

Hollis Brookline Cooperative School Board
Wednesday, February 12, 2020
Hollis Brookline Middle School Library
All times are estimates and subject to change without notice

- 6:00 Call to Order
- 6:05 Appointment of a process observer
Agenda adjustments
Approve meeting minutes
Nomination/ resignations/retirements/correspondence
- 6:10 Public Input
- 6:25 Principal Reports/Athletic Report
 - Committee Update on Master Schedule at the Middle School — Principal Girzone
 - NEASC five year report
- 7:15 Discussion
 - School Calendar 2020-2021
 - Portrait of a “Cavalier”
 - Update on the SAU and School District web pages
- 7:45 **Deliberations**
 - **To see what action the Board will take regarding Principal Girzone’s recommendation regarding the Middle School Master Schedule**
 - **To see what action the Board will take regarding petition warrant article 1 –Shall the citizens adopt RSA 40:13 - known as SB2**
 - **To see what action the Board will take regarding petition warrant article 2 –Shall the citizens adopt RSA 32:5-b a 2% tax cap on the recommended budget**
 - **To see what action the Board will take regarding a Brookline Town Warrant Article – RSA 195:25 – Feasibility and suitability study to withdraw Brookline from the Cooperative School District**
 - **To see what action the Board will take regarding Policy KF - Community Use of School Facilities – Third and final Reading**
 - **To see what action the Board will take regarding Policy IIB - Class Size – Fourth and final Reading**
 - **To see what action the Board will take regarding Policy JICK - Public Safety and Violence Prevention/Bullying – Third and final Reading**
 - **To see what action the Board will take regarding Policy DAF – Administration of Federal Grant Funds - First Reading**
 - **To see what action the Board will take regarding Policy GADA - Employment References and Verification – First Reading**
 - **To see what action the Board will take regarding Policy IHAMA - Teaching About Alcohol, Drugs and Tobacco – First Reading**
- 8:50 “Highlights of the Coop”

8:55 Report out Process Observer

9:00 Motion to enter non-public - under RSA 91-A: 3II (a) Compensation and/or (c) reputation

9:10 Motion to Adjourn

To: Hollis Brookline Cooperative School Board
From: Tim Girzone, Principal HBMS
Re: Principal's Report
Date: February 12, 2020

Information Only

SeaPerch Build:



Once again, HBMS 8th Graders took part in the annual SeaPerch Build on February 4th and 5th. SeaPerch is an innovative underwater robotics program that equips teachers and students with the resources they need to build an underwater Remotely Operated Vehicle (ROV). Using basic engineering and science concepts with a marine engineering theme students constructed their ROV's and will be testing them at UNH later on this month. The SeaPerch Program provides students with the opportunity to learn about robotics, engineering, science, and mathematics (STEM) while building an underwater ROV as part of a science and engineering technology curriculum. Throughout the project, students learn engineering concepts, problem solving, teamwork, and technical applications.

Wrestling for Change:

HBMS's 5th annual **Wrestling For Change** event took place on February 5th. This event is organized by the HBMS anti-bullying club UKA (UKnighted for All), and the HBMS Wrestling team. These two student organizations join forces every year for this event to raise awareness around suicide prevention. This year over \$650 were raised and donated to the National and NH Suicide Prevention Hotline.

Spelling Bee:

The HBMS 2020 Spelling Bee results are in. After twelve rounds, Noelle Lazzari is our top speller and will represent our school at the state bee in March. Our second place speller is Emma Cherepko. Congratulations to both students as well as the other 15 participants who took part in the bee.

Musical Accomplishments:

Congratulations to the following students for being accepted into the 2020 South Central District Music Festival being held on May 16th at West Running Brook School in Derry NH: Kaila Lumpkin (Soprano-Chorus), Evalina Tigert (Soprano-Chorus), Bella Hu (Violin-Orchestra), Allie Houvener (Flute-Band), Harry Surette (Trumpet-Band).



HBMS Robotics Team:

On Jan 18th our FIRST Robotics teams competed in a State Qualifier Alvirne HS. HBMS Team 11866 finished 2nd in points among a field of 19 teams! The team also finished 2nd for the highest judges' award, The Inspire Award.

On February 1st - both of our FIRST Robotics teams competed in a second State Qualifier at Merrimack Middle School. An undermanned and 5th-seeded HBMS Team

10660 (The Silver Knights) pulled off a stunning upset of the #1, #2 and #3 seeds, to WIN the Alliance Tournament Play. This performance raised the HBMS bar even higher, as it was our first Tournament Championship for HBMS. Additionally, Team 10660 won an award for advanced innovation in the design of their extending arm and claw apparatus.

Both teams will now advance to the NH State finals to be held at SNHU on February 16th at 10am.

Staffing Updates:

HBMS is happy to introduce Mrs. Joanne Lake as our new Senior Secretary. Mrs. Lake brings with her a wealth of Middle School knowledge and experience having worked as the business office secretary in a neighboring school district for many years. Her anticipated start date is February 10th.

HBMS is currently accepting applications for the following position:

- Special Education paraprofessional support staff

Important Dates:

February 10 - 8th Grade Parent (Incoming Freshman) night at HBHS (6:30pm)

February 12 - HBHS counselors presentation with 8th Grade students (during school day)

Feb 24-28 - Winter Vacation (No School)

March 12 - Washington DC Parent Information Meeting (6:30PM)

March 14 - Large Group Music Festival (11:30am departure from HBMS- Campbell HS)

March 16 - Veterans visit with 8th Grade

Respectfully Submitted,

Tim Girzone

Principal, Hollis Brookline Middle School

To: Andrew Corey, Superintendent
From: Rick Barnes, Principal
RE: February Board Report

Instructional Practices/Class Rank Presentation: the committee met again this month and will be making specific recommendations regarding Class Rank and The Top Ten at the April board meeting.

Draft of NEASC 5 Year Report: Please see attached for an overview of our five-year report due at the end of March. While it is hard to believe how much time has passed since our last visit, we are proud of the progress made and look forward to building upon that success.

Foreign Travel Review: A committee has been formed at the building level to review and update procedures around these valuable learning experiences. As this work is being conducted this year, there are no trips planned for the 2020-21 school year.

HBHS Performing Arts News:

Over the past few years, we have been quite fortunate in securing a number of professional guest musicians to come to the HBHS stage and share unique seminars, performance opportunities, and more with our students. Past guest clinicians have included jazz great Delfeayo Marsalis, composer Dr. Philip Rice, sitarist Sandip Burman, and legendary bassist Felix Pastorius. As part of our continuing Guest Musician Series, **The HBHS Performing Arts** is proud to welcome **Awaaz Do** to the HBHS Community Auditorium stage!

Fresh off their Newport Folk Festival debut, the South Asian - infused punk rock six piece will spend the day with HBHS Band, Choir, Guitar Night Club, and HERstory Club students in specialty seminars before performing a **public performance at 6:30 PM on Wednesday, March 11th!** [Tickets for the concert can be purchased here](#), with funds supporting our continued efforts to facilitate unique and professional experiences for our stellar performing arts students. Please use the student/staff promotional code "hbfriends", no quotations, for discounted tickets. More information is available on our [Facebook Event Page](#)- please join and share!

The HBHS Theater is proud to present our 2020 March musical, Meredith Willson's family classic, The Music Man! Our production will run for four nights - Friday 03/20, Saturday 03/21, Friday 03/27, and Saturday 03/28. All shows begin at 7 PM. House will open at 6:30 PM. [Tickets are available now - reserve your seats today!](#) Please use the promotional code "hbmusicman", no quotations, to secure staff/student discounted tickets, and join and share our [Facebook Event Page](#). We can't wait to see you at our events, and as always, please follow us on [Twitter @HBperforms](#) and check out the [HBHS Performing Arts website](#) for all of our performance dates!

Respectfully Submitted

Rick Barnes
Principal

To: Andrew Corey, Superintendent
From: Brian Bumpus, District Athletic Coordinator
Re: February 2020 Board Report

HBMS Update: As the winter season comes to a close at HBMS, both the Boys and Girls Basketball teams fell in the quarter-final round, while the Wrestling team finished in 4th place out of all Division II schools in their Tri-County tournament. While the Basketball seasons are now finished, the wrestling team will compete in the Middle School State Championships at Keene High School on Sunday, February 23rd.

