

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent

MARGARET A. BEAUCHAMP  
Director of Student Services

MICHELE CROTEAU  
Business Administrator



## SAU #39 Board Meeting

Monday, May 11<sup>th</sup>, 2020 - 6 pm

**Due to current COVID-19 precautions, board meetings will take place via webinar.**

**Please tune in using one of the following:**

Join Zoom Meeting

<https://zoom.us/j/94989446526>

Meeting ID: 949 8944 6526

One tap mobile

+13017158592,,94989446526# US (Germantown)

+13126266799,,94989446526# US (Chicago)

Dial by your location

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

Meeting ID: 949 8944 6526

Find your local number: <https://zoom.us/u/aerHj73ZVe>

Agenda Item	Desired Action	Backup Materials
Call to Order	<i>Chair of the SAU #39 Board, Mr. Stephen O'Keefe, to call the meeting to order.</i>	None
Individual Board Updates	<i>Board Chairs to give updates on their individual boards</i>	None
SAU #39 Principals Reports	<i>Board to discuss SAU #39 Principals Reports</i>	MVVS May Principal's Report C/W May Principal's Report AMS May Principal's Report
Joint Facilities Committee-Update	<i>Board to receive an update on the JFC Committee</i>	None
Superintendent's Report	<i>Mr. Adam Steel to give his Report</i>	Superintendent's Report Transcript Class of 2024 ESY Board Update SAU #39 URFB Summary MVSD URFB Summary ASD URFB Summary SCSD URFD Summary

Consent Agenda – Approval	<ol style="list-style-type: none"> <li>1. <i>March 2020 Treasurer’s Report</i></li> <li>2. <i>April 14<sup>th</sup>, 2020 Draft Minutes</i></li> <li>3. <i>Policy DAF- From 04 13 2020 Meeting</i></li> <li>4. <i>Policy IJL/KEC- From 04 13 2020 Meeting</i></li> </ol>	March 2020 Treasurer’s Report 04 13 20 Draft Minutes Policy DAF Policy IJL/KEC
Policy JLCJ-Discussion	<i>Board to discuss Policy JLCJ- Head Injuries and Concussions</i>	Policy JLCJ
Non- Public Session	<i>RSA 91 A:3 II ( )</i>	
Meeting Adjourned		



2019

2020

# MONT VERNON VILLAGE SCHOOL

## PRINCIPAL REPORT – MAY 2020

### ENROLLMENT

MVVS (\* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
<b>K</b>	23	26	26	26	26	26	26	26	26	26	
<b>1</b>	28	28	28	28	28	28	28	28	28	28	
<b>2</b>	29	29	29	29	29	29	29	30	30	30	
<b>3</b>	27	28	28	28	28	28	28	28	28	28	
<b>4</b>	28	28	28	28	28	29	29	28	28	28	
<b>5</b>	31	31	32	32	33	33	33	33	33	33	
<b>6</b>	29	30	30	30	30	31	31	30	30	30	
<b>Total</b>	195	200	201	201	202	204	204	203	203	203	
<b>Family</b>	131	136	137	137	138	139	139	139	139	139	

### Homeschool Students

<b>K-6</b>	2	2	2	2	2	2	2	2	2	2	
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### AMHERST MIDDLE SCHOOL

<b>7</b>	23	24	24	24	24	24	24	24	24	24	
<b>8</b>	29	29	28	28	28	28	28	28	28	28	

### MONT VERNON PRIDE

Thank you to Christine Landwehrle, Assistant Superintendent, and Michele Croteau, Business Administrator, for their work coordinating a day and times for staff to re-enter the building safely in April. Staff were able to retrieve materials they had not brought with them originally thinking we would return to school this year.

We are also appreciative of the work our maintenance crew; Eric Bouldin, Head Custodian, Bruce Wasson and Steve Cooper have achieved over our weeks out of the facility. They have disinfected and cleaned the entire building, addressed minor repairs to floors and walls, painted and cleared the Bird Garden.

## CURRICULUM AND ASSESSMENT

Our staff training and Professional Development opportunities continue to occur weekly with many resources to bolster our Remote Learning practices. Staff have completed many hours of training and sharing best practices across the SAU.

## OBSERVATIONS

### Teacher / Leader Effectiveness Evaluations:

OBSERVATIONS	COMPLETED	TOTAL REMAINING
Informal	00	63
Formal	00	31

## CALENDAR EVENTS

May 7 – Kindergarten Information Night  
May 8 – Student Council News – LIVE  
May 15 – Student Council News - LIVE  
May 22 – Student Council News – LIVE  
May 29 – Student Talent Show  
May 29 – last day of student programming

Our staff meetings now occur online every Tuesday at 8AM and 3PM to meet the needs of staff.

All grade level meetings have returned to times throughout each week.



## **Clark-Wilkins Elementary School Principal's Report - May 2020**

### **Remote Learning Updates**

Our students and teachers have been working very hard in their remote learning environments. We continue to find the best ways possible to meet the needs of our students in this format. A few recent highlights include some second graders sharing their “expert reports”, completed after researching non-fiction topics, in Zoom Breakout Rooms with their peers and teachers. One 4th grade class included a fun Friday collaboration activity with a “Family Feud” style game with our very own PE teacher via Zoom.

### **Golden Spatula Luncheons**

We are hosting a Golden Spatula Luncheon for each grade level with a special guest star, Hootie, on Zoom for all students. These special lunches were a hit in our school to support our positive behavior program and we wanted to keep these going for the students in our remote learning environment. All students at a grade level are sent the login information and are able to join their peers, school principal and assistant principals, teachers, and paraprofessionals for a social lunch opportunity on Zoom.

### **Reverse Teacher Parade**

In collaboration with the Amherst Police Department the Clark-Wilkins staff will be at Souhegan High School on Tuesday May 5th for all of our students and families to participate in a “reverse parade.” Staff will be spaced out along the property, using social distancing guidelines, and the police department will be assisting with traffic. Staff will be wearing masks out of safety, but will still be smiling wide and holding signs to greet you. We encourage you to drive by, cheer, make signs, and visit all of us!

### **Student Placement for the 2020-2021 School Year**

We are working on our student placement plans for next year as a school community. It is our plan to keep groups of students together by class next year and move them to the next grade level and new teachers as a cohesive group. We recognize that there will be some situations that may require students to move from their current group and will work with those families to make those changes. All Clark-Wilkins parents have been sent a survey to complete if they would like to provide feedback to the team regarding their child and placement for the upcoming school year.

## **Kindergarten Registration and Transition Plans**

We currently have 98 students registered as members of our incoming kindergarten class. We will be modifying our model which has included an in person parent night and Spring screening sessions to match our remote learning environment. We will be sending new families a feedback form later this year to provide us with information on their child's learning style, strength, areas of need, and share information that they feel is pertinent to the placement and transition process for their student. We will also send our local preschool and childcare centers digital surveys that can be completed in place of our traditional paper surveys to learn more about the students that will be transitioning from their programs to our school. We are hoping to host a parent night in person later this summer. If this is not possible, we will set up a webinar night for new families to learn about our kindergarten program. We are still planning on hosting an orientation day for all preschool and kindergarten students and their families on the first day of school.

## **Celebrations**

We are working closely with the SAU to plan for end of year celebrations for our students, particularly our 4th graders, and will develop virtual plans if we are unable to hold special events in person over the summer.

## **Student Services Update**

Our students identified for tier 2 and 3 supports and services have continued to receive services throughout this time of remote learning to the best of our ability. Our team of special education case managers, interventionists and related service providers meets for an hour a week to review the delivery of supports and services, share positive connections and successful remote learning strategies and discuss any ongoing challenges relative to providing special supports and services in this format. Case managers and interventionists also meet with grade level teams weekly to collaborate and align their specially designed instruction with the general education teachers. IEP meetings with parents have continued to occur using Zoom. In recent weeks we have also created a system for teachers to reach out to paraprofessionals with time in their schedules to provide extra help as needed for students who would benefit from having one to one or small group support as a follow up to their classroom lessons. The student services team truly appreciates the support from our families as we navigate this remote learning environment.

