

Hollis Brookline Cooperative School Board

Wednesday, April 12, 2023

Hollis Brookline Middle School

6:00

All times are subject to change without notice

- 6:00 Call to Order – Superintendent Corey – Board reorganization – Elect a Chair, Vice Chair, Secretary and appoint the signers of the manifest(s)
- 6:10 Nominations/Resignations/Retirements and Correspondence
- 6:15 Non-public under RSA 91-A: 3II (a) Compensation and/or (c) reputation – Student issue(s), teacher nomination
- 7:00 Appointment of a process observer
Agenda Adjustments
- 7:10 Approval of Minutes
- 7:15 Public Input
- 7:45 Principal's/Athletics reports
- 7:50 **Discussion**
- Revenue and Expense report
 - School Calendar 2023-2024
 - Creation of a Coop facilities committee
 - General Assurances
- 8:20 **Deliberations**
- To see what action the Board will take regarding policy BCA – Board member code of ethics – roll call vote
 - To see what action the Board will take regarding policy DFA- Investments- reviewed annually at the reorganization meeting
 - To see what action the Board will take regarding the Administration's recommendation regarding the School Calendar for 2023-2024
 - To see what action the Board will take regarding the Superintendent's recommendation regarding teacher nominations
 - 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 JF: Enrollment, First Reading
 - To see what action the Board will take regarding policy IMBD: High School credit for 7th/8th grade coursework, First Reading
- 9:15 Report out by the process observer
- 9:20 Motion to Adjourn

To: Andrew Corey, Superintendent
From: Brian Bumpus, District Athletic Coordinator
Re: April 2023 Board Report

HBHS State Champions: With the winter season officially in the books, we would like to extend congratulations to both of our Winter State Championship teams: HBHS Girls Swimming and HBHS Wrestling! Both teams ended their seasons with their second Division II State titles in as many years, and with several individual championships as well! Jameson Keller, Caden Bruseo, Daniel Frixione, and Ethan Strauss each won individual wrestling titles, while Cambria Jewett, Dylan Jewett, and Gabriella Rizzuto each won individual swimming titles, along with several relay teams. Austyn Kump also became the first Girls Wrestling State Champion for Hollis Brookline High School, as she competed in the first ever NHIAA Girls State Wrestling tournament this year. Congratulations to all!

HBHS Winter Sports Wrap-up: Along with the aforementioned state championships, many of our other winter sports teams had excellent finishes to their seasons as well. Both the Girls Basketball and Ice Hockey teams made it to the quarter-finals of their respective tournaments, while the Boys Ski team ended their season with a 4th place finish in the Slalom and 8th place in Giant Slalom, and the Girls team finished in 5th place in Slalom and 8th place in Giant Slalom. The Cheer team finished out with a 6th place finish in the Division II State Championships, and Boys Indoor Track finished in 10th place overall, with the Boys 4x400m relay team qualifying for the New England Championships. The Unified Basketball team also wrapped up their season with a hard-fought victory over the HBHS staff team during Spirit Week!

HBMS Winter Sports Wrap-up: As with the High School teams, the HBMS Winter sports teams all had outstanding seasons as well. The Boys and Girls Basketball teams both made the play-offs, with the Boys entering the tournament with an undefeated record. The Girls team lost to Bow in the quarter-finals, and the Boys fell to a strong Fairgrounds team in the semis to close out their seasons. The Wrestling team took 2nd place in the Tri-County tournament, with several individual placers.

HBHS Spring Sports: Spring sports have been off and running at HBHS since Monday, March 20th. Despite the 18 inches of snow we received just before the start of the season, we have been hard at work getting the fields online and have just about everything up and running. Several teams have been able to participate in scrimmages as they prepare for the regular season, and Girls Tennis has already started the regular season off with a 9-0 win over Milford. The rest of our teams begin regular season competition during the week of 4/10. Schedules can be found [HERE](#).

HBMS Spring Sports: Middle School spring sports started on Monday, March 27th and have been running strong ever since. First games are scheduled for Tuesday 4/18, and we are looking forward to competitive seasons for all 5 teams this spring!

NHIAA/NHADA Scholar Athletes: Each year, the NHIAA and NHADA recognize student-athletes as Scholar Athletes. These individuals have maintained a B+ average or better, participated in community service, and participated in at least 2 sports during their senior year. This year, we are proud to announce that HBHS is home to 36 NHIAA/NHADA Scholar Athletes, who were recently recognized at the Capitol Center for the Arts in Concord for their accomplishments. Congratulations to all that have achieved this impressive honor!

HBMS Softball Dugouts: The Athletic Department is actively looking into the possibility of adding dugouts at the HBMS Softball field. Currently, 3 of our 4 baseball/softball fields in the district have dugouts on them, including the HBMS Baseball Field and both the HBHS Baseball and Softball fields. It is our intention to secure bids and look to work through the budget process so that all four fields are outfitted with dugouts.

Athletics Communication: The HB Athletic Department is working towards consolidating all of its communication under one platform, SportsYou. SportsYou allows the Athletic Director to set up teams through an app based program that student-athletes and parents have access to, through which coaches can communicate with one or both groups as necessary. This also allows the Athletic Department to get out messages quickly and efficiently, such as weather-related cancellations or upcoming events. We were able to pilot the program successfully with the Wrestling team during the winter season, and have several of our spring teams currently up and running at present. It is our goal to have all teams using the app for the fall season and the start of the new school year. More information on SportsYou can be found by clicking [HERE](#).

Participation Numbers: Below you will find a 3-year comparison of our participation numbers for our Spring Athletics. Overall, participation numbers at both schools have seen a significant jump from last year, especially in the Track and Field numbers.