HBHS Update: The Girls Basketball remains tied for 1st place in the Division II standings, with the first of two games against unbeaten Hanover scheduled for a 6:00 PM start on Friday 2/7 at HBHS. The Ice Hockey and Bowling teams currently sit towards the top of their Divisions as well and are poised to have very successful post-seasons as the regular season begins to wind down for our winter sports. The state tournament season will kick off on Tuesday 2/11, as the Girls Alpine Ski team heads to Cranmore for their championship races, and the Boys Alpine Ski team competes on Wednesday 2/12 at Crotched Mountain. A list of all tournament dates and locations for all winter teams will be posted on the HB Athletics website.

Recent Coaching Hires:

HS Boys Outdoor Track Head Coach - Jeremy Gaudet

HS Softball Head Coach - Ashley Skey

MS Outdoor Track Coach - Ceara Yourell

District Coaching Openings: The HB Athletic Department is currently looking for qualified candidates to fill the following coaching vacancies.

HBHS

Boys Lacrosse JV Coach

Outdoor Track Associate Coach

Boys Outdoor Track Asst. Coach

Boys Tennis Asst. Coach

Girls Tennis Asst. Coach

HBMS

Boys Lacrosse Coach

Girls Softball Coach

Outdoor Track Coach

Respectfully Submitted,



Brian Bumpus
District Athletic Coordinator

HOLLIS-BROOKLINE HIGH SCHOOL

NEASC 5-YEAR PROGRESS REPORT

PART ONE: Standards and Recommendations

PART TWO: Narrative Responses

Note on the structure of the Five Year Report and this draft:

The report provides us with a list of recommendations paired with “response requests,” for which we are supposed to provide a status update and a short narrative (entered into a text box) if we are “In Process” of addressing that recommendation. PART ONE of this document provides each standard and any recommendations that were listed as “In Process” on the Two-Year Report. *Recommendations that we marked “Complete” in the Two-Year Report are not included, but they are indicated.*

Our responses to the “In Process” recommendations/response requests are found in PART TWO of this draft. In the report, one narrative response often addresses a number of the individual “response requests,” so the text of many specific responses becomes a reference (“please see”) to one comprehensive response. PART TWO provides the main narrative responses with the cluster of recommendations/response requests it addresses.

Attachments are NOT included but will be uploaded in the NEASC portal.

*Part one: Standards and Recommendations (with
“completed” recommendations indicated but not included)*

**Standard 1: Core Values, Beliefs, and Learning
Expectations**

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students’ achievement of the school’s learning expectations.

Request 1: Create a process and timeline that engages all stakeholders, including students, parents, board members, and all staff, in the process of regularly reviewing, revising, and implementing core values, beliefs, and 21st century learning expectations.

Request 2: Develop and publish school-wide, analytic rubrics that identify targeted high levels of achievement of the core values, beliefs, and 21st century learning expectations.

Request 3: Use the completed school-wide rubrics to drive curriculum, instruction, and assessment.

Request 4: Use the core values, beliefs, and 21st century learning expectations to guide the school’s policies, procedures, decisions, and resource allocations.

Standard 2: Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

HIGHLIGHTED RECOMMENDATION: Provide an update on the implementation of the collaborative curriculum review cycle that includes clear vertical alignment with district sending schools.

Requests 1,2: *Completed*

Request 3: Ensure depth of understanding, application of knowledge opportunities, and cross-disciplinary learning for all students in all classes.

Standard 3: Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

Requests 1,4: *Completed*

Request 2: Create and implement practices that ensure alignment with the Statement of Core Values and Beliefs about Learning and 21st Century Learning Expectations.

Request 3: Design and implement a unified process for effective cross - disciplinary learning.

Standard 4: Assessment of and for Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

Requests 3-6: *Completed*

Request 1: Adapt, adopt, and implement school-wide rubrics aligned to the school's 21st century learning expectations.

Request 2: Create and implement a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

Standard 5: School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

HIGHLIGHTED RECOMMENDATION: Provide an update on how additional opportunities for heterogeneous groupings of students [sic]

HIGHLIGHTED RECOMMENDATION: Provide an update on ~~ow~~ the formal program or process to ensure each student has an adult in the school, beyond the school counselor, who knows him or her well and assists the student in achieving the school's 21st Century Learning Expectations [sic]

Requests 1, 2: *Completed*

Standard 6: School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

Requests 1,3: *Completed*

Request 2: Improve the internet infrastructure to support 21st century learning expectations for students and faculty.

Standard 7: Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

Request 1: *Completed*

Request 2: Develop community and business partnerships that support all students in their college/career readiness.

PART TWO: Narrative Responses with the clustered recommendations each narrative addresses

Core Values and 21st Century Learning Expectations:

General:

Standard 1, Request 1: Create a process and timeline that engages all stakeholders, including students, parents, board members, and all staff, in the process of regularly reviewing, revising, and implementing core values, beliefs, and 21st century learning expectations.--In Process

Standard 1, Request 4: Use the core values, beliefs, and 21st century learning expectations to guide the school's policies, procedures, decisions, and resource allocations.--In Process

Standard 3, Request 2: Create and implement practices that ensure alignment with the Statement of Core Values and Beliefs about Learning and 21st Century Learning Expectations.--In Process

In the process of designing a Core Values experience/demonstration for HBHS students, staff and administrators at Hollis Brookline High School started some serious introspection of what we want students to value and the opportunities we give our students each and every day to live out these values in the classrooms of our school. We wanted to take a close look at some of the policies and procedures we use as the foundation for our courses, as we had some doubt these policies and procedures were all truly in alignment with our Core Values: Integrity, Intellectual Curiosity, Innovation, Individuality, and Involvement in the HB Community. As we developed what we hoped would be an extension of our Senior Quest course, we realized that we didn't have a good framework in which to offer this to all students, considering the structure of our coursework and program of studies in conjunction with the main drivers for identifying student success.

Seeing this deep need to dig past just creating another experience for students and instead look into the guiding policies driving our students to make decisions about coursework, Rick Barnes (Principal) assembled an Instructional Practices Committee, composed of students, staff, administrators, school board members, and parents (list of committee members attached to this report), to look at our policies and recommend necessary changes to the school board, guided by our core values. The committee created a charter (attached to this report, see "Instructional Practices Charter") and identified three areas of closer investigation for subcommittees to explore and bring recommendations to the main/steering committee: Top Ten (examining how we identify our top ten students at the end of junior year and before graduation their senior year and whether we should continue to do so), Grade Weighting (examining how we weight courses and if we should continue to do so), and Grading and Assessment (examining how we assess students and determining if it needs significant change) (guiding

questions attached to this report, see “Top Ten guiding questions,” “Grade Weighting guiding questions,” and “Grading and Assessment guiding questions”).

At this time, the Top Ten subcommittee has put forth a recommendation to our steering committee, which has then decided to forward this on to the school board. Our Grade Weighting subcommittee is in the process of crafting its recommendation. The Grading and Assessment work is slower but more comprehensive and will continue to build off the work done by the other two subcommittees to take a deep look at how we assess students and whether it reflects our Core Values. With this work, we hope to align the foundational practices and policies of our school with the Core Values and 21st Century Learning Expectations, as well as giving ourselves the opportunity to explore student success and the ways in which we measure and acknowledge achievement in our students.

Application of rubrics/assessment of implementation:

*Standard 1, Request 2: Develop and publish school-wide, analytic rubrics that identify targeted high levels of achievement of the core values, beliefs, and 21st century learning expectations.--**In Process (developed, only shared internally for feedback)***

*Standard 1, Request 3: Use the completed school-wide rubrics to drive curriculum, instruction, and assessment.--**In Process***

*Standard 4, Request 1: Adapt, adopt, and implement schoolwide rubrics aligned to the school's 21st century learning expectations--**In Process (assess fidelity and equity of application)***

*Standard 4, Request 2: Create and implement a formal process to assess whole school and individual student progress in achieving the school's 21st century learning expectations--**In Process/Planned for the Future***

The Grading and Assessment subcommittee--an offshoot of the Instructional Practices Steering Committee--has as its charge to ask foundational questions about how we assess students--and WHAT we assess--at Hollis Brookline High School (see attached “Grading and Assessment Subcommittee guiding questions”).

We have created and adopted two types of rubrics: our Core Values rubrics and our 21st Century Learning Expectations rubrics. The Core Values function on a whole-school level that overarches the entire student experience at HBHS, while the 21st Century rubrics (the “4 C’s: Communication, Critical Thinking, Creativity, and Collaboration”) are tailored to and applied at the content level in each individual course.