## **ESY/Summer Programming**

The special education team is in the process of planning for our Extended School Year (ESY) programming for this summer. Because of the uncertainty regarding when we will be allowed back into our school buildings, we are planning for a six week remote learning ESY program to

take place Tuesdays, Wednesdays and Thursdays from 9:00 AM to noon beginning July 7th and ending August 13th). All students identified for special education supports and services will be offered the opportunity to participate regardless of whether or not they have met criteria for eligibility. We will be offering small group or individualized instruction via zoom meetings for students in reading and math. The format may include support of a paraprofessional for individual follow up and reinforcement of skills. Language based reading groups may be supported as needed by a speech and language pathologist. Related services (speech and OT) may either co-treat or provide targeted individualized supports. Students in special programs will have individually designed programs. We have asked parents to respond as to whether their student(s) will participate by May 8th in order to determine staffing needs.

### **Transition for fourth graders to AMS**

The guidance team has been working with staff from Amherst Middle School to plan for a number of transition activities given our remote learning status. AMS teachers, specialists, counselors, administrators, front office staff and interventionists will be creating video introductions that will be shared with our fourth graders via their current google classroom sites. The fifth grade teachers are working on creating electronic booklets with information about AMS “what I wish I knew!” In addition a panel of fifth grade students will be gathered to create a recorded question and answer session responding to questions submitted by our fourth graders. This video will also be shared with fourth graders via their google classroom. Lastly, Dr. Bernasconi has been invited to participate in each of the fourth grade classroom’s morning meetings to introduce herself and answer any burning questions. We look forward to working closely with AMS to help make this a successful transition for our awesome fourth grade cohort!

# PRINCIPAL'S REPORT

## Amherst School District

Amherst Middle School

May 1, 2020

Bethany Bernasconi, Ed.D., Principal

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### Middle School Excellence- Featured Update

Earlier this year, AMS submitted an application to be considered for recognition as a New Hampshire School of Excellence. The initial application was the culmination of responses to 5 questions and included thoughts from across our community of learners. A group of administrators, teachers, and students then presented in person to the selection committee and carried the voices of our learners in the form of video to showcase the incredible work of our school. I am pleased to share we have been moved forward as a finalist for this award which includes a site visit. Unfortunately, this has been postponed until next school year due to Covid-19 and now more than ever, I am committed to honoring and showcasing this incredible community of learners!

*Objective: To better use the time we are allocated to meet student needs*

- **AMS Launchpad-** Throughout our remote learning, work is continuing to design our AMS Anchoring Adult experiences for next year and will be named 'Launchpad'. Our design team, led by teacher Sue Sprinkle, includes representatives from across the school and is continuing to meet weekly. AMS' Launchpad will be a 20 minute block of time at the beginning of the school day, across the entire building, to focus on relationships and building connections with students. Now, perhaps more than ever, we all see the incredible importance of positive anchoring relationships to support our students. More information will be coming for families soon.

*Objective: Support a culture where staff love to come to work each day*

- **Grow, Learn, Connect-** We continue to provide professional learning opportunities and support for teachers during this time of remote learning. AMS Instructional Coach, Steve Lebel, has been instrumental and is offering daily opportunities for teachers to learn and deepen their understanding of instructional technologies and strategies to support students remotely. His "Lunches with Lebel" and "Snack with Steve" have been widely attended and are driven by teacher interest and best practice. Another important area of connection has been supporting our entire community of learners' social and emotional health during this time. School social worker, Kim Wyborney, and Psychology Intern, Carolyn Silva, have built a [website with resources](#) and ideas that we can all benefit from. This has just expanded to include a [virtual calming room](#) with more strategies and resources that students and adults alike can use throughout their day. Both are linked on the AMS homepage. Kim Wyborney has also begun offering weekly opportunities for small groups of staff to connect with her in a safe and supported space during "Coffee with Kim."
- **Staff Culture and Climate-** In addition, to our weekly grade level/department check-ins with staff, two optional staff meetings are held to begin and end each week. These meetings are completely voluntary and offer an opportunity to connect with colleagues across the school, share lift-ups, ideas, and



brainstorm with one another, and truly just celebrate and connect us all through this new experience. The group make-up varies each meeting with approximately 25-35 staff members from across the school participating each week; and when polled, participants have asked to continue these opportunities.

Many AMS staff are also participating in events and challenges to spread positivity and encouragement to our students and community. From video challenges, messages on Facebook, Spirit Days and the Eagle Activities website, staff are finding ways to connect with students and letting them know we are here and in this together! On Wednesday, April 29th, AMS joined with teachers across the district in traveling caravans that followed the bus routes through neighborhoods to wave and cheer on students.

*Objective: Students, teachers, and families collaborate, using goals, to empower student success*

- **Remote Learning Update-** AMS teachers continue to work to refine our remote learning plans to support students in this unprecedented time. Our two goals are intentional and continue to first focus on maintaining and building connections and relationships with students, and secondly, providing meaningful learning experiences. Our 3 days of asynchronous instruction support the diverse needs of our families in providing high quality instructional resources and learning plans that can be completed as it fits into a student's and family's schedule. This is coupled with timely teacher feedback through comments, emails, and sometimes phone and zoom conferences to support student learning. Synchronous learning happens mostly on Tuesdays and Thursdays, where teachers and students have scheduled opportunities to connect live. These live sessions could be office hours, whole class meetings, small book groups or targeted small/individual support or intervention. Teachers are working hard to balance expectations during this time and are being receptive to the needs of the students in front of them, tailoring our AMS common expectations to support the students entrusted to their care. Teachers across the school have been sharing best practices and new learning which they wish to take into next year and their classrooms. While we jumped quickly into remote learning, teachers have truly embraced the learning themselves and are excited to apply these new ideas when we welcome students back this fall!
- **AMS Transitions -** This time of year we are busy supporting students and families as we prepare to welcome new students in 4th (C-W) and 6th (MVVS) grades, and send off our 8th grade to SHS. Remote learning has not changed our commitment to ensuring successful and supported transitions. Heather Jennings and Maggie Kim have been working with the Clark-Wilkins administration to create opportunities for our 4th graders to meet the principal during morning meetings, record introduction videos from key AMS staff and teachers, and advice from current 5th grade students. John Schuttinger and Dan Farina have been collaborating to support our Mont Vernon students with the support of MVVS Counselor, Valerie Robinson, who has created a GoogleClassroom with resources for students. There are plans for a Zoom parent and student night and a virtual student panel. Bethany Bernasconi and Deb Dionne have been working with Souhegan Guidance and Administration to help our 8th grade students get excited about their transition and have questions answered. SHS Guidance has sent updated scheduling and process information to families and plans are being finalised for a student Zoom meeting with the 9th grade teachers to answer questions and so that there are familiar faces waiting for them this fall!

*Objective: Support and create healthy, collaborative, flexible instruction spaces throughout campus in order to support personalized learning*

- **Recess and Student Voice-** Students have continued to meet with administration and to share ideas and plans for improving recess and outdoor offerings, including an outdoor classroom in part supported by the Amherst PTA. The work has been slowed down due to our remote environment, and we are committed to continuing this improvement effort over the summer and into next school year.

## Facilities, Finance, and Operations

- **Building Projects-** We are actively planning two building improvements to take place this summer. We are reaching out to vendors to request updated quotes to replace the wall mats throughout the gym. This will increase the safety of our students and the overall facility as well. We are also planning an outdoor classroom space to increase opportunities for student use of our grounds during recess and instructional use during the school day. The pavilion will have seating and tables for 30 students and is in part supported through the generosity of the Amherst PTA. Student voice will be important in helping us design not only the space but its use and furnishings.
- **Enrollment**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Ave class size
5	139	138	138	138	138	137	137	138	138	137	23.8
6	156	154	155	157	157	158	158	158	158	158	26.3
7	169 (23 MV)	169 (24 MV)	169 (24 MV)	169 (24 MV)	169 (24 MV)	169 (24 MV)	168 (24 MV)	168 (24 MV)	168 (24 MV)	168 (24 MV)	21
8	165 (28 MV)	164 (28 MV)	163 (28 MV)	163 (28 MV)	163 (28 MV)	162 (28 MV)	162 (28 MV)	162 (28 MV)	162 (28 MV)	162 (28 MV)	20.3
<b>Total</b>	629	625	625	627	627	626	625	626	626	625	
<b>Total 2018/2019</b>	634	635	637	643	643	643	644	646	646	647	

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To: SAU39 Board Members

From: Adam Steel

Re: Superintendent Report, May 11, 2020

May 11, 2020

## Hiring Updates

The SAU is underway with the hiring process for the upcoming fiscal and school year. Several key employee positions have already been filled, while others remain in the stage of candidate interviews.