Hollis Brookline High School

SPORT	20-21	21-22	22-23
Baseball	23	21	24
Boys Lacrosse	36	29	21
Boys Tennis	8	7	13
Boys Volleyball	26	35	33
Girls Lacrosse	30	29	24
Girls Tennis	13	12	12
Outdoor Track	54	48	65
Softball	15	17	19
Unified Track	15	18	22
TOTAL	220	216	233

Hollis Brookline Middle School

SPORT	20-21	21-22	22-23
Baseball	16	16	16
Boys Lacrosse	12	23	25
Girls Lacrosse	17	16	20
Outdoor Track	37	68	78
Softball	19	13	15
TOTAL	101	136	154

Recent Coaching Hires:

HS Boys Tennis Head Coach - David Hersey
 HS Boys Tennis Assistant Coach - Celestino Sepulveda
 HS Girls Lacrosse JV Coach - Jillian Burkley
 HS Girls Lacrosse Assistant Coach - Eric Broadhurst
 HS Outdoor Track Head Coach - Tyler Pare
 HS Outdoor Track Assistant Coach - Jessica Strassburg
 MS Baseball Coach - Kyle Precourt
 MS Girls Lacrosse Coach - Casey Haskell
 MS Track Coach - Brooke Arthur
 MS Track Coach - Samantha Boudreau

District Coaching Openings: The HB Athletic Department is currently seeking qualified candidates for several positions at HBHS and HBMS.

HBHS

Bass Fishing Head Coach
Bass Fishing Assistant Coach
Cross Country Assistant Coach
Field Hockey Assistant Coach
Golf Head Coach
Boys Basketball Head Coach
Gymnastics Head Coach

HBMS

Boys Soccer Head Coach
Field Hockey Head Coach

HB Athletic Booster Club Golf Tournament: The annual HB Athletic Booster Club Golf Tournament is scheduled for Friday, May 26th at the Overlook Country Club. We are looking forward to another great event!

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read "Brian Bumpus".

Brian Bumpus
District Athletic Coordinator

To: Hollis Brookline Cooperative School Board
From: Patrick West, Principal HBMS
Re: November Principal's Report
Date: April 12th, 2023

Information Only

Winter Carnival - February

Students participated in Winter Carnival the week before February vacation. Winter Carnival was a team based competition week that focused on collaboration, team building and fun. Winter Carnival involved dress up days, daily competitions and the Student vs. Staff Basketball game. The two 8th grade teams, Team DaVinci and Team Bartlett, finished the week in a tie. Overall it was a great week that students and staff enjoyed!



8th Grade Washington DC Trip

183 eighth grade students will be visiting Washington DC from April 10th to April 14th. Students leave at 6:00am on April 14th and should arrive in Washington DC around 5:00pm Monday afternoon. Attached is an itinerary that the HBMS group will following. Students will return to HBMS on Thursday evening around 10pm. On March 31st, local veterans visited HBMS to talk with our 8th grade students about their military experiences and to talk about the upcoming 8th grade Washington DC trip.

8th Grade Day Trips

Thanks to a few of our 8th grade case managers, there will be daily activities for students who are not attending the Washington DC trip. The day trips will consist of a Painting Activity, an Escape Room in Nashua, and visiting the American Heritage Museum in Hudson, Ma. A few veterans will be joining these students on the field trip to the American Heritage Museum.

HBMS Robotics State Meet – February 18th

The three HBMS Robotics teams qualified and participated in the State Meet on February 18th at NHTI. All three teams did a great job considering the competition included high school level teams. Each team finished in the top 10!



HBMS Band Performs at Large Group Festival

The HBMS Band students participated in the Large Group Band Festival on March 18th. Participants in the Large Group Festival performed on an adjudicated basis for a rating, or for comments only. Those who elected to perform for a rating must select music in accordance with the requirements set forth in the following regulations and sight-read. Music selections for sight reading are one grade level lower than the ensemble's performance level. This plan allows the director to choose music of a degree of difficulty suited to his or her own group, regardless of school enrollment or other arbitrary factors. Quality of performance involving tone, intonation, balance, phrasing and rhythmic accuracy is emphasized. Ms. Nault is very proud of the students and their performance!



Inspiration Speaker - Ed Gerety Visits HBMS

Ed Gerety visited HBMS on March 7th and provided an interactive school-wide assembly. Ed shared with his audience specific strategies, principles, and techniques to be resilient, embrace change, achieve goals, and step up as a leader. Ed delivered a powerful message that connected with the hearts and minds of his audience. He reminded students of the importance of taking care of themselves, taking care of one another, standing up for their greatness, and for the greatness of others.

Important Dates:

8th Grade Washington DC Trip – April 10th – April 13th

End of Quarter 3 – April 14th

April Vacation – April 24th – April 28th

Respectfully Submitted,

Patrick West

Principal

Hollis Brookline Middle School





HOLLIS BROOKLINE MIDDLE SCHOOL

Washington D.C. US History Tour

Monday, April 10th, 2023 – Thursday, April 13th, 2023

TRANSPORTATION INFO

Monday, April 10th

5:30 a.m. Meet at Hollis Brookline MS
6:00 a.m. Depart for Washington D.C.

Thursday, April 13th

12:00 p.m. Depart Washington D.C.
11:30 p.m. Estimated arrival at Hollis Brookline MS

HOTEL

Hilton Springfield

6550 Loisdale Road
Springfield, VA 22150
703.521.1900

Check in: April 10th at 9:00 p.m.
Check out: April 13th at 8:45 a.m.

24-hour Emergency Number: 1-800-601-4723 |

educationaldiscoverytours.com

Monday, April 10th

- 6:00 am departure from Hollis Brookline MS
- Lunch en-route (packed lunch)
- Late afternoon arrival DC - Meet EDT Trip Leaders
- White House Photo Op
- Monuments and Memorials: Air Force and National 9/11 Pentagon Memorial
- Dinner at Bertucci's)
- Hotel check-in
- Overnight at hotel (with security)

Tuesday, April 11th

- Breakfast at hotel
- Holocaust Museum or Smithsonian Museum
- Early Lunch – Food Trucks
- Arlington National Cemetery
- Iwo Jima Marine Memorial
- 1:15 p.m. Wreath laying at the Tomb of the Unknown Soldier
- Smithsonian Museum or Holocaust Museum
- Dinner and DJ Cruise on Potomac
- Overnight at hotel (with security)



Wednesday, April 12th

- Breakfast at hotel
- Mt. Vernon Mansion and Grounds
- Lunch
- All Group photo at the US Capitol
- Washington National Cathedral Tour
- US Capitol Tour - Capitol Hill
- Dinner at Crystal City Sports Restaurant
- Evening Tour of Monuments & Memorials
- Overnight at hotel (with security)

Thursday, April 13th

- Breakfast at hotel and hotel check-out
- Steven F. Udvar-Hazy Center
- 12:00pm Depart for Hollis, NH
- Lunch en route home
- 11:30pm Estimated arrival at Hollis Brookline Middle School



Please note: Order of events may vary, and inclusions are subject to change

To: Hollis Brookline Cooperative School Board
From: Tim Girzone, Principal HBHS
Re: Principal's Report
Date: April 12 , 2023

Information Only:

Art Award Winner

Congratulations to sophomore Payton Calabro for being awarded the Silver Key through the Scholastic Art Awards program for their drawing pictured to the right. This is a state-wide art competition, and it means that Payton's work will go on display in an awards show at Pinkerton later this month.