What we found is that we don’t currently have an opportunity for students to formally demonstrate the Core Values, and in our current structure, it would be difficult for us to ask students to do so without working against the desire to be amongst our highest academic achievers according to our current measures of “success.” So the work of the Grading and Assessment subcommittee (and the Instructional Practices Steering Committee) is to honestly evaluate what we assess and how we assess it and make changes. This will take some time. Our first point to evaluate is how much change we are ready for in the Hollis-Brookline district,

and then we will take that and inventory what we seem to be doing right and what we need to change to allow students to demonstrate, on a regular basis and in the context of their chosen coursework, our Core Values. We are also examining how to honor success in this aspect of HB student achievement.

Cross-Disciplinary:

Standard 2, Request 3: Ensure depth of understanding, application of knowledge opportunities, and cross-disciplinary learning for all students in all classes.--In Process

Standard 3, Request 3: Design and implement a unified process for effective cross-disciplinary learning.--In Process

HBHS continues to identify where in specific courses we can make cross-disciplinary connections. Teachers of our Fitness and Wellness classes for Freshmen (which meet every other day) have worked to create connections and align their units of study to inform each other and build an integrated curriculum that spans both classes. On the other end of the 9-12 spectrum, Senior Quest offers students an opportunity to integrate several disciplines into one yearlong project that is student built and staff mentored.

On a building level, our Library Media Specialist works hard to use common systems and supports for research projects for all classes in the building, offering tools and databases that can be used in all courses to give students a unified framework with which to approach their project/research-based work.

Our building level focus on Social and Emotional Learning has also brought into focus the ways the disciplines can inform each other, and many of the SEL practices that are embedded in certain content areas are being shared and integrated into all content areas to improve our students' exposure to healthy social-emotional practices in all aspects of school.

Vertical Alignment:

Standard 2, HIGHLIGHTED RECOMMENDATION: Provide an update on the implementation of the collaborative curriculum review cycle that includes clear vertical alignment with district sending schools.--Completed/Ongoing??

Our Assistant Superintendent continues to organize work around content area curriculum at a K-12 level, with our most current focus being Social Studies (in anticipation of the new Social Studies standards being approved at the state level). She has also organized incredibly well-received district-wide PD days; during these times, staff present workshops that bring together teachers who work with a broad range of levels, but they also have time to meet in K-12 content areas, which allows teachers spanning multiple schools and grades to meet to discuss various specific vertical alignment issues.

We have also begun scheduling three annual “joint department meetings” with Hollis Brookline Middle School. Teachers in grades 7-12 meet as departments to review alignment, identify gaps or continuity issues, and plan together to create a successful and unified 7-12 experience. Curriculum is regularly reviewed at this level to analyze what students encounter at each grade level and what the expectations are at the beginning and end of each grade.

Heterogeneous Grouping:

Standard 5, HIGHLIGHTED RECOMMENDATION: Provide an update on how additional opportunities for heterogeneous groupings of students [sic]-In Process/Completed

As detailed in the two-year report, HBHS has a required course at each grade level that strives to be heterogeneously grouped: Fitness and Wellness for grade 9, Writing for grade 10, Civics and Economics for grade 11, and senior electives for grade 12.

We have taken further steps to make our Civics and Economics classes truly heterogeneous by eliminating honors level (for weighted credit) and topics level (with modified curriculum) and having students of all levels in one class with one course, with the instructor modifying to meet student needs as they appear in each class. We made a decision that all juniors should have an experience that did not divide into levels, similar to that offered to freshmen and sophomores in their fitness/wellness classes and writing classes, respectively.

Senior electives are open to all levels, and most attract a range of students, including our Senior Quest course that asks students to design an inquiry project of their own choosing--the unifying factor here is not academic achievement or ability, but rather curiosity and interest in an in-depth pursuit of a specific objective.

Advisory:

Standard 5, HIGHLIGHTED RECOMMENDATION: Provide an update on how the formal program or process to ensure each student has an adult in the school, beyond the school counselor, who knows him or her well and assists the student in achieving the school's 21st Century Learning Expectations [sic]-Planned for the Future

The HBHS schedule did not lend itself to creating a formal “advisory” period without losing instructional time or taking away from what has become a valuable instructional support time (CavBlock). This year, we adopted a tool that will help to add this time into the schedule without disrupting the current needs: the Adaptive Scheduler tool (a plug-in for PowerSchool) has allowed us to set aside a few CavBlock times that can be used for students to meet in advisory-like groups. While we have not solidified this process yet, the purpose of using the tool

this year was to acclimate students and staff to the new piece and then create this element once the use of the system settles in. We are still adjusting, but the tool presented the potential, which made us willing to go through the pain of adjustment in order to have a schedule into which we could cleanly insert some time for this very important aspect of SEL needs of the students. While we focus on our building-level social-emotional learning practices, how to use this tool to designate time to create these connections will be part of our discussions and planning.

Technology:

Standard 6, Request 2: Improve the internet infrastructure to support 21st century learning expectations for students and faculty.--Completed

HBHS continues to make great strides since the Steering Committee's visit. We are pleased to report that we have met and exceeded the committee's recommendation. The need for a significant increase in the number of devices available to students during the school day was met first with large scale upgrades to the wireless infrastructure. That infrastructure has been upgraded in steps, and currently, the building can support up to 2000 devices at any one time. Not only does this support our current needs, it provides the building with ample room to grow for the future. Access to the wireless network was significantly enhanced on the third floor, in particular near the gym and auditorium, through the addition of new wireless access points and replacement of old ones. Laptops were purchased for use in all of our Writing courses in the English Department. Additionally, multiple laptop carts were purchased for the Social Studies department, which has allowed for access to a device on demand within the Social Studies curriculum. In order to rapidly build upon this success, a comprehensive four-year technology plan was presented in August of 2019, calling for every classroom in need to be outfitted with a full set of computers. The first phase was presented and accepted by both the school board and budget committee. Upon approval of voters in March, phase one of the plan will be implemented during the summer of 2020, making the devices available to students and staff in time for when school opens in the fall. Please see the related documents in the supplemental portion of this report.

Community and Business Partnerships:

Standard 7, Request 2: Develop community and business partnerships that support all students in their college/career readiness.--Completed

HBHS has worked to further develop our Extended Learning Opportunities. The FTE Transition Counselor has started to develop a comprehensive ELO program for the district that serves all students. There have been approximately 40 employers to date that have served as resources for the program. All internship sites need to be certified by the NH DOL, and all of them have been approved prior to student placement. Some examples of the types of employers we have engaged with: orthodontist, veterinarian, HVAC technician, fireman, marine biologist, grocery store clerk, athletic trainer, photographer, and occupational therapist.

Partnerships with the local business community have grown substantially. The most significant of these have been with BAE Systems and the Hollis-Brookline Rotary Club. BAE Systems is an aerospace and defense company that recently provided our First Robotics Team with a \$15,000 donation to be used for the purchase of laptops. Additionally, students at HBHS also gained more access and exposure to paid internships offered at the company. HBHS reconnected with the Rotary Club through an institutional membership. The club continues to be one of the largest annual providers of scholarships for many of our graduates. The club partnered with the middle school to build a greenhouse, which has also supported the work of many students at the high school, specifically with Senior Quest projects. Last year, through the club's generosity HBHS was able to host Challenge Day, an experiential social emotional learning program. The program was incredibly successful and is now an annual event and fully self-funded through the budget process. Currently, the club and the high school are partnering to create a single newspaper for the towns of Hollis and Brookline. This project will serve as a vehicle to keep the citizens of both towns informed regarding events in the community. It will also provide many students with a vehicle to share their thoughts and writing to both towns as regular contributors.