### Recent Hires

- Roger Preston: To join SAU #39 as Director of Facilities on July 1, 2020.
- Amina Fazlic: HR Director; started April 6, 2020.
- Kimberly Sarfde: To join SAU #39 as MVVS Principal on July 1, 2020; working with John Schuttinger to ensure a smooth transition.
- Teaching Positions: Working with building administrators and HR to fill positions in each school with best candidates as quickly as possible. To date there are approximately 9 offers made and accepted with several more in the pipeline.

### Open Administrative Positions

- Athletic Director
- Dean of Faculty
- Secondary Director of CIA

## Empower/Grading Committee Report

The cost of Empower is as follows:

	FY 19	FY 18	FY17
Software Subscription ( <i>apportioned across districts</i> )	\$4,372	\$5,000	\$3,664
PD / Training		\$2,750	\$1,200
Total ( <i>per year</i> )	<b>\$4,372</b>	<b>\$7,750</b>	<b>\$4,864</b>
<b>Grand Total \$16,986</b>			

\*some costs were incurred for teacher PD but not included in this table because the Empower trainings were part of broader PD trainings.

- The Grading Software Committee is comprised of 28 educators from across the SAU (including teachers, building leadership, and SAU leadership).
- Additional teachers interested in volunteering to pilot software.

**Grading Software Committee Timeline:**

April 29, 2020	Overview meeting with committee- demo of Schoology system and initial feedback received
May 2020 – meeting date TBD	Second committee meeting for demo of two more system options
May 2020 – meeting date TBD (if needed)	Third committee meeting for additional demos, if necessary
June 2020- meeting date TBD	Determination of software to pilot and development of pilot plan
July 2020 – August 2020	Christine and Galen to customize system
August 2020	Training for pilot volunteers
September 2020 – January 2021	Pilot of software
February 2021	Feedback from pilot and finalization for 2021-2022; develop training plan with training period for March 2021 – summer

**Policy Committee Update**

The SAU has decided to formally address the Policy Approval Process in “Policy Seasons” for the purpose of allowing policies to be in place for the ensuing school year, to streamline the approval process across the SAU boards, and to align board focus after the close of the budget season.

The following is the proposed budget season:

- Policy Review Period: 4/3/2020 - 6/15/2020
- Policy Committee Review: 6/15/2020 - 8/15/2020
- SAU Board Meeting - August 2020 - Public Hearing on All Policy Changes
- SAU Board Meeting - September 2020 - SAU Board Approval of All Changes
- Board Adoption (Souhegan/Amherst/Mont Vernon) - October 2020

**Start Times for FY2022**

In October 2019, the SAU Board discussed several options for adjusting school start times and voted to move forward with adjustments to the start time schedule. Several options were presented, though no one specific option was selected.

The options as presented were:

1. Move times to 8 & 8:45 am for September 2020
2. Commit to September 2021
3. Move all schedules back 10-15 mins

At this point in time, the SAU is waiting for Souhegan’s schedule changes to be approved. This is a critical step in the path to evaluate school start times. Once the new schedule is approved, we will resume the planning for FY22.

### Class of 2024 Transcript Update

Christine Landwehrle has developed the following table which describes the work that has taken place regarding the Class of 2024 Transcript, as well as a timeline for future work that has yet to be accomplished. Please see the attached draft of the 2024 Transcript.

Fall 2018	Formed a transcript subcommittee from our SAU-wide Assessment, Grading and Reporting Committee to develop a new transcript
	Reviewed transcripts from other competency-based schools and competency-based organizations ( <a href="#">Sanborn Regional High School</a> , <a href="#">Great Schools Partnership</a> )
	Reviewed the following books/articles: <a href="#">How to Grade for Learning: Linking Grades to Standards</a> , 4 <sup>th</sup> Ed, Ken O'Connor <a href="#">Changing the Grade</a> by Jonathan Cornue Additional books on general grading and reporting to design our system. The above were used specifically for transcript development. <a href="#">Much Ado About Mastery-Based Transcripts: What Schools Need to Know and What They Can Do</a> , Competency Works Blog <a href="#">Progress and Proficiency: Redesigning Grading for Competency Education</a> , Competency Works Issue Brief
Spring/Summer 2019	Developed draft transcript and revised based on feedback from teachers and school board
Fall 2019	Shared draft with colleges visiting Souhegan
Winter 2020	Revised draft based on feedback from colleges
Spring 2020	Shared with the following stakeholder groups for feedback: <ul style="list-style-type: none"><li>• Grade 8 students</li><li>• Grades 5-8 parents</li><li>• Department coordinators (SHS faculty)</li><li>• Assessment, Grading and Reporting committee</li></ul>
	Revised transcript based on feedback from all stakeholder groups
	Transcript proposal presented to Community Council
June 2020	Anticipated approval from Souhegan Cooperative School Board
	Mail copy of transcript to all families of current Grade 8 students
Summer/Fall 2020	Develop transcript format in our new student information system



## School Information

Souhegan High School  
412 Boston Post Road  
P.O. Box 1152  
Amherst, NH 1152  
Telephone: 603-673-9940  
FAX: 603-673-0318  
Principal: Bill Hagen  
Website: www.sau39.org/shs

## Student Personal Information

Name:  
DOB:  
SASID:  
Guardian Names:  
Address:  
Date of Graduation:

Learning Experience	Course Score	Letter Grade	Credit	Type
<b>2015-2016</b>				
CULTURAL FDTNS: ENG	3.52	A	1	HONORS
CULTURAL FDTNS: SS	3.23	A-	1	
EARTH SYSTEMS	3.0	A-	1	
SPANISH 1	3.54	A	1	
CORE MATH 1	2.31	C	1	
DESIGN STUDIO ART	3.03	A-	0.5	
ADVISORY 9	P	P	0.5	
<b>2016-2017</b>				
AMERICAN STUDIES: ENG	3.54	A	1	HONORS
AMERICAN STUDIES: SS	4.0	A+	1	
CORE MATH 2	4.0	A+	1	
SPANISH II	3.52	A	1	
LIVING SYSTEMS	4.0	A+	1	HONORS
CONCERT BAND	4.0	A+	0.5	
ADVISORY 10	P	P	0.5	
<b>2017-2018</b>				
WORLD LITERATURE	3.27	A-	1	HONORS
WORLD STUDIES	3.52	A	1	
PRECALCULUS	3.58	A	1	
SPANISH III	3.53	A	1	
PHYSICS	4.0	A+	1	VLACS
VIDEO PRODUCTION	3.51	A	1	INTERNSHIP
PROGRAMMING	3.03	A-	0.5	
ADVISORY 11	P	P	0.5	

Weighted GPA	3.86	Unweighted GPA				3.54
Graduation Competencies	9	10	11	12		
Self-Direction	Extending Beyond	Meeting Standard	Extending Beyond	Extending Beyond		
Collaboration	Approaching Standard	Meeting Standard	Extending Beyond	Extending Beyond		
Communication	Meeting Standard	Meeting Standard	Meeting Standard	Meeting Standard		
Creativity	Meeting Standard	Approaching Standard	Meeting Standard	Extending Beyond		
<b>Additional Graduation Requirements</b>						
Division One Exhibition						P
Junior Learning Project						P
JLP Thesis						(Thesis topic here)
Post Graduate Plan						P
Senior Project						P
Senior Project EQ:						(Sr project EQ here)
Community Service Hours						40