HBHS Performing Arts Department presents: The Lightning Thief

Our rock and tech-heavy musical, *The Lightning Thief* (The Percy Jackson Musical), based on the popular YA fantasy series and soon-to-be-streaming Disney+ series, is different from anything that HBHS has ever done before. The combination of an incredible light show by our tech crew, outstanding music from our pit band and stellar singing and acting from our talented actors and actresses on stage made for an incredible performance! Congrats to all of our talented students involved!



Rotary Club Four Way Speech Contest

Congratulations to Marie Salamone and the following students: *Lolly Adair, Gina Anton, Jacob Brien, Finn Brown, Anuhya Chilakapati, Amelia Garruba, Brianna LeGrow, Rachel Levesque* for taking part in the 4 Way Speech Contest on March 8th at the Hollis Town Hall. A special congrats to our top 3 finishers 1st Rachel Levesque, 2nd Finn Brown and 3rd Anuhya Chilakapati. Students from both Hollis Brookline and Merrimack HS took part in the event. The judges were truly impressed with the topics the students selected, the maturity of thought, and their presentation of skills. We are very proud of our students.

School Day SAT with Essay

All juniors took part in the School Day SAT on Wednesday, March 22nd. The computer based assessment was administered on school issued Chromebooks in classrooms this

year. Results for this assessment which is used as the Statewide Assessment in NH are expected to be released later on this spring.

CTE Student Achievement

HB's very own Joshua Lapoint and his classmates from his Engineering Design course offered through Milford HS's CTE program placed first for the NHDOT Bridge Competition. Josh and his classmates were recognized this month at the Governor's Office for this amazing achievement!



Milford had 10 bridges to enter in the NH DOT TRAC Bridge Competition November 15th in Concord, NH

Milford Placed: **1st place** for the greatest strength ratio - Team members were: Joshua Lapoint, Michael Barber and Cory Tomkins

Instructional Practices Committee Report

Included in this month's Board report is the Grading and Assessment Subcommittee's Purpose of Grading Statement. The Advisory Subcommittee reports that HBHS has made use of a Home Base Cav Block 4 times this year including during a Monday schedule with 2 weeks remaining in Q2. A small contingency from the sub-committee has taken part in a state-wide PLC that includes teachers and administrators from around the state to evaluate effective Master Schedule models to implement Advisories and Flex Blocks. Preliminary conversations with Union leadership are underway to plan for a potential Home Base CavBlock Monday pilot during the '23-'24 school year.

While the Weighted / Unweighted subcommittee has not continued to meet, the Steering Committee has made the recommendation that HS leadership (admin and BLT) review the following points at the conclusion of the upcoming scheduling process: 1.) Course enrollment trends in weighted courses (since removing class rank). 2.) Current practices in weighting courses offered to students in Gr. 9 and Gr. 10 to determine if adjustments need to be made in offering courses as Accelerated vs Honors.

Math Team

On Wednesday, February 22nd, the Math Team traveled to Souhegan High School for our final competition of the regular season. The team took 2nd place at each of our five regular season meets and was awarded the 2nd Place Team trophy that day! Along with our team success, senior William Longtin earned the award for Highest Scoring Senior across all divisions - bringing home a big trophy and a \$500 scholarship.



Robotics

Please find the Overnight Field Trip Request form attached for the (possible) upcoming field trips for our Robotics Team.

Personnel updates:

- 1 CTE Van Drivers

Important Dates:

April 12 - College and Career Fair 6PM - HBHS Gymnasium

April 18 - Fatal Choices DWI Awareness Presentation (School Day event)

April 20 - NHSAS Science test - All Juniors

April 24-28 - April Vacation

May 1-12 AP Testing

May 13 - Prom

May 19&20 - Guitar Night

May 23 - Walk for Change (School Day event)

**HOLLIS BROOKLINE COOPERATIVE SCHOOL DISTRICT
TYPE II OVERNIGHT OR TYPE III FOREIGN TRAVEL REQUEST**

All overnight travel must be pre-approved by the Cooperative School Board. Requests for overnight travel should be submitted at least three months prior to travel to allow for the approval process and appropriate time to follow field trip procedures.

Name of Lead Chaperone: Elizabeth Heath

Date Request Submitted: 3/13/2023

Names of Trip Chaperones: *Todd Pack, Nicholas Madsen, Kevin Zomchek
(One qualified employee chaperone is required for every six student travelers for foreign travel. Each chaperone must sign a Chaperone Expectations Form prior to approval.)

Chaperone CPR/First Aid Certified: Elizabeth Heath

Chaperone Expectations Forms submitted prior to departure: All are SAU 41 volunteers

Proposed Destination: FIRST Robotics World Championship: Houston, TX

Dates of Proposed Travel: Tuesday, April 18th through Sunday April 23rd, 2023

Dates of School Days Included

Within Travel Dates: April 18th, 19th, 20th, 21st, 2023

Estimated or Maximum Number of Student Travelers max 22 Students

(Each student and parent must sign a Student Expectations Form prior to any commitment to travel.)

Date, time, and location of Student and Parent

Informational Meeting: Tuesday, April 11th, 2023

(An Informational Meeting must be conducted prior to any student commitment to travel.)

Will any other persons travel with the students? If so, who? Parents and other mentors are encouraged to attend the event (to watch matches, etc) but are not part of travel arrangements.