**COOP School District Calendar
2020-2021**

AUGUST (0 days)

M	T	W	TH	F	
24	25	26	X	XX	All staff return on Aug. 27
X					Aug 31 - Grade 7 and 9 Orientation

SEPTEMBER (20 days)

M	T	W	TH	F	
	1	2	3	4	Sep 1 - School Begins 7-12
XX	X	9	10	11	Sept 7 - Labor Day
14	15	16	17	18	Sept 8 - Professional Day
21	22	23	24	25	
28	29	30			

OCTOBER (21 days)

M	T	W	TH	F	
			1	2	
5	6	7	8	9	
XX	13	14	15	16	Oct 12 - No School Columbus Day
19	20	21	22	23	
26	27	28	29	30	

NOVEMBER (16 days)

M	T	W	TH	F	
2	X	4	5	6	Nov 3 - Professional Day
9	10	XX	12	13	
16	17	18	19	20	Nov 11 - No School Veterans Day
23	24	XX	XX	XX	Nov 25 - 27 Thanksgiving Recess
30					

DECEMBER (17 days)

M	T	W	TH	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	XX	XX	Dec 24 - Jan 1 Holiday Vacation
XX	XX	XX	XX		

JANUARY (19 days)

M	T	W	TH	F	
				XX	
4	5	6	7	8	
11	12	13	14	15	
XX	19	20	21	22	Jan 18 - Martin Luther King Jr. Day
25	26	27	28	29	

FEBRUARY (15 days)

M	T	W	TH	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
XX	XX	XX	XX	XX	Feb 22 - Feb 26 Winter Vacation

MARCH (22 days)

M	T	W	TH	F	
1	2	3	4	5	
8	X	10	11	12	Mar 9 - Professional Day
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

APRIL (17 days)

M	T	W	TH	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
XX	XX	XX	XX	XX	Apr 26 - April 30 Spring Vacation

MAY (20 days)

M	T	W	TH	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
XX					May 31 - Memorial Day

JUNE (*11 days)

M	T	W	TH	F	
	1	2	3	4	
7	8	9	10	11	June 12-Proposed HS Graduation
14	15	16	17	18	*June 22 - Last Day of School
21	22	23	24	25	June 25 - Last Day for Teachers
28	29	30			

Legend:

X - No School for Students
XX - No School for Students & Staff

Total student days 178

*All last days include five snow days

Dismissal:

Marks Close:

Quarter 1
Quarter 2

Report Cards Issued:

Quarter 3
Quarter 4



HBMS Proposed Bell Schedule 2020 – 2021

Monday (drop 4&8)	Tuesday (drop 3&7)	Wednesday (drop 1&5)	Thursday (drop 2&6)	Friday (PLCs)
ROCK 7:35 – 7:49 14 min.	ROCK 7:35 – 7:49 14 min.	ROCK 7:35 – 7:49 14 min.	ROCK 7:35 – 7:49 14 min.	ROCK 8:00 – 8:05 5 min.
Period 1 7:52 – 8:50 58 min.	Period 1 7:52 – 8:50 58 min.	Period 2 7:52 – 8:50 58 min.	Period 1 7:52 – 8:50 58 min.	Period 1 08:08 – 8:49 41 min.
Period 2 8:53 – 9:51 58 min.	Period 2 8:53 – 9:51 58 min.	Period 3 8:53 – 9:51 58 min.	Period 3 8:53 – 9:51 58 min.	Period 2 8:52 – 9:33 41 min.
Period 3 9:54 – 10:52 58 min.	Period 4 9:54 – 10:52 58 min.	Period 4 9:54 – 10:52 58 min.	Period 4 9:54 – 10:52 58 min.	Period 3 9:36 – 10:17 41 min.
Period 5 & Lunch 10:52 – 12:18 Gr 8 Lunch: 10:52-11:17 25 min Gr 8 Per 5: 11:20-12:18 58 min Gr 7 Per 5: 10:55-11:53 58 min Gr 7 Lunch: 11:53-12:18 25 min	Period 5 & Lunch 10:52 – 12:18 Gr 8 Lunch: 10:52-11:17 25 min Gr 8 Per 5: 11:20-12:18 58 min Gr 7 Per 5: 10:55-11:53 58 min Gr 7 Lunch: 11:53-12:18 25 min	Period 6 & Lunch 10:52 – 12:18 Gr 8 Lunch: 10:52-11:17 25 min Gr 8 Per 5: 11:20-12:18 58 min Gr 7 Per 5: 10:55-11:53 58 min Gr 7 Lunch: 11:53-12:18 25 min	Period 5 & Lunch 10:52 – 12:18 Gr 8 Lunch: 10:52-11:17 25 min Gr 8 Per 6: 11:20-12:18 58 min Gr 7 Per 6: 10:55-11:53 58 min Gr 7 Lunch: 11:53-12:18 25 min	Period 4 10:20 – 11:01 41 min. Period 5 & Lunch 11:01 – 12:08 Gr 8 Lunch: 11:01-11:26 25 min Gr 8 Per 5: 11:27-12:08 41 min Gr 7 Per 5: 11:02-11:43 41 min Gr 7 Lunch: 11:43-12:08 25 min
Period 6 12:21 – 1:19 58 min.	Period 6 12:21 – 1:19 58 min.	Period 7 12:21 – 1:19 58 min.	Period 7 12:21 – 1:19 58 min.	Period 6 12:11 – 12:52 41 min.
Period 7 1:22 – 2:20 58 min.	Period 8 1:22 – 2:20 58 min.	Period 8 1:22 – 2:20 58 min.	Period 8 1:22 – 2:20 58 min.	Period 7 12:55 – 1:36 41 min.
				Period 8 1:39 – 2:20 41 min.

**NOTICE OF PUBLIC HEARING
TO THE CITIZENS OF HOLLIS and BROOKLINE, NH**

Hollis Brookline Cooperative School District

PUBLIC HEARING

February 17 and 18, 2020

(Snow Dates: February 19 (Brookline) and 20 (Hollis))

A Public Hearing will be held on **Monday, February 17th at 6:30 PM** in **Brookline** at the **Captain Samuel Douglass Academy Library** and on **Tuesday, February 18th at 6:30 PM** in **Hollis** at the **Hollis Brookline Middle School Library**. The purpose of this Public Hearing is to gather public input on the following petition warrant articles that will appear on this year's ballot. Input will start at 6:30 on the first petition followed by the second petition once input ends with the previous petition. See the petitions below:

Petition Warrant Article 1:

"Shall we adopt the provisions of RSA 40:13 (known as SB 2) to allow official ballot voting on all issues before the Hollis Brookline Cooperative School District on the second Tuesday of March?"

Petition Warrant Article 2:

"Shall we adopt the provisions of RSA 32:5-b, and implement a tax cap whereby the governing body (or budget committee) shall not submit a recommended budget that increases the amount to be raised by local taxes, based on the prior fiscal year's actual amount of local taxes raised, by more than 2%?"

Hollis Brookline Cooperative School District
School Board

HOLLIS/BROOKLINE COOPERATIVE SCHOOL DISTRICT WARRANT
The State of New Hampshire

To the inhabitants of the Hollis/Brookline Cooperative School District in the Towns of Hollis and Brookline in the County of Hillsborough, State of New Hampshire qualified to vote in District Affairs.

YOU ARE HEREBY NOTIFIED TO MEET AT THE HOLLIS BROOKLINE HIGH SCHOOL GYMNASIUM IN SAID DISTRICT ON THE SEVENTEENTH DAY OF MARCH, 2020 AT SIX THIRTY IN THE EVENING TO ACT UPON THE FOLLOWING SUBJECTS.

Article 1. To see if the school district will vote to approve the cost items for the third year of a three-year collective bargaining agreement reached between the Hollis Brookline Cooperative School Board and the Hollis Education Support Staff Association for the 2018-19, 2019-20 and 2020-21 school years, which calls for the following increases in support staff salaries and benefits at the current staffing levels:

Fiscal Year	Estimated Increase
2020-21	\$81,139

and further to raise and appropriate a sum of **\$81,139** for the third fiscal year (2020-21 school year), such sum representing the additional costs attributable to the increase in support staff salaries and benefits required by the new agreement over those that would be paid at current staffing levels. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 2. To see if the school district will vote to raise and appropriate a sum of **\$23,499,072** for the support of schools, for the payment of salaries for the school district officials and agents and for the payment of statutory obligations of the district. This appropriation does not include appropriations voted in other warrant articles. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 3. Shall the District vote to raise and appropriate the sum of **\$910,255** as the Hollis Brookline Cooperative School District's portion of the SAU budget of **\$1,807,100** for the forthcoming fiscal year? This year's adjusted budget of **\$1,718,104** with **\$877,075** assigned to the school budget of this school district will be adopted if the article does not receive a majority vote of all the school district voters voting in this school administrative unit. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 4. To see if the school district will vote to raise and appropriate up to the sum of **\$67,000** to be added to the previously established Athletic Program and Services Expendable Trust Fund. The sum to come from the Hollis Brookline Cooperative School District's June 30, 2020 unassigned fund balance, available on July 1, 2020. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 5. To see if the school district will vote to raise and appropriate up to the sum of **\$200,000** to be added to the previously established School Building and Facilities Maintenance Expendable Trust Fund. The sum to come from the Hollis Brookline Cooperative School District's June 30, 2020 unassigned fund balance, available on July 1, 2020. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 6. To see if the Hollis Brookline Cooperative School District will vote to raise and appropriate up to the sum of **\$25,000** to come from the June 30, 2020 unassigned fund balance available for transfer on July 1, 2020 to be added to the previously established Special Education Expendable Trust Fund. No amount to be

raised from taxation. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 7. To see if the school district will vote to establish a contingency fund for the current year for unanticipated expenses that may arise and further to raise and appropriate up to **\$100,000** to go into the fund. This sum to come from the unassigned fund balance available on July 1, 2020, and no amount to be raised from taxation. Any appropriation left at the end of the year will lapse to the general fund. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 8. Shall we adopt the provisions of RSA 40:13 (known as SB2) to allow official ballot voting on all issues before the Hollis Brookline Cooperative School District on the second Tuesday of March? Submitted by Citizen Petition. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 9. Shall we adopt the provisions of RSA 32:5-b, and implement a tax cap whereby the governing body (or budget committee) shall not submit a recommended budget that increases the amount to be raised by local taxes, based on the prior fiscal year's actual amount of local taxes raised, by more than 2%? Submitted by Citizen Petition. The school board recommends this appropriation (0-0-0). The budget committee recommends this appropriation (0-0-0).

Article 10. To see if the school district will authorize the Hollis Brookline Cooperative School Board to access future year state and federal special education aid funds in the event that special education costs exceed budget limitations. The school board recommends this article (0-0-0).

Article 11. To transact any other business which may legally come before said meeting.

Petition Warrant Article for 2020 Brookline Town Meeting

Withdrawal from the Hollis Brookline Cooperative School District

To see if the Town will vote to direct the Hollis Brookline Cooperative School Board, pursuant to RSA 195:25, to undertake a study of the feasibility and suitability of the withdrawal of the pre-existing Brookline School District from the Hollis Brookline Cooperative School District.

RECEIVED
FEB 04 2020

TITLE XV EDUCATION

CHAPTER 195 COOPERATIVE SCHOOL DISTRICTS

Withdrawal From Cooperative School District

Section 195:25

195:25 Procedure for Review. --

- I. After the tenth anniversary of the date of operating responsibility, the school board of a cooperative school district may initiate a review of the feasibility and suitability of the withdrawal of one or more member districts from the cooperative district. A similar review shall be initiated if, after the tenth anniversary of the date of operating responsibility, a pre-existing district shall, by a majority vote on a warrant article at a regular or special town meeting, direct the school board of a cooperative school district to initiate such a review. In either case, the review shall be conducted by a committee composed of one member of the school board from each of the pre-existing districts, one member of the board of selectmen from each town within the cooperative school district, and such other members as may be appointed by the committee. The committee shall have its first meeting no later 60 days following its creation or by the vote at the annual meeting which established the committee.
- II. Within 180 days after the committee's first meeting, the committee shall report its findings to the state board of education. The committee shall submit a report to the school board of the cooperative school district. The report shall indicate whether the withdrawal of one or more towns from the cooperative school district is recommended, not recommended, or whether more time and information are needed to make a determination.
- III. If the committee finds that the withdrawal of one or more towns from the cooperative school district is recommended, the committee shall develop a withdrawal plan in accordance with RSA 195:26. The plan shall be submitted to the state board of education no later than November 1. Members of the committee who voted against recommending withdrawal may file a minority report with the state board of education no later than November 1.
- IV. If the committee finds that the withdrawal of one or more towns from the cooperative school districts is not recommended, the committee shall file a report with the school board of the cooperative school district and the committee shall be dissolved. Members of the committee who voted to recommend the withdrawal of one or more towns from the cooperative school district may file a minority report with the school board of the cooperative school district.
- V. If the committee finds that more time and information are needed to make a determination, the committee shall reconvene within 30 days of filing its initial report and continue its work. In such a case, the committee shall, within 180 of filing its initial report, file a subsequent report with the school board of the cooperative school district indicating whether the withdraw of one or more towns from the cooperative school district is recommended or not recommended. If the committee finds that the withdrawal of one or more towns from the cooperative school district is not recommended, members of the committee who voted to recommend the withdrawal of one or more towns from the cooperative school district may file a minority report with the school board of the cooperative school district. If the committee finds that the withdrawal of one or more towns from the cooperative school district is

recommended, the committee shall develop a withdrawal plan in accordance with RSA 195:26. The plan shall be submitted to the state board of education no later than November 1. Members of the committee who voted against the withdrawal plan and its recommendations may file a minority report with the state board of education no later than November 1.

VI. If the state board approves the withdrawal plan, whether submitted by the committee or by minority report, the plan shall be submitted to the voters of the cooperative school district in accordance with RSA 195:29.

Source. 1977, 439:1. 1979, 129:1. 2005, 110:1, eff. June 15, 2005. 2018, 1:1, eff. Mar. 27, 2018.

KF

COMMUNITY USE OF SCHOOL FACILITIES

Any group or individual requesting the use of school facilities, except for school activities, must submit an application to the school principal or their designee not less than two weeks prior to the time school facilities are needed. Approvals will be issued to an adult only.

Approval may be denied at the discretion of the principal due to lack of appropriate space or if a previous activity by the applicant resulted in a violation of any aspect of any School Board policy or guidelines.

Facility Use Permits will be issued on a first come, first serve basis. . When requests are made concurrently, preference will be given first to school sponsored groups, second to Hollis and Brookline community groups and then to other organizations.

When schools have been closed because of inclement weather, the facilities will be closed for all use. Exceptions may be granted on a case by case basis by the Superintendent or their designee. The schools do not assume the responsibility of contacting groups when such closures occur.

Language needs to match form.

Organizations may use school property upon payment of suitable fees and costs, according to the fee schedule recommended by the Superintendent or their designee and approved by the Board. The Board reserves the right to waive rental fees for charitable or non-profit organizations.

Whenever a community group is permitted to use a school or other facility, at least one district employee must be on hand, paid for by the organization, when in the opinion of the Superintendent, it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served and number of volunteers.

No school building or facility shall be used for any purpose which could result in protesting, rioting, disturbing the peace or damage to property or for any purpose prohibited by law.

Any decision to deny the use of the facility under these conditions will be made by the principal in consultation with the superintendent and local law enforcement.

The superintendent or their designee, on the basis of this policy and its accompanying regulations, shall approve all rentals of school facilities. The principal or their designee reserves the right to cancel or reschedule events as circumstances dictate. The Board must approve any special requests or exceptions to this policy and/or regulations.

Adopted: August 19, 2009

Amended: May 15, 2013

1st Reading of Amendment: November 13, 2019

2nd Reading of Amendment: January 22, 2019

3rd Reading of Amendment February 12, 2019

Comment [B1]: Could this be in violation of someone's 1st amendment rights?

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CLASS SIZE

It is the policy of the Hollis Brookline Cooperative School Board that class size should meet minimum and maximum standards set by the NH State Board of Education.

Class Size

Classes shall have a minimum of 15 students and a maximum of 25 students unless specified below.

Course	Maximum
Band	50
Choir/Chorus	50
Computer Based Courses	Number of computers in the lab
Family and Consumer Science	16
Physical Education	35
Science	24
Visual Art	20

Classes may have fewer than fifteen students if **one or more of the following are met:**

- The class is one specifically designed to be small, i.e., remedial classes, special education classes, etc.
- The class is designed to meet state minimum standards.
- The class is a capstone course in a series, i.e., Spanish 4 in the Spanish 1-4 program.
- The class is an AP Course.

In determining the sections, the Board and the administration will consider the needs of learners, current best practices, and the demands of the programs and standards.