GPA SCALE			
Course Score	Letter Grade Equivalent	Unweighted GPA	Weighted GPA
3.75 - 4.00	A+	4.3	5.3
3.26 - 3.74	A	4	5
3.00 - 3.25	A-	3.7	4.7
2.84 - 2.99	B+	3.3	4.3
2.67 - 2.83	B	3	4
2.50 - 2.66	B-	2.7	3.7
2.34 - 2.49	C+	2.3	3.3
2.17 - 2.33	C	2	3
2.00 - 2.16	C-	1.7	2.7
< 1.99	NC	0	0

CURRENT COURSE ENROLLMENT	Course Score	Letter Grade Equivalent			Credit	Type
<b>2018-2019</b>						
AP ENGLISH LANGUAGE AND COMPOSITION	3.32	A			1	AP
AP HUMAN GEOGRAPHY	3.02	A-			1	AP
STATISTICS	3.13	A-			1	Dual Enrollment
ADVANCED BIOLOGY	3.67	A			1	Dual Enrollment
MARKETING	3.84	A+			1	
CHEMISTRY	3.65	A			1	
ADVISORY 12	P	P			.5	

Date: Signature:

## **ESY Update**

All parents in all districts have been notified that Extended School Year for all students will begin utilizing remote learning platforms. Our program children will begin June 8<sup>th</sup>. The rest of our students will begin working on targeted skill development on July 7<sup>th</sup>. We are looking at various ways to increase student engagement while continuing to provide consistent, quality services. If we are able, we will utilize our school buildings for small groups of students with targeted interventions or purposes in mind, such as easing of the transition for students from one building to another. This will largely depend upon decisions made at the state level as well as the local level by our Superintendent.

**SAU #39****FY20 Anticipated Fund Balance Report**

July 1, 2019 - April 30, 2020

As of 5/4/2020

General Fund \$2,319,427

E-Rate \$18,800

Total Approved Budget: \$2,338,227

	Budget	YTD Actual	Projected Year End	Anticipated Impact to Fund Balance
Expenditure				
General Fund	2,319,427	1,903,141	2,319,347	80
E-Rate	18,800	28,121	41,890	(23,090)
Total	2,338,227	1,931,262	2,361,237	(23,010)
Less Revenue				
General Fund	2,303,972	2,074,569	2,387,137	83,165
E-Rate	18,800	42,230	42,230	23,430
Total	2,322,772	2,116,799	2,429,367	106,595
General Fund	(15,455)	171,428	67,790	83,245
E-Rate	-	14,109	340	340
Net	(15,455)	185,537	68,130	83,585
Reserve for Brick School Improvements				9,469
Anticipated Unreserved Fund Balance @ 6/30/2020				74,116
Projected 6/30 Fund Balance on FY21 Apportionment				18,735
Anticipated Excess General Fund Balance @ 6/30/2020				55,381



## Mont Vernon School District

### FY20 Anticipated Fund Balance Report

July 1, 2019 - April 30, 2020

As of 5/4/2020

Voted Budget: \$5,210,557

Add'l funds accepted by the Board: \$75

General Fund Budget: \$5,051,681

Food Service Budget: \$70,951

Grants Budget: \$88,000

		Projected Year	Anticipated Impact to Fund	Est. Tax Impact *
General Fund Budget	Budget	End	Balance	
Expenditure	5,051,681	4,924,437	127,244	(0.41)
Less Revenue	4,487,862	4,522,526	34,664	(0.11)
Use of Fund Balance	563,819	401,911	161,908	(0.52)
Less Contribution to Reserve Voted March 2020			50,000	0.16
Projected 6/30/2020 UFB			111,908	(0.36)
Less Projected 6/30/2020 UFB on FY21 MS26			84,000	0.27
Projected Remaining UFB @ 6/30/2020			27,908	(0.09)

\* Note:

Based on est. valuation of \$ 310,528,264

## Amherst School District

### FY20 Anticipated Fund Balance Report

July 1, 2019 - March 31, 2020

As of 5/1/2020

Voted Budget: \$28,619,869

General Fund Budget: \$27,941,403

Food Service Budget: \$371,466

Grants Budget: \$307,000

		Projected	Anticipated	Est. Tax
	Budget	Year End	Impact to Fund	Impact *
General Fund Budget			Balance	
Expenditure	27,941,403	27,085,369	856,034	(0.49)
Less Revenue	27,119,841	27,735,144	615,303	(0.35)
Use of Fund Balance	821,562	(649,775)	1,471,337	(0.84)
Less Projected 6/30/2020 UFB on FY21 MS26			700,000	(0.40)
Projected Remaining UFB @ 6/30/2020			771,337	(0.44)

\*Note:

Based on est. valuation of \$1,737,836,020

## Souhegan Cooperative School District

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### FY20 Revenue Report

July 1, 2019 - April 30, 2020

As of 5/5/2020

Voted Budget: \$18,098,289  
General Fund Budget: \$17,440,198  
Food Service Budget: \$406,091  
Grants Budget: \$252,000

General Fund Budget	Budget	Projected Year End	Anticipated Impact to Fund Balance
Expenditure	17,440,198	17,148,879	291,319
Less Revenue	16,189,004	16,303,005	114,001
Use of Fund Balance	1,251,194	845,874	405,320
Less Projected 6/30/2020 UFB on FY21 MS26			400,000
Projected Remaining UFB @ 6/30/2020			5,320
Limit on funds available for year end projects			291,319

# SCHOOL ADMINISTRATIVE UNIT #39

## TOWN OF AMHERST, NH

### Treasurer Report

Consent Agenda Item #1

## March-2020

School Administrative Unit #39		
Town of Amherst, NH		
Monthly Report of the Treasurer		
as of 3/31/2020		
Cash on hand	3/1/2020	\$778,381.07
Deposits		\$159,482.98
AP-PR		(\$402,040.11)
Balance on hand	3/31/2020	\$535,823.94

Filename: 2020-03-SAU39 Treasurer Report.xlsx  
Month 3/1/2020

**SAU#39**  
**Monthly Reconciliation Report**  
**Combined Accounts**

<b>March-20</b>	<b>Peoples United</b>	<b>Peoples United</b>	
	<b>*1191</b>	<b>*760</b>	<b>TOTAL</b>
	<b>Cash Management</b>	<b>Municipal Checking</b>	
<b>3/31/2020</b>	<b>\$595,465.67</b>	<b>\$10,000.00</b>	<b>\$605,465.67</b>
<b>Deposits in Transit: (add)</b>			
<b>Outstanding Checks: (subtract)</b>			
<b>a) Accounts Payable</b>		<b>\$(20,043.30)</b>	
<b>b) Payroll</b>		<b>\$(49,598.43)</b>	
<b>c) Payroll Direct Deposit &amp; IRS</b>			
<b>Total Outstanding</b>		<b>\$(69,641.73)</b>	<b>\$(69,641.73)</b>
<b>Reconciled Book Balance</b>			<b>\$535,823.94</b>
<b>Balance from Treasurer's Journal</b>			<b>\$535,823.94</b>
<b>Difference</b>			<b>-</b>