Have monies been budgeted by the district for the Proposed trip? If so, how?

SAU 41 pays registration fees for the team each season

Will funds be collected from or fundraised by students? Yes Cost per Student Approx. \$1500

Who is to be authorized to handle the Funds on the trip? Elizabeth Heath

(The designated person must follow school district policy regarding the receipt, deposit, and expenditure of cash payments for the trips.)

(Over)

(page 2)

What are the transportation arrangements? Team members will need to fly, some gear will be freight shipped

If transportation is by private vehicle, original driver's license and proof of insurance must be submitted to the main office. Copies will be made and kept on file in the main office.

Transportation Information attached: Bus ____ Parent/Volunteer ____ Air X

TRAVEL RATIONALE:

The FIRST Robotics Competition World Championship is the culminating event for the entire world. HB Robotics (The FORCE Team - 1073) will also have competed at the New England District Championship in order to qualify for this prestigious event. Invites to the World Championship are at the conclusion of the NE District Championship, and go out starting on 10April2023. In the event that the Team should qualify, HB will compete against the best of the best globally (approximately 800 teams) and represent New England at the FIRST Robotics Competition World Championship in Houston, TX.

DETAILED ITINERARY:

Tuesday 5:30 am Team departs from HB
 8:00 am Flights to Houston
 3:00 pm Team building/educational activities in Houston and surrounding area
 8:00 pm Team checks into hotel
Wednesday 8:00 am Team breakfast
Noon Team to venue (Load-in, pit setup, calibration, & practice matches, fair)
 9:00 pm Return to hotel
Thursday 7:30 am Team departs from hotel to venue
 8:00 am Pits open, matches begin
 Noon Lunch break
 1:00 pm Matches resume
 9:00 pm Return to hotel, scouting meeting
Friday 7:30 am Team departs from hotel to venue
 8:00 am Pits open, matches begin
 Noon Lunch break
 1:00 pm Matches resume
 9:00 pm Return to hotel, scouting meeting
Saturday 7:30 am Team departs from hotel
 8:00 am Pits open, matches begin
 Noon Lunch break
 1:00 pm Playoffs begin
 4:00 pm Awards, Load-Out (pit breakdown, shipping)
 6:00 pm Team dinner
 8:00 pm Return to hotel
Sunday 5:30 am Team checks out from hotel
 8:00 am Flights back to New England
 2:00 pm Drive to HB

3:00 pm All students picked up

CURRICULAR GOALS:

The FORCE Team is a unique group of students from a variety of disciplines including Engineering, Manufacturing, Software, Business, Strategy, and Organizational Operations. A competition event is our opportunity to put months of hard work and learning to the test. The results of the competition as well as feedback from judges are critical assessments for our students to push their learning to the next level. Our objectives this season are to be recognized as an award winner in at least one technical area listed above as well as to be an Alliance Captain (top 8 seed) out of the 40 teams at a district event, 80 teams on a World's field. Attending this event would mean we have met our official goal of the season by competing at the FIRST Robotics Competition World Championship (approximately top 30 in New England).

Department Head Signature: _____ Date _____

It is the responsibility of the lead chaperone to present the student roster to be reviewed by the principal.

Approved:

Not approved:

Signature of Principal _____ Date _____

Submitted for School Board approval (date) _____

Approval of School Board _____ Date _____

**Submitted by the Grading and Assessment Subcommittee
for review by the Instructional Practices Steering Committee**

In the Hollis Brookline Cooperative School District, the purpose of grading is to:

- **provide students with feedback to inform them of their present abilities while providing opportunity to improve their knowledge and skills.**
- **indicate to families how well a student is able to demonstrate and apply learning.**
- **inform teachers and educators about the next steps for appropriate and successful instruction.**

Application of grading practices will be consistent by course and provide a wide range of data points. Grading practices will be reflective of student growth and learning, will focus on learning outcomes, and be clear and simple to understand.

Variation in grading practices and assessment methods will be allowed between subjects to best reflect the priorities of the course and promote growth at all levels.

Hollis Brookline Cooperative School District

FY23

as of 4/3/2023

Function	Expenses				
	Description	Budget	YTD Expense	Encumbered	Balance
1100	Regular Education	\$ 6,541,830	\$ 3,968,973	\$ 2,268,085	\$ 304,772
1200	Special Education	\$ 3,990,268	\$ 2,107,196	\$ 1,000,025	\$ 883,048
1300	Vocational Program	\$ 53,000	\$ 20,556	\$ 51,064	\$ (18,620)
1400	Co-curricular Program	\$ 886,727	\$ 555,546	\$ 280,535	\$ 50,646
2100	Student Support Services	\$ 1,740,607	\$ 1,091,968	\$ 600,958	\$ 47,681
2200	Instructional Staff Support	\$ 632,804	\$ 445,851	\$ 194,832	\$ (7,879)
2300	School Board/SAU assessment	\$ 1,159,747	\$ 854,377	\$ 327,013	\$ (21,643)
2400	School Administration	\$ 1,109,135	\$ 808,588	\$ 294,770	\$ 5,778
2600	Facilities	\$ 1,711,455	\$ 1,313,219	\$ 492,068	\$ (93,831)
2700	Transportation	\$ 1,226,820	\$ 858,312	\$ 446,100	\$ (77,592)
2900	Benefits	\$ 5,929,401	\$ 3,704,053	\$ 1,973,255	\$ 252,093
4300	Site Improvements	\$ 1	\$ 39,812	\$ 28,738	\$ (68,549)
5100	Debt Service	\$ 1,031,647	\$ 1,031,647	\$ -	\$ -
5200	Transfers	\$ 885,000	\$ -	\$ 885,000	\$ -
TOTAL FY23 EXPENSES		\$ 26,898,443	\$ 16,800,097	\$ 8,842,444	\$ 1,255,902
Plus FY22 Expense Carryover		\$ 700,300	\$ 479,745	\$ 177,354	\$ 43,201
TOTAL EXPENSES		\$ 27,598,743	\$ 17,279,842	\$ 9,019,798	\$ 1,299,103