Preferred **Recommended** maximum class size for Mathematics, Science, Language Arts, Social Studies, and Foreign Languages should be targeted at twenty students. ~~All other maximum class sizes should be determined by the school administration, based on the appropriate number for that age group.~~

If the class exceeds the **recommended specified** maximum size or falls below the recommended minimum outlined in this policy, the **Principal Superintendent** shall consult with the **Superintendent** ~~appropriate Principal and~~ **who will assist in reviewing** the situation before deciding whether to take such steps as hiring additional personnel, adding/eliminating sections and/or using other resources. **The Superintendent will notify the School Board each school year of the projected course enrollment numbers in May and the current course enrollment numbers in October.**

This policy should be reviewed and evaluated annually by school administration.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.17, Class Size

1st Reading: 9-21-2005 / Adopted 5-21-2008/Amended and Approved 4-16-2014

1st Reading of Amendment: January 21, 2015

2nd Reading of Amendment: February 18, 2015

Adopted: February 18, 2015

1st Reading of Amendment: November 13, 2019

2nd Reading: December 11, 2019

3rd Reading: January 22, 2020

4th Reading: February 12, 2020

PUPIL SAFETY AND VIOLENCE PREVENTION - Bullying

Category: Priority/Required by Law

See also [JBAA](#), [JIC](#), [JICD](#), [IHBA](#)

I. Definitions (RSA [193-F:3](#))

1. **Bullying.** Bullying is hereby defined as a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. **Cyberbullying.** Cyberbullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyberbullying.

3. **Electronic devices.** Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. **School property.** School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans and any school sponsored activity.

Any reference in this policy to "parent" shall include parents or legal guardians.

Any reference in this policy to "Superintendent" or "Principal" shall include ~~his or her~~ **their** designee.

II. Statement Prohibiting Bullying or Cyberbullying of a Pupil (RSA [193-F:4](#), II(a))

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyberbullying will not be tolerated and is hereby prohibited.

Further, in **accordance** with RSA 193-F:4, the District reserves the right to address bullying and, if necessary, impose discipline for bullying that:

- (1) Occurs on, or is delivered to, school property or a school-sponsored activity or event on or off school property; or
- (2) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

The Superintendent of Schools is responsible for ensuring that this policy is implemented.

III. Statement prohibiting retaliation or false accusations (RSA [193-F:4](#), II(b))**False Reporting**

A student found to have wrongfully and intentionally accused another of bullying may face discipline or other consequences, ranging from positive behavioral interventions up to and including suspension or expulsion.

A school employee found to have wrongfully and intentionally accused a student of bullying shall face discipline or other consequences to be determined in accordance with applicable law, District policies, procedures and collective bargaining agreements.

Reprisal or Retaliation

The District will discipline and take appropriate action against any student, teacher, administrator, volunteer, or other employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying.

1. The consequences and appropriate remedial action for a student, teacher, administrator, volunteer, or other employee who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity and circumstances of the act, in accordance with law, Board policies and any applicable collective bargaining agreements.
2. Any student found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
3. Any teacher, administrator, volunteer, or other employee found to have engaged in reprisal or retaliation in violation of this policy shall be subject to discipline up to, and including, termination of employment.
4. Any school volunteer found to have engaged in reprisal or retaliation in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Process To Protect Pupils From Retaliation

If the alleged victim or any witness expresses to the Principal or other staff member that he/she believes he/she may be retaliated against, the Principal shall develop a process or plan to protect that student from possible retaliation.

Each process or plan may be developed on a case-by-case basis. Suggestions include, but are not limited to, re-arranging student class schedules to minimize their contact, stern warnings to alleged perpetrators, temporary removal of privileges, or other means necessary to protected against possible retaliation.

IV. Protection of all Pupils (RSA [193-F:4](#), II(c))

This policy shall apply to all pupils and school-aged persons on school district grounds and participating in school district functions, regardless of whether or not such pupil or school-aged person is a student within the District.

V. Disciplinary Consequences for Violations of This Policy (RSA [193-F:4](#), II(d))

The district reserves the right to impose disciplinary measures against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

In addition to imposing discipline under such circumstances, the board encourages the administration and school district staff to seek alternatives to traditional discipline, including but not limited to early intervention measures, alternative dispute resolution, conflict resolution and other similar measures.

VI. Distribution and Notice of This Policy (RSA [193-F:4](#), II(e))

Staff and Volunteers

All staff will be made aware and provided access to with a copy of this policy annually. The Superintendent may determine the method of providing the policy (employee handbook, hard copy, electronically, etc.)

The Superintendent will ensure that all school employees and volunteers receive annual training on bullying and related district's policies.

Students

All students will be made aware and provided access to with a copy of this policy annually. The Superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, electronically etc.)

Students will participate in an annual education program which sets out expectations for student behavior and emphasizes an understanding of harassment, intimidation, and bullying of students, the District's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

The Superintendent, in consultation with staff, may incorporate student anti-bullying training and education into the district's curriculum, but shall not be required to do so.

Parents

All parents will be made aware and provided access to with a copy of this policy annually. The Superintendent may determine the method of providing the policy (parent handbook, mailing, hard copy, electronically, etc.). Parents will be informed of the program process and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Encourage their children to report bullying when it occurs and to cooperate fully with school personnel in identifying and resolving incidents
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the a member of the school staff immediately if they think their child is being bullied or is bullying other students;
4. Cooperate fully with school personnel in identifying and resolving incidents.

Additional Notice and School District Programs

The Board may, from time to time, host or schedule public forums in which it will address the anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals including teachers, administrators, guidance counselors, school psychologists and other interested persons.

VII. Procedure for Reporting Bullying (RSA [193-F:4](#), II(f))

At each school, the Principal shall be responsible for receiving complaints of alleged violations of this policy.

Student Reporting

1. Any student who believes he or she has been the victim of bullying should report the alleged acts immediately to the Principal or if the student is more comfortable reporting the alleged act to a person other than the Principal, the student may tell any school district employee or volunteer about the alleged bullying.
2. Any school employee or volunteers who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible, but no later than the end of that school day.
3. The Principal may develop a system or method for receiving anonymous reports of bullying. Although students, parents, volunteers and visitors may report anonymously, formal disciplinary action may not be based solely on an anonymous report. Independent verification of the anonymous report shall be necessary in order for any disciplinary action to be applied.

4. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.
5. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

Staff Reporting

1. An important duty of the staff is to report acts or behavior that they witness that appears to constitute bullying.
2. All district employees and volunteers shall encourage students to tell them about acts that may constitute bullying.
3. Any school employee or volunteer who witnesses, receives a report of, or has knowledge or belief that bullying may have occurred shall inform the Principal as soon as possible **and within 48 hours**. ~~but no later than the end of that school day.~~
4. Upon receipt of a report of bullying, the Principal shall commence an investigation consistent with the provisions of Section XI of this policy.

VIII. Procedure for Internal Reporting Requirements (RSA [193-F:4](#), II(g))

In order to satisfy the reporting requirements of RSA 193-F:6, the Principal ~~or designee~~ shall be responsible for completing all New Hampshire Department of Education forms and reporting documents of substantiated incidents of bullying. Said forms shall be completed within 10 school days of any substantiated incident. Upon completion of such forms, the Principal shall retain a copy for him or herself and shall forward one copy to the Superintendent and may forward one copy to the local authority. The Superintendent shall maintain said forms in a safe and secure location.

IX. Notifying Parents of Alleged Bullying (RSA [193-F:4](#), II(h))

The Principal shall report to the parents of a student who has been reported as a victim of bullying and to the parents of a student who has been reported as a perpetrator of bullying within 48 hours of receiving the report. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be noted in the report. All notifications shall be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

X. Waiver of Notification Requirement (RSA [193-F:4](#), II(i))

The Superintendent may, within a 48 hour time period, grant the Principal a waiver from the requirement that the parents of the alleged victim and the alleged perpetrator be notified of the filing of a report. A waiver may only be granted if the Superintendent deems such a waiver to be in the best interest of the victim or perpetrator. Any waiver granted shall be in writing.

XI. Investigative Procedures (RSA [193-F:4](#), II(j))

1. Upon receipt of a report of bullying, the Principal shall, within 5 school days, initiate an investigation into the alleged act. If the Principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the Superintendent shall direct another district employee to conduct the investigation.
2. The investigation may include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted consistent with the developmental needs of the students in mind and shall be confidential.

3. If the alleged bullying was in whole or in part cyberbullying, the Principal may ask students and/or parents to provide the District with printed or electronic copies of e-mails, text messages, website pages, or other similar electronic communications.

4. Consistent with applicable law, the District will not require or request that a student disclose or provide to the District the student's user name, password, or other authenticating information to a student's personal social media account. However, the District may request to a student or a student's parent/guardian that the student voluntarily shared printed or electronic copies of specific information from a student's personal social media account if such information is relevant to an ongoing District investigation.