**School Administrative Unit #39**  
**Town of Amherst, NH**  
**Treasurer's Cash Journal**

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
3/1/2020	Beginning Balance		3/1/2020	Beginning Balance		\$778,381.07
3/9/2020	Deposit: MVSD	\$19,466.78	3/3/2020	Payroll Direct Deposit pp18 v6211	(\$5,210.30)	\$792,637.55
3/11/2020	Deposit: SCSD	\$82,407.00	3/3/2020	Payroll Direct Deposit pp18 v6210	(\$40,080.23)	\$834,964.32
3/31/2020	Deposit: ASD, SCSD, State of NH, Healthtrus	\$14,620.66	3/17/2020	Payroll Direct Deposit pp19 v6215	(\$41,300.24)	\$808,284.74
			3/17/2020	Payroll Direct Deposit pp19 v6216	(\$5,259.19)	\$803,025.55
			3/31/2020	Payroll Direct Deposit pp20 v6222	(\$5,509.93)	\$797,515.62
			3/31/2020	Payroll Direct Deposit pp20 v6221	(\$41,845.35)	\$755,670.27
			3/5/2020	Payroll IRS pp18 v6213	(\$7,807.00)	\$747,863.27
			3/19/2020	Payroll IRS pp19 v6218	(\$8,091.79)	\$739,771.48
			3/6/2020	Payroll 457 pp18 v6212	(\$1,983.72)	\$737,787.76
			3/23/2020	Payroll 457 pp19 v6217	(\$1,984.24)	\$735,803.52
			3/5/2020	Payroll pp18 v18 ck400470-400470	(\$161.61)	\$735,641.91
			3/19/2020	Payroll pp19 v19 ck400492-400492	(\$57.71)	\$735,584.20
			3/5/2020	Payroll pp18 v6214 ck400471-400471	(\$559.56)	\$735,024.64
			3/19/2020	Payroll pp19v6219 ck400493-400494	(\$1,922.88)	\$733,101.76
			3/25/2020	Payroll v6220 ck400512-400513	(\$49,154.00)	\$683,947.76
						\$683,947.76
						\$683,947.76
			3/5/2020	A/P v1726 ck400472-400491	(\$165,609.36)	\$518,338.40
3/31/2020	Heartland Payment Services	\$42,742.26	3/19/2020	A/P v1727 ck400495-400511	(\$26,453.00)	\$534,627.66
			3/4/2020	A/P VOID ck400445	\$950.00	\$535,577.66
3/31/2020	Interest - Cash Management	\$246.28				\$535,823.94
						\$535,823.94
						\$535,823.94
3/31/2020	Ending Balances	\$159,482.98			(\$402,040.11)	\$535,823.94
				Payroll Direct Deposit	(\$159,071.99)	
				Payroll	(\$51,855.76)	
				AP	(\$191,112.36)	

SAU39 Treasurer's Report  
Unreconciled Check Register

Uncleared Transactions  
SAU39 Checking 0760

Num	Date	Payee	C Memo	Category	Amount
Expense Categories					
Payroll Ded					
400512	3/25/2020	HEALTHTRUST, INC.	6220 Payroll Ded		(\$28,934.95)
400513	3/25/2020	NEW HAMPSHIRE RETIREMENT SYSTEM	6220 Payroll Ded		(\$20,219.05)
Total Payroll Ded					(\$49,154.00)
Payroll					
400465	2/20/2020	Marotta, Danae A.	17 Payroll		(\$282.82)
400470	3/5/2020	Marotta, Danae A.	18 Payroll		(\$161.61)
Total Payroll					(\$444.43)
Expense!					
400246	9/12/2019	MOULTON'S MARKET	1715 Expense!		(\$208.86)
400375	12/12/2019	SHRED-IT USA LLC	1721 Expense!		(\$45.43)
400418	1/16/2020	LANDWEHRLE, CHRISTINE	1723 Expense!		(\$3,126.00)
400484	3/5/2020	MONT VERNON SCHOOL DISTRICT	1726 Expense!		(\$9,407.66)
400497	3/19/2020	BALSAMA, RICHARD	1727 Expense!		(\$500.00)
400499	3/19/2020	EVERSOURCE	1727 Expense!		(\$2,183.90)
400503	3/19/2020	MONT VERNON SCHOOL DISTRICT	1727 Expense!		(\$2,258.00)
400508	3/19/2020	THE EDUCATION COOPERATIVE	1727 Expense!		(\$2,247.00)
400511	3/19/2020	WALLACE, ABIGAIL	1727 Expense!		(\$66.45)
Total Expense!					(\$20,043.30)
Total Expense Categories					(\$70,591.73)
Grand Total					(\$70,591.73)

**Consent Agenda Item #2** SAU #39 Board Meeting  
Monday, April 13<sup>th</sup>, 2020  
Meeting Minutes- Not Approved

**Attendees:**

Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant Superintendent, Michele Croteau- SAU #39 Business Administrator, John Lash- Director of Food Services, Meg Beauchamp- Director of Student Services,  
Amherst School Board: Elizabeth Kuzsma, Tom Gauthier, Ellen Gruzdien, Terri Behm, and Josh Conklin.  
Souhegan Cooperative School Board: Pim Grondstra, Amy Facey, David Chen, Laura Taylor, Steve Coughlan, George Torres and Stephanie Grund.  
Mont Vernon School Board: Sarah Lawrence, Peter Eckhoff, Stephen O’Keefe, and Scott St. Denis,

Meeting Minutes: Danae A. Marotta

**I. Call to Order- Organizational Meeting**

**Superintendent Steel called the meeting to order at 7:33PM**

As Chair of this meeting, I have determined that given the potential health issues associated with the COVID-19 pandemic, the Governor’s declared State of Emergency in New Hampshire due to COVID-19, and the public health authorities recommendations for social distancing, quarantine and self-isolation, this meeting constitutes an “emergency” pursuant to RSA 91-A:2 (III) (b) in that “immediate action is imperative and the physical presence of a quorum is not reasonably practical” and the organization needs to conduct its regular meeting to continue to move the business of the organization forward during this pandemic.

As a result, members of the public body may participate by phone and a quorum need not be present. Any actions taken must be by Roll Call vote. For the record, this meeting has been properly noticed for more than 24 hours.

He thanked everyone for attending and noted that there may be a question and answer period at the end.

Mr. Steel took nominations for Chair of the SAU #39 Board.

**Ms. Amy Facey nominated Mr. Stephen O’Keefe as SAU #39 Board Chair.**

Mr. Steel asked for further nominations.

There were no more nominations.

Mr. Steel asked Mr. O’Keefe if elected, would he serve as Chair.



35 Mr. O'Keefe replied, yes.

36 **Ms. Kuzsma motioned to elect Mr. Stephen O'Keefe to serve as SAU #39 Board Chair. Ms.**  
 37 **Facey seconded the motion.**

38 **Mr. Steel called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
 39 **Coughlan-Yes, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
 40 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, Mr. O'Keefe abstain (13-0-1).**

41 Mr. O'Keefe thanked the Board for their support.

42 Mr. O'Keefe asked for nominations for SAU #39 Board Vice-Chair.

43 Ms. Kuzsma nominated Mr. Coughlan to serve as SAU #39 Board Vice-Chair.

44 Mr. Coughlan replied, yes.

45 **Ms. Facey motioned to elect Mr. Steve Coughlan to serve as SAU #39 Board Vice Chair.**  
 46 **Ms. Lawrence seconded the motion.**

47 **Mr. O'Keefe called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
 48 **Coughlan-abstain, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
 49 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O'Keefe-Yes, and Torres-Yes (14-0-1).**

50 Mr. O'Keefe asked for a motion for Secretary.

51 Ms. Grudzien nominated Ms. Grund to serve as SAU #39 Board Secretary.

52 Ms. Terri Behm motioned to elect Ms. Stephanie Grund to serve as SAU #39 Board Secretary.  
 53 Ms. Kuzsma seconded the motion.

54 **Mr. O'Keefe called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
 55 **Coughlan-abstain, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- abstain,**  
 56 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O'Keefe-Yes, Taylor- Yes, and Torres-Yes (15-0-**  
 57 **1).**

58 Mr. Steel added that there is Manifest and SAU Budget Committee.

59 Mr. O'Keefe asked if there were volunteers for Manifest.

60 SAU Manifest- Mr. Conklin and Mr. Coughlan

61 SAU Budget Committee- Ms. Grund and Ms. Kuzsma

62 Mr. O'Keefe suggested that they have two people on the SAU Budget Committee.

63 Mr. Steel remarked that the Board will need to appoint the SAU Treasurer, it is not a District  
 64 position, and will require a motion.

65 **Ms. Facey motioned to nominate Ms. C.J Butler as SAU #39 Treasurer. Ms. Kuzsma**  
 66 **seconded the motion Mr. Coughlan abstain (14-0-1)**

67 **Mr. O’Keefe called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
 68 **Coughlan-abstain, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
 69 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O’Keefe-Yes, Taylor- Yes, and Torres-Yes (15-0-**  
 70 **1).**

71 Mr. Coughlan noted that he believes that she has a Deputy Treasurer.

72 **Mr. Coughlan motioned to nominate Ms. Peg Bennett as Deputy Treasurer. Ms. Grund**  
 73 **seconded the motion. The vote was unanimous, motion passed.**

74 **Mr. O’Keefe called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
 75 **Coughlan-Yes, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
 76 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O’Keefe-Yes, Taylor- Yes, and Torres-Yes (16-0).**

## 77 II. Individual Board Updates

78 Chair of the Amherst School Board, Ms. Elizabeth Kuzsma, noted that they had their  
 79 Organizational Meeting and was reelected Chair. Mr. Tom Gauthier is Vice- Chair and Ms. Ellen  
 80 Grudzien is Secretary.