Revenue					
Description		Budget	YTD Revenue	Expected	In Excess of Budget
1111	Local Property Tax	\$ 18,586,024	\$ 14,250,000	\$ 4,336,024	\$ -
3110/3111	Adequacy Aid Grant/Tax	\$ 5,196,121	\$ 3,757,311	\$ 1,438,810	\$ 0
1119	Impact Fees	\$ 25,000	\$ -	\$ 25,000	\$ -
State:					
3230	Special Education Aid	\$ 350,000	\$ 301,595		\$ (48,405)
3210	Building Aid	\$ 219,362	\$ 219,362		\$ -
21.326(5)0.	Food Service	\$ 3,000	\$ -	\$ 5,720	\$ 2,720
3240	Vocational Aid	\$ 5,000	\$ 8,818	\$ -	\$ 3,818
3290	NHRS Reimbursement	\$ -	\$ 135,221	\$ -	\$ 135,221
Federal:					
fund 22	Grants	\$ 260,000	\$ 68,153	\$ 191,847	\$ -
21.4560.	Food Service	\$ 38,000	\$ 55,996	\$ 20,000	\$ 37,996
4580	Medicaid	\$ 70,000	\$ 6,225	\$ 63,775	\$ -
Local:					
1311	Tuition	\$ 35,000	\$ 41,257	\$ -	\$ 6,257
1610/15	Food Service Sales	\$ 359,000	\$ 306,711	\$ 100,000	\$ 47,711
	Other	\$ 17,500	\$ 22,547	\$ -	\$ 5,047
Plus FY22 Expense Carryover		700,300	\$ 479,745	\$ 177,354	\$ (43,201)
Contingency & Trusts		\$ 225,000	\$ -	\$ 225,000	\$ -
Fund Balance/Audit Adjustments		\$ 1,697,995	\$ -	\$ 1,697,995	\$ -
Less Retained Fund Balance		\$ (188,559)	\$ -	\$ (188,559)	\$ -
TOTAL REVENUE		\$ 27,598,743	\$ 19,652,941	\$ 8,092,966	\$ 147,164

Total Expense Balance	\$ 1,299,103
To Food Service Unreserved Fund Balance	\$ (88,427)
Total Revenue Balance	\$ 147,164
Unreserved Fund Balance Before Funding Items Below	\$ 1,357,840

Estimated Needs for FY24	
Maintenance Trust	\$ 300,000
Special Ed Trust	\$ 25,000
Retained Fund Balance (2.0%)	\$ 398,433
Contingency Fund	\$ 125,000
Total Reductions	\$ 848,433

Projected Fund Balance	\$ 509,407
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Explanation of budget balances on current expense report

	Description	Current Balance	Notes
	Regular Education	\$ 304,772	Teacher vacancies, hiring savings, and unpaid leaves
	Special Education	\$ 883,048	Para vacancies, ESY savings, savings in out of district services
	Vocational Program	\$ (18,620)	Higher enrollments
	Co-curricular Program	\$ 50,646	Unfilled coaching/ extra curricular positions; savings in transportation
	Student Support Services	\$ 47,681	Salaries less than expected for a variety of reasons
	Instructional Staff Support	\$ (7,879)	Additional technology purchases
	School Board/SAU assessment	\$ (21,643)	Legal expenses and advertising costs higher than expected
	School Administration	\$ 5,778	
	Facilities	\$ (93,831)	Electric and Oil costs higher than expected; snow removal overbudget
	Transportation	\$ (77,592)	Voc Ed Transportation - using outside services due to staff shortages
	Benefits	\$ 252,093	Savings in taxes, insurance and retirement due to vacancies & lower salaries
	Site Improvements	\$ (68,549)	Press box stairs and platform
	Debt Service	\$ -	
	Transfers	\$ -	

General explanation of what is included in each account category

Function	Description	Includes
1100	Regular Education	Teacher salaries and teaching materials
1200	Special Education	Teacher salaries, teaching materials, ESY, out-of-district tuition
1300	Vocational Program	Vocational ed. Tuition
1400	Co-curricular Program	Athletic program and other co-curricular activities
2100	Student Support Services	Guidance, nurse, psychologist, OT, teaching/testing supplies, contracted services
2200	Instructional Staff Support	Professional development, librarian, library supplies, computer equipment
2300	School Board/Assessment	Assessment, school board expense, annual meeting expense, legal expense
2400	School Administration	Administrator & secretarial salaries, copiers, telephone, hardware/software support contracts, site licensing, consulting, network services, office supplies
2500	Food Service Bad Debt	Uncollectable student breakfast and lunch money
2600	Facilities	Custodial/maintenance salaries, snow plowing, mowing, building repairs, heating oil, electric, janitorial supplies, property/liability insurance
2700	Transportation	Bus and transportation, fuel
2900	Benefits	Health and dental insurance, taxes, NHRS, Life/LTD, workers comp & unemployment
4000	Site Improvement	Site improvements including architectural fees
5100	Bonds	Principal and interest payments on bonds
5200	Transfers	Accounting line to make total expenses match total revenue, and match the budget.

COOP School District Calendar
2023-2024
Draft

AUGUST (1 day)

M	T	W	TH	F	
X	X	X	31		All staff return on Aug. 28
					Aug 30 - Grade 7 and 9 Orientation
					Aug 31 - School Begins 7-12

SEPTEMBER (20 days)

M	T	W	TH	F	
				1	
XX	5	6	7	8	Sept 4 - Labor Day
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

OCTOBER (21 days)

M	T	W	TH	F	
2	3	4	5	6	Oct 5 - Early Release/SPT
XX	10	11	12	13	Oct 9 - No School Columbus Day
16	17	18	19	20	
23	24	25	26	27	
30	31				

NOVEMBER (17 days)

M	T	W	TH	F	
		X	2	3	Nov 1 - Professional Day
6	7	8	9	XX	Nov 10 - No School Veterans Day
13	14	15	16	17	Nov 21 - Early Release
20	21	XX	XX	XX	Nov 22 - 24 Thanksgiving Recess
27	28	29	30		

DECEMBER (16 days)

M	T	W	TH	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	Dec 25 - Jan 1 Holiday Vacation
XX	XX	XX	XX	XX	

JANUARY (21 days)

