate purposes. In order to assist the School District with this situation we recommend the following:

- Since the secretary is responsible for the accounting of the student activity funds including cash disbursements, cash receipts, reconciliation and is also a signer on the bank account this has created a segregation of duties issue. To mitigate the risks associated with this it is strongly recommended that the secretary be removed from the account as a signer. In addition, it is recommended that the school principal review and formally approve the monthly bank reconciliations, and summary of activity. Finally, the school principal should be reviewing the monthly bank statements for unusual activity.
- All receipts and disbursements should be supported by appropriate documentation retained on file. The supporting documentation should include when the amounts deposited were received. Deposits should be brought to the bank within a week of their receipt in order to decrease the risk of misappropriation.
- The business office should be periodically reviewing the monthly bank reconciliations, monthly summary of activity and overall activity to ensure that there is a proper accounting of the student activity fund.
- All sub accounts should not have negative balances at the end of the fiscal year. All sub accounts should balance and all activity for the year should be allocated to the appropriate sub account. Procedures should be put in place to ensure that negative balances do not occur in the accounts as well as making sure that all activity is properly allocated.

We noted other matters involving internal control and its operation that we have reported to management of Rye School District in a separate letter dated June 6, 2023.

This communication is intended solely for the information and use of the School Board, Superintendent, management, and others within Rye School District, and is not intended to be and should not be used by anyone other than these specified parties.

June 6, 2023
Concord, New Hampshire

*Plodzik & Sanderson
Professional Association*