81 They took another look at the plumbing project; Special warrant article and they approved some  
 82 funds for that.

83 The Board thanked Ms. Kuzsma.

84 Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, added that they also had their  
 85 Organizational Meeting. She will continue as Chair, Mr. Peter Eckhoff is Vice-Chair and Mr.  
 86 Scott St. Denis is Secretary. They have elected a new Principal for the MVVS, Ms. Kim Sarfte,  
 87 and are excited for her to start.

88 The Board thanked Ms. Lawrence.

89 Mr. Grondstra noted that they had their second meeting since the new Board . He was elected  
 90 Chair with Ms. Amy Facey as Vice- Chair and Ms. Stephanie Grund as Secretary.

91 They also hired a new Principal for SHS, Mr. Michael Berry, will be starting July 1<sup>st</sup>, 2020 and  
 92 that is very exciting. They discussed the Covid-19 issues and nominated the staff that they will  
 93 move into next year with.

94 Mr. O’Keefe asked about grading and if it will change for the end of the year.

95 Mr. Steel replied that second semester classes at SHS will be graded on a pass/fail basis.

96 The Board thanked Mr. Grondstra.

## 97 III. Superintendent’s Report

98 Superintendent Steel noted that he has a few items to note for tonight’s meeting.

## 99 SAU #39 Hiring

100 In terms of hiring, they have hired Principals for SHS and the MVVS. They are still looking for a  
 101 Director of Secondary Curriculum, Instruction, and Assessment and Director of Athletics at  
 102 SHS.

103 School Disruption/ Remote Learning

104 He then added that he is incredibly proud of the school community, teachers, paraprofessionals,  
 105 office staff, students and parents. He has heard that they are a model district for the State and this  
 106 Coronavirus pandemic is a generational event is akin to 9/11. Parents are trying to work from  
 107 home, and they often sit in on the lessons and ask questions. It is something to be proud of.

108 At this point, no one knows if they are returning to school and if you heard the Governor's  
 109 comments it sounds like they will not be returning this school year. It will be announced later  
 110 this week if at all.

111 Next, they need to think through how they will end the school year from an academic  
 112 perspective, when that will happen and what will that look like. They are evaluating the number  
 113 of instructional hours they have had and making estimations on when the school year ought to  
 114 end. They have canceled April vacation and that shortens their school year by about a week.

115 Second, they are evaluating academic losses as a result of this disruption and what do they need  
 116 to do over the summer to make up for that. In some ways some of their students are thriving and  
 117 excelling.

118 Third, they are thinking about the once in a lifetime events such as 4<sup>th</sup> grade Fond Farewell, 8<sup>th</sup>  
 119 grade graduation, Prom and signing yearbooks. They will be monitoring very carefully when  
 120 they can get gather together again and are thinking of ways of honoring their students.

121 He then asked Director of Food Services, Mr. John Lash to give an update on Food Services. He  
 122 then commended him and his team for their prompt action and incredible work.

123 Food Services Update

124 Mr. Lash discussed as of today, 4/13/2020, they have been delivering meals to 30 families in  
 125 Amherst and Mont Vernon. That totals a little over 80 meals per day. The food is prepared in the  
 126 Souhegan Kitchen and families receive a breakfast and lunch. Kitchen Manager, Mr. Mark  
 127 Newton is rotating his staff and he has one or two people every day.

128 To deliver the food, they initially put out a call for volunteers. Thanks to the kindness in the  
 129 communities they have way more people than they need. Today, they had 5 routes that went out  
 130 and by 11:00AM families have received both lunch and breakfast. They just picked up over 27  
 131 new families over the weekend so on Wednesday they will be delivering over 100 meals, to over  
 132 40 families that are in need.

133 This program is available to all students in the Amherst and Mont Vernon community 18 years  
 134 and younger. They don't even have to be enrolled in any one of the schools, they can be  
 135 homeschooled. The vast majority are not the Free or Reduced Lunch population. They are also  
 136 considering dietary restrictions.

137 Mr. Lash commended Mr. Newton and his staff.

138 The way the reimbursement normally works, the school that the student attends, that school gets  
 139 the reimbursement. He will be discussing this later on this week with Finance Director, Ms.  
 140 Katie Hannan and SAU #39 Business Administrator, Ms. Michele Croteau.

141 He then asked for questions from the Board.

142 Ms. Croteau added that Mr. Lash and his team have done a phenomenal job.

143 As a practical matter, it makes sense to operate the food service program as one program and one  
 144 facility during this building closure. They will how to figure out how to report it and that is a  
 145 work in progress.

146 The Board thanked Mr. Lash and Ms. Croteau.

#### 147 Special Education Update

148 Director of Student Services, Ms. Meg Beauchamp, commented that they have approx. 230  
 149 students, across all three districts, that receive special education services. They were on this  
 150 early, and their special educators have utilized technology to continue to connect with students  
 151 and families. They have been able to continue to provide related services including Speech and  
 152 Occupational Therapy as well as some small group interventions for students. For their more  
 153 challenged learners, they have connected directly with parents to provide consultations and  
 154 supports as well as related services and interventions that can be carried out within student  
 155 homes.

156 Regarding Paraprofessionals, they continue to support the same students they were associated  
 157 with prior to remote learning. Paras who do not work one to one with students have been added  
 158 to Google Classrooms, so they are able to be active participants in those classrooms. They have  
 159 the capacity to run breakout sessions for small groups to support students with individual needs  
 160 who may be struggling and continue to work on an individual basis where required. Specialized  
 161 paras who work with students in one to one situation have continued to work daily with those  
 162 children and their families to ensure the students are able to access the individualized programs  
 163 that have been set up for them.

164 Ms. Beauchamp noted how incredibly proud she is of the paras, parents and students.

165 The Board thanked Ms. Beauchamp.

#### 166 Statewide Testing

167 Assistant Superintendent, Ms. Christine Landwehrle, discussed that NHSAS and SAT testing  
 168 was suspended. The Governor has suspended that for this Spring. They would also have NWEA  
 169 testing but it does not make sense to have that type of testing for K-2. AP exams will still take  
 170 place May 11<sup>th</sup> through May 22<sup>nd</sup>, make-up exams are June 1<sup>st</sup> -June 5<sup>th</sup>.

171 Superintendent Steel asked Ms. Landwehrle if she could comment on their vocational programs.

172 Ms. Landwehrle replied that she does not have all the details at this time and will ask Ms. Karen  
 173 Chininis. She will update the board at a later date.

174 Mr. Steel asked Ms. Croteau to update the Board on the Budget.

175 Ms. Croteau replied that they are continuing to monitor the budget impacts and it does shift a  
 176 little. For example, in talking to Butler Bus Company, up until last week they were continuing to  
 177 employ 100% of their staff. Additionally, under the Federal Government's directive they were  
 178 continuing to honor that contract, however, that changed as of last Friday. Their drivers have  
 179 been laid off and she has been in talks with them about a credit on that contract. They are still in  
 180 negotiations and she will continue to monitor that and provide updates.

181 They have frozen the budgets in each of the districts and have a heightened review process for  
 182 any purchases. They have had to purchase some items to facilitate this process such as Zoom. On  
 183 the other hand, they are seeing savings with items such as paper.

184 The State has requested a report of the expenditures related to the closure of the buildings, that is  
 185 due on the 15<sup>th</sup>, and they will be submitting that. She will be reviewing that with Ms. Hannan  
 186 tomorrow. Included is the lost revenue of their Preschool Program. They have stopped charging  
 187 because the program is not in the same manner that was warranting them to continue to bill.  
 188 They have had additional expenditures for items that they have purchased that they did not plan  
 189 and then services that they were continuing to pay for such as the bus transportation. The staff  
 190 have been working and the office staff is still working a full schedule. Facilities staff have been  
 191 going into the buildings and they have done a deep cleaning. They will be looking at a project at  
 192 the high school with water tanks and have updated that generator. Across all of the entities they  
 193 will be reporting just under \$1.2m in expenditures.