M	T	W	TH	F	
XX	2	3	4	5	
8	9	10	11	12	
XX	16	17	18	19	Jan 15 - Martin Luther King Jr. Day
22	23	24	25	26	
29	30	31			Jan 29 - Early Release

FEBRUARY (17 days)

M	T	W	TH	F	
			1	2	
5	6	7	8	9	Feb 7 - Early Release
12	13	14	15	16	
19	20	21	22	23	
XX	XX	XX	XX		Feb 26 - Mar 1 Winter Vacation

MARCH (19 days)

M	T	W	TH	F	
				XX	
4	5	6	7	8	
11	X	13	14	15	Mar 12 - Professional Day
18	19	20	21	22	
25	26	27	28	29	

APRIL (17 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	Apr 22 - April 26 Spring Vacation
29	30				

MAY (22 days)

M	T	W	TH	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
XX	28	29	30	31	May 27 - Memorial Day

JUNE (*7 days)

M	T	W	TH	F	
3	4	5	6	7	June 8-Proposed HS Graduation
10	11	12	13	14	*June 18 - Last Day of School
17	18	19	20	21	*June 21-Last Day for Teachers
24	25	26	27	28	

Legend:

X - No School for Students

XX - No School for Students & Staff

E - Early Release Day for Students

Total student days 178

*All last days include five snow days



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

April 3, 2023

TO: Superintendents

FROM: Lindsey Labonville, Administrator
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2024

The New Hampshire Department of Education (NHED) has developed the attached "General Assurances, Requirements and Definitions for Participation in Federal Programs" document that must be signed by all agencies and organizations that receive federal funds through the NHED. The federally funded programs which flow money through the NHED require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore, considered "general assurances."

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHED has consolidated the general assurances into one document which also now includes requirements and definitions in an effort to provide more guidance relative to implementation of the underlying assurances. NHED requests an annual submission for all of your Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHED Commissioner

of Education certify to the Secretary of Education the status of all LEAs. In New Hampshire both School Districts and School Administrative Units (SAUs) are considered LEA's. Individual program policy establishes which of these two entities may apply for federal funds. As such, both the Superintendent and the local School Board Chairperson are required to sign the certifications of the attached document.

I am requesting that you and the local School Board complete the certifications at the end of the enclosed general assurance document; initial each page in the spaces provided and return it in full to the attention of the Bureau of Federal Compliance. The Bureau of Federal Compliance office will notify the directors of all NHED programs approving federal funds to LEA's when they have received your assurances. The directors of the various federal programs are not to request additional copies from you, but to accept the Bureau of Federal Compliance list as the basis for determining compliance with these requirements as one item in their approval of proposals for funding. Other program specific assurances will still be requested from the LEA's by individual NHED programs.

Compliance with these general assurances will be subject to review by NHED staff during on-site federal compliance monitoring. Annual audits by CPA's in accordance with the Single Audit Act may also include compliance checks.

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return to the NHED Bureau of Federal Compliance office no later than **June 30, 2023**.

If you should have any questions regarding these general assurances, please contact Lindsey Labonville, Administrator of the Bureau of Federal Compliance at Lindsey.L.Labonville@doe.nh.gov or at 603-731-4621.

New Hampshire Department of Education

FY2024

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHED) must submit a signed copy of this document to the NHED Bureau of Federal Compliance prior to any formula grant application being deemed to be “substantially approvable” or any discretionary grant receiving “final approval”. Once a formula grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHED (34 CFR 708).

Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHED.

While there have been no significant changes notable in the last year, this FY2024 general assurances document contains a few minor differences from the FY2023 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

Following your review and acceptance of these General Assurances, Requirements and Definitions for Participation in Federal Programs please sign the certification statement on the appropriate page and then initial each of the remaining pages where indicated.

Please note that the practice of the School Board authorizing the Superintendent to sign on behalf of the School Board Chair is not acceptable to the NHED in this case and will be considered non-responsive.

Once the document is fully executed, email a copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

Should you have any questions please contact Lindsey Labonville at 603-731-4621, or Katelyn Komisarek at 603-856-4075.

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHED, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
 - (a) Per 2 CFR 200.330 the non-Federal entity is required to submit reports at least annually on the status of real property in which the Federal Government retains an interest.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions ‘*Federal Awarding Agency*’) with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;

- (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
 - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
 - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
 - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
 - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
 - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
 - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
 - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

- 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 22) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].
- "By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."*
- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.

- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification (required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2023. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 31) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) The subrecipient will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) The subrecipient will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) The subrecipient will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) The subrecipient will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) The subrecipient will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

- 37) The subrecipient will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 38) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).

B. Explanation of Grants Management Requirements

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy & Procedure	2 CFR 200.317-327		

Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy & Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A
Policy/Procedure Name	In Accordance With	Policy	Procedure
Subrecipient Monitoring Policy & Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy & Procedure	2 CFR 200.430		
Records Retention Policy & Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		

3. Internal Controls

The subrecipient must:

- Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- in payment of obligations incurred during the approved project period;
- in conformance with the approved project;
- in compliance with all applicable statutes and regulatory provisions;
- costs that are allocable to a particular cost objective;
- spent only for reasonable and necessary costs of the program; and
- not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHED. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHED Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHED template provided by the BFC for audit findings related to NHED funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHED funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the

subrecipient directly to:

- a) **New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street**

Concord, NH 03301 Or via email to: federalcompliance@doe.nh.gov

- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHED pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2023**. A copy of the forms will be provided to each subrecipient by the NHED via email.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace.
 - The recipient's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation, and employee assistance programs.
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - Abide by the terms of the statement.
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
Washington, D.C. 20202-4571
- (Notice shall include the identification number[s] of each affected grant).
- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or

other appropriate agency.

- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHED must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHED program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the subrecipient to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

10. Gun Possession (Local Education Agencies (LEAs) only)

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrative officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHED in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
 - 1) Whether a firearm is legally licensed under RSA 159; or
 - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
 - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
 - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

11. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its

instructions.

- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

New Hampshire RSA 15:5 - **Prohibited Activities.**

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

12. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED staff to the subrecipient regarding such audit.

13. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be “high risk” shall be subject to the imposition of more restrictive conditions as determined by the NHED.

14. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

15. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge

of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

16. Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

17. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Small purchases
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

18. Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

- a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHED] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student's disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.

- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.
- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.
- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

CERTIFICATION

Instructions: The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (See RSA 194-C:5, II) **must** consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board **must** sign this certification page (and initial the remaining pages) as described below and return it to the NHED. **No payment for project/grant awards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHED Bureau of Federal Compliance at federalcompliance@doe.nh.gov

Superintendent or other Qualifying Administrator Certification:

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on _____, _____, that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District's/SAU's participation in said programs.

SAU Number: _____ District or SAU Name: _____

District UEI : _____ UEI(Sam.gov) Expiration: _____

Typed Name of Superintendent
or other Qualifying Administrator

Signature

Date

School Board Certification:

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Typed Name of School Board
Chair (on behalf of the School Board)

Signature

Date

Please email a fully executed copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

BOARD MEMBER CODE OF ETHICS

The School Board will review and vote to adhere to the following "Board Member Code of Ethics" at the Board organizational meeting each year.

New Hampshire residents elected or appointed to local school boards serve their communities and our state in overseeing the most important function of all local and state government - public education. To that end, it is appropriate to constantly remind ourselves of a proper and appropriate "code of conduct" for local School Board members in performing this important service to our communities and the youth of New Hampshire. We therefore resolve to:

Assure the opportunity for high quality education for every student regardless of individual student differences;

Make all decisions and take all actions holding the well being of students of our schools as our fundamental guiding principle;

Ensure that our schools are in compliance with all national, state and local laws and regulations pertaining to education and public agencies;

Represent the entire community without fear or favor, while not using the position of School Board member for personal or financial gain or benefit to self;

Uphold the principles of due process and individual dignity, and protect the civil and human rights of all;

Adhere to the principles that the School Board shall confine its role to policymaking, planning and oversight while the Superintendent shall administer and manage our schools while implementing the policies of the board;

Act as part of an educational team with all staff members and the community with mutual respect and regard for each other's respective responsibilities and duties;

Recognize that the strength of the Board is acting as a Board, not as individuals;

Maintain high standards as School Board members through continual self-assessment and professional development for ourselves;

Preserve the obligation of having all issues considered fairly and without bias;

Instill respect for community, family, honesty, fairness and for our state and nation.

Honor the spirit of the open meeting law, RSA 91-A:2. Board members will not have any discussions, including email, that affect policy or decision making outside of a Board meeting.

Adopted: May 25, 2004

Re-Adopted: March 18, 2014

Re-Adopted: March 24, 2015

Re-Adopted: March 22, 2016

Re-Adopted: March 28, 2017

Re-Adopted: March 27, 2018

Re-Adopted: April 10, 2019

Re-Adopted: September 16, 2020

Re-Adoption: May 19, 2021

Re-Adoption: April 13, 2022

Re-Adoption: April 12, 2023

INVESTMENT

INVESTMENT

The Hollis-Brookline Cooperative School Board authorizes the Hollis-Brookline Cooperative School District Treasurer working in conjunction with the Superintendent and his/her designee and pursuant to RSA 197:23-a to invest the funds of the District subject to the following objectives and standards of care.

OBJECTIVES

The three objectives, in priority order, of investment activities shall be safety, liquidity, and yield.

1. Safety of principal is the foremost objective in this policy. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital by mitigating credit and interest rate risk. This will be accomplished by limiting the type of the investments and institutions to those stipulated by statute and fully covered by FDIC insurance or collateral approved pursuant to RSA 366:57.
2. Liquidity of the investment portfolio shall remain sufficient to meet all operating requirements that may be reasonably anticipated.
3. Yield. The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of secondary importance compared to the safety and liquidity objectives described above.

STANDARDS OF CARE

1. Prudence. The standard of prudence to be used by the District Treasurer and Superintendent or his/her designee involved in the investment process shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. They are directed to use the *GFOA Recommended Practices and Policy Statements Related to Cash Management* as a guide to the prudent investment of public funds.
2. Ethics and conflicts of interest. The School District Treasurer and Superintendent or his/her designee involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. Employees and Investment officials shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. Employees and officials shall subordinate their personal investment transactions to those of the School District particularly with regard to the timing of purchases and sales.
3. Internal Controls. The District Treasurer and Superintendent or his/her designee shall establish a system of internal controls that shall be documented in writing. The internal controls shall be reviewed by the school board and an independent auditor.

This investment policy shall be reviewed annually by the School Board.

Legal References:

RSA 197:23-a, Treasurer's Duties

RSA 383:22, Public Deposit Investment Pool

1st Reading: August 8, 2007

Adoption: May 21, 2008

Adoption: March 30, 2016

Adoption: February 15, 2017

Re-Adoption: April 11, 2018

Re-Adoption: April 10, 2019

Re-Adoption: September 16, 2020

Re-Adoption: May 19, 2021

Re-Adoption: April 13, 2022

Re-Adoption: April 12, 2023

See also: [IMBC](#)

ENROLLMENT POLICY

Just as it is the District's responsibility to provide an education to all resident pupils between the ages of six years and eighteen years, it is the responsibility of resident parents to enroll their children in school, consistent with this policy and with all applicable state laws.

It is the policy of the Hollis Brookline Cooperative School Board that all students enrolling in school must do so on a full-time basis. For the purposes of ensuring appropriate pace and progress toward earning the Hollis Brookline High School Diploma, "Full-time" shall be defined as actively enrolled in a minimum of 6 approved (in accordance with Policy IMBC: Alternative Credit Options) courses and/or credits for students in grades 9-11 and a minimum of 5 approved (in accordance with Policy IMBC: Alternative Credit Options) courses and/or credits for students in grade 12.

The only exception to this policy shall be for fifth-year seniors and students whose specialized plan requires variations of student schedules. In the event the State Department of Education advises that part-time students can be counted for state aid purposes, the Board will reconsider this policy.