5. 4. A maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.

6. 5. Factors the Principal or other investigator may consider during the course of the investigation, including but not limited to:

- Description of incident, including the nature of the behavior;
- How often the conduct occurred;
- Whether there were past incidents or past continuing patterns of behavior;
- The characteristics of parties involved, (name, grade, age, etc.);
- The identity and number of individuals who participated in bullying behavior;
- Where the alleged incident(s) occurred;
- Whether the conduct adversely affected the student's education or educational environment;
- Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
- The date, time and method in which parents or legal guardians of all parties involved were contacted.

7. 6. The Principal shall complete the investigation within 10 school days of receiving the initial report. If the Principal needs more than 10 school days to complete the investigation, the Superintendent may grant an extension of up to 7 school days. In the event such extension is granted, the Principal shall notify in writing all parties involved of the granting of the extension.

8. 7. A determination of whether a particular action of or incident constitutes a violation of this policy shall be require a determination based on all facts and surrounding circumstances. If the determination is that there has been a substantiated incidence of bullying, the Principal and shall include recommended remedial steps necessary to stop the bullying This shall and within in a written final report submitted to the Superintendent.

9. 8. Students who are found to have violated this policy may face discipline in accordance with other applicable board policies, up to and including suspension. Students facing discipline will be afforded all due process required by law.

XII. Response to Remediate Substantiated Instances of Bullying (RSA [193-F:4](#), II(k))

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or retaliation may range from positive behavioral interventions up to and including suspension or expulsion of students and dismissal from employment for staff members.

Consequences for a student who commits an act of bullying or retaliation shall be varied and graded according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to correct the problem behavior, prevent

another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

Examples of consequences may include, but are not limited to:

- Admonishment
- Temporary removal from classroom
- Deprivation of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out-of-school suspension
- Expulsion

Examples of remedial measures may include, but are not limited to:

- Restitution
- Mediation
- Peer support group
- Corrective instruction or other relevant learning experience
- Behavior assessment
- Student counseling
- Parent conferences

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Board encourages the Superintendent to work collaboratively with all staff members to develop responses other than traditional discipline as a way to remediate substantiated instances of bullying.

XIII. Reporting of Substantiated Incidents to the Superintendent (RSA [193-F:4](#), II(l))

The Principal shall forward all substantiated reports of bullying to the Superintendent upon completion of the Principal's investigation.

XIV. Communication with Parents upon Completion of Investigation (RSA [193-F:4](#), II(m))

1. Within two school days of completing an investigation, the Principal will notify the students involved in person of his/her findings and the result of the investigation.
2. The Principal will notify via telephone the parents of the alleged victim and alleged perpetrator of the results of the investigation. The Principal will also ~~sent~~ **send** a letter to the parents within 24 hours again notifying them of the results of the investigation.
3. If the parents request, the Principal shall schedule a meeting with them to further explain his/her findings and reasons for his/her actions.
4. In accordance with the Family Educational Rights and Privacy Act and other law concerning student privacy, the District will not disclose educational records of students including the discipline and remedial action assigned to those students ~~and~~ **to** the parents of other students involved in a bullying incident.

XV. Appeal

1. For non-disciplinary remedial actions where no other review procedures govern, the parents of the pupils involved in the bullying shall have the right to appeal the Principal's decision to the Superintendent in writing within ~~five (5) school~~ **ten (10) calendar** days. **Upon receipt of the appeal**, the Superintendent shall review the Principal's decision and issue a written decision within ten (10) school days. If the aggrieved party is still not satisfied with the outcome, the aggrieved party may file a written request for review by the School Board within ten (10) ~~school~~ **calendar** days of the Superintendent's decision. The School Board will adhere to all applicable New Hampshire Department of Education administrative rules.

An aggrieved parent/guardian has the right to appeal the final decision of the local School Board to the State Board within thirty (30) calendar days of receipt of the written decision of the local School Board in accordance with RSA 541-A and State of New Hampshire Department of Education Regulations set forth in ED 200. The State Board may waive the thirty-day requirement for good cause shown, including, but not limited to, illness, accident, or death of a family member.

2. The procedures under RSA [193:13](#), Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.

3. The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

XVI. School Officials (RSA [193-F:4](#), II(n))

The Superintendent of schools is responsible for ensuring that this policy is implemented. In order to facilitate the implementation of this policy, the Superintendent may establish further administrative rules or regulations.

XVII. Capture of Audio Recordings on School Buses

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes audio recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

XIII. Use of Video or Audio Recordings in Student Discipline Matters

The District reserves the right to use audio and/or video recording devices on District property (including school buses) to ensure the health, safety and welfare of all staff, students and visitors. Placement and location of such devices will be established in accordance with the provisions of Policies EEAA, EEAE and ECAF.

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

The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.

Legal References:

[RSA 187:70](#), Educational Institution Policies on Social Media

[RSA 193-F:3](#), Pupil Safety and Violence Prevention Act

[RSA 570-A:2](#), Capture of Audio Recordings on School Buses Allowed

NH Code of Administrative Rules, Section Ed 306.04(a)(8), Student Harassment

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DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

Category: Priority/Required by Law

Related Policies: DI, DID, DJ, DJC. DJE & DK

See also: ADB, EHB. JICI & JRA

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”) part 200. The sub-policies include:

- DAF-1 ALLOWABILITY
- DAF-2 CASH MANAGEMENT AND FUND CONTROL
- DAF-3 PROCUREMENT
- DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM
- DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES
- DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS
- DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS
- DAF-8 ACCOUNTABILITY AND CERTIFICATIONS
- DAF-9 TIME AND EFFORT REPORTING / OVERSIGHT
- DAF-10 GRANT BUDGET RECONCILIATION
- DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

NOTICE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be administered in accordance with this Policy, and any administrative procedures adopted implementing this Policy.

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education (NHDOE) or other applicable pass-through entity.

This policy establishes the minimum standards regarding internal controls and grant management to be used by the District in the administration of any funds received by the District through Federal grant programs as required by applicable NH and Federal laws or regulations, including, without limitation, the UGG.

The Board directs the Superintendent or their designee to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal and/or law and regulation and shall be based on best practices.

The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

DAF-1 - ALLOWABILITY

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. Cost Principles: Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
 - a. To determine whether a cost is “reasonable”, consideration shall be given to:
 - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
 - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
 - iii. market prices for comparable goods or services for the geographic area;
 - iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
 - v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
 - b. When determining whether a cost is “necessary”, consideration may be given to whether:
 - i. the cost is needed for the proper and efficient performance of the grant program;
 - ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;
 - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.
 - c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.

2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
5. Be determined in accordance with generally accepted accounting principles.
6. Be representative of actual cost, net of all applicable credits or offsets.

The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
8. Be adequately documented:
 - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
 - b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

B. Selected Items of Cost: The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

C. Cost Compliance: The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect

1. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

2. “Indirect costs” are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R Part 200 pertaining to determining indirect cost allocation).

E. Timely Obligation of Funds: Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District – when the services are performed.
3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
4. Public utility services – when the District received the services.
5. Travel – when the travel is taken.
6. Rental of property – when the District uses the property.
7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E – Cost Principles – on the first day of the project period.

F. Period of Performance: All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

In the case of a State-administered grant, obligations under a grant may not be made until the grant funding period begins or all necessary materials are submitted to the granting agency, whichever is later. In the case of a direct grant, obligations may begin when the grant is substantially approved, unless an agreement exists with NHDOE or the pass-through entity to reimburse for pre-approval expenses.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 - CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

The District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent or their designee is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 1. The District receives less than \$120,000 in Federal awards per year.
 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.

3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.

4. A foreign government or banking system prohibits or precludes interest bearing accounts.

G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System (“PMS”) through an electronic medium using either Automated Clearing House (“ACH”) network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as “addenda records” by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

DAF-3 - PROCUREMENT

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District’s written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall also conform to the provisions of the District’s documented general purchase Policy DJ.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

A. Competition: All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

1. unreasonable requirements on firms in order for them to qualify to do business;
2. unnecessary experience and excessive bonding requirements;
3. noncompetitive contracts to consultants that are on retainer contracts;
4. organizational conflicts of interest;
5. specification of only a “brand name” product instead of allowing for an “or equal” product to be offered and describing the performance or other relevant requirements of the procurement; and/or
6. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

B. Solicitation Language: The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

C. Procurement Methods: The District shall utilize the following methods of procurement:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

2. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

3. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000.