194 Ms. Taylor asked if the \$1.2m was the projected amount.

195 Ms. Croteau replied that it is projected, and she is expecting it to change.

196 Ms. Grudzien commented that they probably reached the 450 in instructional hours.

197 Ms. Landwehrle replied that K teachers feel really positive and they had sent home a lot of  
 198 materials and they are doing Zoom lessons, and careful about screen time. She added that overall  
 199 it has been going really well. It is a challenge K-2 but they are doing the best that they can.

200 Mr. Eckhoff asked about the bus contracts and if they were paying the full rate.

201 Ms. Croteau explained that the intent is that for them is to continue to employ staff so that they  
 202 do not go out of business and for them to be up and running very quickly after this. They have  
 203 paid the month of March in full and April and will not be issuing anymore payments until they  
 204 finalize the amount of the credit.

205 Mr. Gauthier inquired about getting a credit from the State of NH.

206 Ms. Croteau replied that Butler will have a direct reduction. They do have two more months of  
 207 payments and is confident that they will resolve that before those are due.

#### 208 IV. Public Comment

209 Mr. O'Keefe inquired about returning to school during this school year.

210 Mr. Steel replied that he is waiting for the Governor's guidance. They will then have an  
 211 announcement.

212 Mr. O'Keefe questioned if second semester classes are pass/fail.

213 Mr. Steel replied, yes.

214 Mr. O'Keefe added that this remote learning will be great when they contemplate going away  
215 from snow days.

216 Mr. Steel commented that they will not have to extend the school year. He added that he is not  
217 completely confident that they will be able to open the schools and it is too early to talk about  
218 specifics and it is too soon to know. Remote learning will be a part of their process going  
219 forward.

220 A member of the public inquired about the Unassigned Fund Balance at each district.

221 Mr. Steel replied that Souhegan heard an update recently and the other two boards will be  
222 hearing updates in May.

223 Another question from the public was regarding the Strategic Vision.

224 Mr. Steel replied that AMS has already started the process and has already assigned an  
225 Anchoring Adult to each student. They are checking in, in an attempt to make sure that no kids  
226 are falling through the cracks.

227 V. Consent Agenda

228 **Ms. Gruzdien motioned to accept Consent Agenda items 1. Draft Minutes 03 02 2020, 2.**  
229 **Draft Minutes 03 13 2020 and 4. Feb 2020 Treasurer's Report. Mr. Coughlan seconded the**  
230 **motion.**

231 **Mr. O'Keefe called a roll call: Kuzsma-Yes, St. Denis-Abstain, Conklin-Abstain, Gauthier-**  
232 **Abstain, Coughlan-Yes, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
233 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O'Keefe-Yes, Taylor- Yes, and Torres-Abstain**  
234 **(11-0-5).**

235 **Ms. Lawrence to accept the donation of \$525 from HealthTrust, to be accepted into the**  
236 **grant fund. Ms. Facey seconded the motion. Motion passed (15-0-1)**

237 **Mr. O'Keefe called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
238 **Coughlan-Yes, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
239 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O'Keefe-Yes, Taylor- Abstain, and Torres-Yes.**

240 Mr. O'Keefe clarified that by going into the Grant Fund the funds will be able to be used for next  
241 year.

242 VI. DAF- First Reading Policy- Administration of federal Grants

243 Ms. Taylor inquired if they are adding work on themselves.

244 Mr. Steel noted that the Federal guidelines requires them to have this policy.

245 Ms. Grund asked if there were any budget implications to this policy.

246 Ms. Landwehrle noted that her and Ms. Croteau reviewed this policy line by line and they are  
247 confident that they can meet all of this. This was also put in place by the NHSBA.

248 Ms. Croteau added that the regulations have been in place for some time now.

249 **Ms. Kuzsma motioned to move Policy DAF to the individual boards. Ms. Lawrence**  
250 **seconded the motion. The vote was unanimous, motion passed.**

251 **Mr. O’Keefe called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
252 **Coughlan-Yes, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
253 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O’Keefe-Yes, Taylor- Yes, and Torres-Yes (16-0-**  
254 **0).**

255 VII. IJL/KEC- Second Reading Policy- Learning Resources Selection and Reconsideration

256 **Ms. Lawrence motioned to move Policy IJL/KEC to the individual boards. Ms. Grudzien**  
257 **seconded the motion. The vote was unanimous, motion passed.**

258 **Mr. O’Keefe called a roll call: Kuzsma-Yes, St. Denis-Yes, Conklin-Yes, Gauthier- Yes,**  
259 **Coughlan-Yes, Grudzien- Yes, Facey- Yes, Lawrence-Yes, Behm-Yes, Grund- Yes,**  
260 **Grondstra-Yes, Chen-Yes, Eckhoff- Yes, O’Keefe-Yes, Taylor- Yes, and Torres-Yes.**

261 VIII. Teacher Observation Update

262 Ms. Landwehrle noted that they ended their observation cycle at the end of February. This was  
263 the first year that they adjusted the schedule and they did the best that they could. Overall, they  
264 were able to complete a significant amount of observations.

265 Ms. Taylor asked about observing the teachers during remote learning.

266 Ms. Landwehrle added that they will not be able to observe their teachers in the remote learning  
267 environment. They are providing a lot of support and guidance and they ended the observation  
268 cycle strong.

269 Ms. Kuzsma asked about administrators popping into classes to check the dynamics.

270 Ms. Landwehrle replied that many administrators are co-teachers in Google Classroom and can  
271 see the work that is happening. It is mostly informal at this point.

272 Mr. Gauthier asked if new teachers were prioritized.

273 Ms. Landwehrle replied that they have prioritized the formal observations and the informal of  
274 non-tenured/non-continuing contracts.

275 IX. Grading and Reporting Update

276 Ms. Landwehrle noted that their assessment, grading, and reporting work this school year has  
277 focused on teacher training and support, Empower Lead training and support, system  
278 customization, and roll out of the student and parent portals. They have also continued working  
279 to refine our transcript at the high school level and will be bringing that to Community Council.

280 Mr. O’Keefe asked for questions.

281 Ms. Behm asked about the transcripts and will they try to get through that with CC.

282 Ms. Landwehrle replied that she will get a communication out tomorrow for next Monday night.

283 Mr. Gauthier inquired if they were looking at other systems.

284 Ms. Landwehrle added that they will continue to look at other systems and they will go through

285 that process and there are always new programs and they do not want to get too far down the

286 road.

287 Ms. Grund commented that she believes that it is the grading style. She then asked if they need to

288 consider something different.

289 Mr. Steel noted that Ms. Grund made a great point. He then asked if the grading philosophy

290 matches the CBE that they are trying to provide and if it works. In some ways it does and in

291 some ways it doesn't. Until the community is with them then it doesn't work for him either.

292 Ms. Taylor commented that the numbers for Creativity on the sample transcript for the 8<sup>th</sup> grade

293 are missing. She noted that it would be helpful.

294 Ms. Landwehrle replied that she can update that.

295 The Board thanked Ms. Landwehrle.

296 X. Superintendent Goal Update

297 Mr. Steel displayed his screen showing the Trello Board. He further explained that the key

298 measures are in this board and key strategies are also listed.

299 He then noted that he would like feedback on the things that he is focusing on that are listed here.

300 The links have their own cards.

301 Mr. O'Keefe asked for Board questions.

302 Ms. Taylor asked where is this located.

303 Mr. Steel replied that it is available for Board Members and he will verify that all Board

304 Members have access.

305 Ms. Taylor remarked that

306 XI. Public Comment

307 Mr. O'Keefe acknowledged and thanked Ms. Amy Facey for all of her work as previous SAU

308 #39 Board Chair. He also thanked previous board member, Mr. John Glover for all of his past

309 work.