Legal References:

RSA 189:1-a, Duty to Provide Education

RSA 193:1, Duty of Parent; Compulsory Attendance of Pupil RSA 193:1-a, Dual Enrollment

1st Reading: November 3, 2005

Adopted: May 21, 2008

1st Reading: June 15, 2022

2nd Reading: July 20, 2022 (as amended) 3rd Reading: August 31, 2022

Adopted: August 31, 2022

1st Reading: April 12, 2023

IMBD - HIGH SCHOOL CREDIT FOR 7TH/8TH GRADE COURSEWORK

(Download policy)

Category: Priority/Required by Law

Hollis Brookline Cooperative School District will grant acknowledgement of achievement to students taking advanced coursework at Hollis Brookline Middle School by qualifying such coursework as (potentially) meeting prerequisite requirements for Hollis Brookline High School courses, provided the course demonstrates content requirements consistent with related high school courses and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery and competency shall apply.

The high school principal shall approve such coursework prior to the student enrolling in HBHS courses.

High School Credit will not be awarded for coursework completed before the student is enrolled in high school.

Legal References:

Ed 306.26(f), Granting High School Credit for 7th/8th Grade Coursework (until July 1, 2017)

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework (after July 1, 2017)

First Reading: April 12, 2023

NHSBA Note, May 2014: This policy is now categorized as Priority/Required by Law.

Content of the policy has not changed. Changes to Legal References.

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Readopt with amendment Ed 306.26, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.26 Kindergarten Through Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

- (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
 - a. Procedures for diagnosing learner needs, learning styles, and interests;
 - b. Methods and strategies for teaching students;
 - c. Research-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
 - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a that supports:

- (1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;
- (2) Child development and learning in all domains, including, but not limited to:
 - a. Physical;
 - b. Social;
 - c. Cognitive; and
 - d. Language;
- (3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:
 - a. Movement;
 - b. Creative expression;
 - c. Exploration;
 - d. Socialization; and
 - e. Music; and

(4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; and
- h. Ed 306.46, relative to a social studies program; and

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; and
- j. Ed 306.47, relative to a technology and engineering education.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

(1) Consist of activities designed to:

- a. Provide credit or supplement regular academic courses; and
- b. Promote the schools and individual students' educational goals and objectives;

(2) Be governed by a policy adopted by the local school board that:

- a. Provides for the administration and supervision of the program;
- b. Outlines how certified school personnel oversee an individual student's program;
- c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
- d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
- e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;

(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;

(4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and

(5) Be available to all students.

(h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), and as amended effective 1-15-21 (Document #13159), to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require that the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;

(3) The instructional program shall include:

- a. Procedures for diagnosing learner needs;
- b. Methods and strategies for teaching that incorporate learner needs;
- c. Resource-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
- e. The provision of remedial instruction as needed.

(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(5) The extended learning opportunities in (4) above shall:

- a. Consist of activities designed to:
 - 1. Provide acknowledgement of achievement or supplement regular academic courses; and
 - 2. Promote the school's and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
 - 1. Provides for the administration and supervision of the program;
 - 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;

3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;

4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and

5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and

d. Be available to all students; and

(6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

a. Intramural and interscholastic athletics;

b. Performing groups;

c. Academic clubs and societies;

d. Student government;

e. Activities and services that afford students with disabilities an equal opportunity to participate; and

f. Any other activities that:

1. Supplement and enrich regular academic courses;

2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and

4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

(1) Ed 306.31, relative to an arts education;

(2) Ed 306.33, relative to a business education;

- (3) Ed 306.34, relative to a career and technical education;
- (4) Ed 306.35, relative to a career education;
- (5) Ed 306.37, relative to an English/language arts and reading program;
- (6) Ed 306.38, relative to a family and consumer science education;
- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; and
- (17) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.

(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:

- (1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or
- (2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.

(h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement

necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.

(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has set a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(n) The following shall apply relative to the required program of studies:

(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;

(2) Each high school may use any relevant title to identify a particular course;

(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;

(4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;

(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
- b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;
- c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);
- d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and
- e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(1)(5) to

be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(l)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(s) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Graduation competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) The graduation competencies in digital literacy education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

(aa) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(ab) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:

(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and

(2) The high school principal may approve a particular interdisciplinary course if the high school principal determines that:

a. The course has been adopted by a faculty team; and

b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.

(ac) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:

(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and

(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.

(ad) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in (ad) below; or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

(ae) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if the high school principal determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.

(af) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

(ag) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:

(1) Such action is in the best interests of the student; and

(2) At least one of the following circumstances exists:

a. The student has a debilitating illness which limits school attendance;

- b. The student has a physical disability which precludes participation in physical education;
- c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
- d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.

(ah) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

(ai) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.46, effective eff 1-8-16 (Document #11020,) as amended effective 8-9-19 (Document #12845) to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade, provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with the requirements under RSA 193-C:3, III; and
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

- (1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

- a. Acquire and use information to clarify issues and seek solutions to societal problems;
- b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
- c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and
- d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

- a. At least one credit in national and state history pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Adopt Ed 306.49 to read as follows:

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin no later than 8th grade provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as described in RSA 193-E:3-a, II-a. through II-c. including:

a. An understanding of the terms "genocide" and "Holocaust", as defined by RSA 193-E:3-a, II-a. and II-b.;

b. An understanding of:

1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;

2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);

3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;

4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and

5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Armenia, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs;-

c. Historical facts about the causes and events of the Holocaust and other genocides; and

d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance, and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

(3) Instruction and activities designed to enable students to:

- a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;
- b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and
- c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.

Appendix I

Rule	Statute
Ed 306.26 (formerly Ed 306.261)	RSA 189:1-a; RSA 189:25; RSA 193-E:3-a, II-a. through II-c.
Ed 306.27	RSA 189:1-a; RSA 194:23
Ed 306.27(g)(6)-(9), (i), (m) & (o)	RSA 189:11; RSA 193-E:2
Ed 306.27(j) & (l)	RSA 193:1(f)
Ed 306.27(n)	RSA 186-C:9; RSA 189:1-a
Ed 306.46	RSA 186:5; RSA 193-E:2-a
RSA 306.49	RSA 186:5; RSA 193-E:3-a, II-a. through II-c.
Ed 306.26(h)	RSA 193-E:3-a, II-a. through II-c.
Ed 306.27(ai)	RSA 193-E:3-a, II-a. through II-c.