- a. In order for sealed bidding to be feasible, the following conditions shall be present:
 - i. a complete, adequate, and realistic specification or purchase description is available;
 - ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
 - iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.
 - b. When sealed bids are used, the following requirements apply:
 - i. Bids shall be solicited in accordance with the provisions of State law and DJE. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
 - ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
 - iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
 - iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
 - v. The Board reserves the right to reject any and all bids for sound documented reason.
 - vi. Bid protests shall be handled pursuant to the process set forth in [DAF-3.I](#).
4. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one sources submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
- b. Proposals shall be solicited from an adequate number of sources.
- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. the item is available only for a single source;
- b. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or
- d. after solicitation of a number of sources, competition is determined to be inadequate.

D. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms: The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime [contractor](#), if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

E. Contract/Price Analysis: The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.323(a)). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

F. Time and Materials Contracts: The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

G. Suspension and Disbarment: The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement.

All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance/ and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensure. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under DAF-3, paragraph J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
3. For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
4. For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).
5. For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the

amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).

I. Bid Protest: The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

J. Maintenance of Procurement Records: The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding disbarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB.

DAF-4 - PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

A. Mandatory Contract Clauses: The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state

agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;

6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and

7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

B. Contracts with Food Service Management Companies: Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

C. “Buy American” Requirement:

Under the “Buy American” provision of the National School Lunch Act (the “NSLA”), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, *domestic commodity or product*. As an SFA, the District is required to comply with the “Buy American” procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District’s behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, “*domestic commodity or product*” is defined as an agricultural commodity or product that is produced or processed in the United States using “*substantial*” agricultural commodities that are produced in the United States. For purposes of the act, “*substantial*” means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

1. **Exceptions:** The two main exceptions to the Buy American requirements are:
 - a) The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
 - b) Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
2. **Steps to Comply with Buy American Requirements:** In order to help assure that the District remains in compliance with the Buy American requirement, the Superintendent or their designee, shall
 - a) Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.);
 - b) Monitor contractor performance;
 - c) Require suppliers to certify the origin of the product;
 - d) Examine product packaging for identification of the country of origin; and
 - e) Require suppliers to provide specific information about the percentage of U.S. content in food products upon request.

DAF-5 - CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent or their designee, who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or received a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

DAF-6 - INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

A. “Equipment” and “Pilferable Items” Defined: For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.

B. Records: The Superintendent or their designee shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

C. Inventory: No less than once every two years, the Superintendent or their designee shall cause a physical inventory of all equipment and pilferable items must be taken and the results reconciled with the property records at least once every two years. Inventories shall be conducted consistent with Board Policy DID.

D. Control, Maintenance and Disposition: The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:

1. prevent loss, damage, or theft of the property; Any loss, damage, or theft must be investigated;
2. to maintain the property and keep it in good condition; and
3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 - TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials shall be determined by the Superintendent or their designee.

Travel costs shall be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the Superintendent or their designee shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

DAF-8 - ACCOUNTABILITY AND CERTIFICATIONS

All fiscal transactions must be approved by the Superintendent or their designee who can attest that the expenditure is allowable and approved under the federal program. The Superintendent or their designee submits all required certifications.

DAF-9 - TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally-sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

- A. **Compensation:** Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of

compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

1. is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
2. follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

B. Time and Effort Reports: Time and effort reports shall:

1. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. be incorporated into the official records of the District;
3. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
5. comply with the District's established accounting policies and practices;
6. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent or their designee is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

DAF-10 - GRANT BUDGET RECONCILIATION

Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

DAF-11 - SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District shall determine whether the recipient of such federal funds is a "contractor" or "subrecipient", as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 "Subrecipient and contractor determinations". Generally, "subrecipients" are instrumental in implementing the applicable work program whereas a "contractor" provides goods and services for the District's own use. Contractors will be subject to the District's procurement and purchasing policies (e.g., DAF-3 relative to federal grant funds, DJE relative to bidding requirements for non-federal money projects, etc.). Subrecipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All

subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

A. Sub-award Contents and Communication.

In the execution of every sub-award, the District will communicate the following information to the subrecipient and include the same information in the sub-award agreement.

1. Every sub-award will be clearly identified and include the following Federal award identification:
 - a) Subrecipient name
 - b) Subrecipient's unique ID number (DUNS)
 - c) Federal Award ID Number (FAIN)
 - d) Federal award date
 - e) Period of performance start and end date
 - f) Amount of federal funds obligated
 - g) Amount of federal funds obligated to the subrecipient
 - h) Total amount of the Federal award
 - i) Total approved cost sharing or match required where applicable
 - j) Project description responsive to FFATA
 - k) Name of Federal awarding agency, pass through entity and contact information
 - l) CFDA number and name
 - m) Identification of the award is R&D
 - n) Indirect cost rate for the Federal award
2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
3. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
4. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
5. Requirements that the District and its auditors have access to the subrecipient records and financial statements.
6. Terms and conditions for closeout of the sub-award.

B. Subrecipient Monitoring Procedures.

The Superintendent is responsible for having all the District project managers monitor subrecipients. The District will monitor the activities of the subrecipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

Subrecipient monitoring procedures include:

1. At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.
2. Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:
 - a) Prior experience with the same or similar sub-awards.
 - b) Results of previous audits and single audit (if applicable).
 - c) New personnel or new or substantially changed systems.
 - d) The extent and results of Federal awarding agency monitoring.

3. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
4. Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.
5. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
6. In conducting regular oversight and monitoring, the District project managers will:
 - a) Verify invoices that include progress reports.
 - b) Review progress reports to ensure project is progressing appropriately and on schedule.
 - c) Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
 - d) Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
 - e) Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
 - f) Review subrecipient match tasks for eligibility.
 - g) Initial the progress report and invoice confirming review and approval prior to payment.
 - h) Raise any concerns to the Superintendent or their designee.
7. The Superintendent or their designee, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
8. Payments will be withheld from subrecipients for the following reasons:
 - a) Insufficient detail to support the costs billed;
 - b) Unallowable costs;
 - c) Ineligible costs; and/or
 - d) Incomplete work or work not completed in accordance with required specifications.
9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

C. Subrecipient Project Files. Subrecipient project files will contain, at a minimum, the following:

- a) Project proposal
- b) Project scope
- c) Progress reports
- d) Interim and final products
- e) Copies of other applicable project documents as required, such as copies of contracts or MOUs

D. Audit Requirements.

All subrecipients are required to annually submit their audit and Single Audit report to the District for review to ensure the subrecipient has complied with good accounting practices and federal regulations. If a deficiency is identified, the District will:

1. Issue a management decision on audit findings pertaining to the Federal award.
2. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. Methodology for Resolving Findings.

The District will work with subrecipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant subrecipients in accordance with 2 CFR 200.338 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

- a) Temporarily withhold cash payments pending correction of the deficiency
- b) Disallow all or part of the cost of the activity or action not in compliance.
- c) Wholly or partly suspend or terminate the sub-award.
- d) Initiate suspension or debarment proceedings.
- e) Withhold further Federal awards for the project or program.
- f) Take other remedies that may be legally available.

Legal References:

42 USC 1751 – 66 National School Lunch Act

2 C.F.R. Part 180

2 C.F.R. Part 200

200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b)

200 Appendix II

7 CFR Part 210

210.16; 210.19; 210.21; 215.14a; 220.16

First reading: February 12, 2020

GADA - EMPLOYMENT REFERENCES AND VERIFICATION (PROHIBITING AIDING AND ABETTING OF SEXUAL ABUSE)

Category: *Priority/Required by Law*

Related Policies: *GBCD, GBJ, GCF, GDB*

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction;
2. The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and
3. At least one of the following conditions applies:
 - a. The matter has been officially closed;
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed;
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or
 - d. The case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.

Legal References:

20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act

First Read: February 12, 2020

TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

As part of the health education program for grades 7 – 12, the Hollis Brookline Cooperative School District shall provide developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and other similar substances.

The Superintendent shall be responsible to establish and periodically review the Hollis Brookline Cooperative School District's guidelines for staff members in conducting alcohol, drug, and tobacco education and dealing with abuse.

1st Reading: September 21, 2005

Adopted: May 21, 2008

1st Reading: February 12, 2020