310 Ms. Kuzsma noted that Mr. Glover is attending the meeting as an Attendee.

311 XII. Meeting Adjourned

312 **Mr. O'Keefe adjourned the meeting at 9:18PM**

313



## Consent Agenda Item #3

### AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

#### DAF – ADMINISTRATION OF FEDERAL GRANTS

*Category: Priority/Required by Law*

*Related Policies: DI, DID, DJ, DJC, DJE, DJF & DK*

*See also: ADB, EFAA, EHB, JICI & JRA*

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

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

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

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

The Board directs the Superintendent or his/her designee to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### DAF – ADMINISTRATION OF FEDERAL GRANTS

federal grants and awards. Systems and controls must meet all requirements of federal and/or law and regulation and shall be based on best practices.

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

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

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

#### DAF-1 ALLOWABILITY

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

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

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
  - a. To determine whether a cost is “reasonable”, consideration shall be given to:
    - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
    - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
    - iii. market prices for comparable goods or services for the geographic area;
    - iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and

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- v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
  - b. When determining whether a cost is “necessary”, consideration may be given to whether:
    - i. the cost is needed for the proper and efficient performance of the grant program;
    - ii. the cost is identified in the approved budget or application;
    - iii. there is an educational benefit associated with the cost;
    - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
    - v. the cost addresses program goals and objectives and is based on program data.
  - c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
  3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
  4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
  5. Be determined in accordance with generally accepted accounting principles.
  6. Be representative of actual cost, net of all applicable credits or offsets.

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

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

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

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

**D. Determining Whether A Cost is Direct or Indirect**

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

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

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

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

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the

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Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

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

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

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

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

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

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

When the obligation is for:

1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District – when the services are performed.
3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
4. Public utility services – when the District received the services.
5. Travel – when the travel is taken.
6. Rental of property – when the District uses the property.

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7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E – Cost Principles – on the first day of the project period.

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

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

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

**DAF-2      CASH MANAGEMENT AND FUND CONTROL**

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

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

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

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

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

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

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
  - 1. The District receives less than \$120,000 in Federal awards per year.
  - 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
  - 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
  - 4. A foreign government or banking system prohibits or precludes interest bearing accounts.
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System (“PMS”) through an electronic medium using either Automated Clearing House (“ACH”) network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as “addenda records” by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

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DAF-3 **PROCUREMENT**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be

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made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

2. Small Purchases (Simplified Acquisition)

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

3. Sealed Bids

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

a. In order for sealed bidding to be feasible, the following conditions shall be present:

- i. a complete, adequate, and realistic specification or purchase description is available;
- ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

b. When sealed bids are used, the following requirements apply:

- i. Bids shall be solicited in accordance with the provisions of State law and DJE. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.

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- v. The Board reserves the right to reject any and all bids for sound documented reason.
- vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.I.

**4. Competitive Proposals**

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

If this method is used, the following requirements apply:

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

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

**5. Noncompetitive Proposals**

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

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

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- D. Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms:** The District must take necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:
1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
  2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
  3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
  4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
  5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
  6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.
- E. Contract/Price Analysis:** The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.323(a)). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.
- The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.
- When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- F. Time and Materials Contracts:** The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

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

- G. Suspension and Disbarment:** The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance/ and (4) financial and technical resources.

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

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

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

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

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

**H. Additional Requirements for Procurement Contracts Using Federal Funds:**

1. For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).

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2. For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
  3. For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
  4. For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).
  5. For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).
- I. Bid Protest:** The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.
- A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.
- Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.
- Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.
- J. Maintenance of Procurement Records:** The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding disbarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB and District Administrative Procedures EHB-R.

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

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

- A. Mandatory Contract Clauses:** The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
  2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
  3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
  4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
  5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
  6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
  7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.
- B. Contracts with Food Service Management Companies:** Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

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C. **“Buy American” Requirement:**

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

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

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

**DAF-5      CONFLICT OF INTEREST AND MANDATORY DISCLOSURES**

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

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent or his/her designee, who, in



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turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

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

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

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

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

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

- A. **“Equipment” and “Pilferable Items” Defined:** For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. **Records:** The Superintendent or his/her designee shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

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- C. **Inventory**: No less than once every two years, the Superintendent or his/her designee shall cause a physical inventory of all equipment and pilferable items must be taken and the results reconciled with the property records at least once every two years. Except as otherwise provided in this policy, inventories shall be conducted consistent with Board Policy DID.
- D. **Control, Maintenance and Disposition**: The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:
1. prevent loss, damage, or theft of the property; Any loss, damage, or theft must be investigated;
  2. to maintain the property and keep it in good condition; and
  3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

**DAF-7      TRAVEL REIMBURSEMENT – FEDERAL FUNDS**

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

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

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

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

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

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

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

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

- A. Participation of the individual is necessary to the federal award.

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- B. The costs are reasonable and consistent with Board policy.

**DAF-8      ACCOUNTABILITY AND CERTIFICATIONS**

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

**DAF-9      TIME-EFFORT REPORTING / OVERSIGHT**

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

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

**A. Compensation:** Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

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

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

1. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. be incorporated into the official records of the District;
3. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;

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4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
5. comply with the District's established accounting policies and practices;
6. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

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

**DAF-10 GRANT BUDGET RECONCILIATION**

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

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

**DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT**

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

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

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**A. Sub-award Contents and Communication.**

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

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

**B. Subrecipient Monitoring Procedures.**

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

Subrecipient monitoring procedures include:

1. At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.

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2. Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:
  - a) Prior experience with the same or similar sub-awards.
  - b) Results of previous audits and single audit (if applicable).
  - c) New personnel or new or substantially changed systems.
  - d) The extent and results of Federal awarding agency monitoring.
3. Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.
4. Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.
5. Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.
6. In conducting regular oversight and monitoring, the District project managers will:
  - a) Verify invoices that include progress reports.
  - b) Review progress reports to ensure project is progressing appropriately and on schedule.
  - c) Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
  - d) Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
  - e) Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
  - f) Review subrecipient match tasks for eligibility.
  - g) Initial the progress report and invoice confirming review and approval prior to payment.
  - h) Raise any concerns to the Superintendent or his/her designee.
7. The Superintendent or his/her designee, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
8. Payments will be withheld from subrecipients for the following reasons:
  - a) Insufficient detail to support the costs billed;
  - b) Unallowable costs;
  - c) Ineligible costs; and/or

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- d) Incomplete work or work not completed in accordance with required specifications.
- 9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

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

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

**D. Audit Requirements.**

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

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

**E. Methodology for Resolving Findings.**

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

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

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

**Legal References:**

*42 USC 1751 – 66 National School Lunch Act*

*2 C.F.R. Part 180*

*2 C.F.R. Part 200*

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

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*200 Appendix II*  
*7 CFR Part 210*  
*210.16; 210.19; 210.21; 215.14a; 220.16*



**Consent Agenda item #4**

**IJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION**

*See also: IJL/KEC-R*

**Part 1: Selection of Learning Resources**

**I. Objectives**

Learning resources, including library and instructional materials, are selected by the school district to implement, enrich, and support the educational program. Materials will serve both the breadth of the curriculum and the needs and interests of the faculty and students. The district is obligated to provide a wide range of resources on all levels of difficulty and in a variety of formats, with diversity of appeal, and representing the presentation of many different points of view.

The objective of the Library and/or Information Center is to make available to students and faculty a collection of materials that will enrich and support the curriculum and meet the needs of the students and faculty served.

**II. Responsibility for Selection**

While the selection of materials involves many people, including administrators, teachers, students, and community residents, the responsibility for coordinating and recommending the selection and purchase of library media materials rests with the Library Media Specialist, as delegated by the school board, the governing body legally responsible. The responsibility for selecting instructional materials rests with the Superintendent or designee, as delegated by the School Board.

**III. Criteria for Selection**

The following general selection criteria will be used for the selection of library and instructional materials, including electronic, print, and non-print resources, as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of the school, and specific courses.
2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
3. Learning resources shall meet high standards of quality in:
  - Literary and artistic excellence
  - Lasting importance or significance to a field of knowledge
  - Contribution to the curriculum and the educational goals of the school
  - Relevance to the interests of students and faculty
  - Favorable reviews found in standard selection sources
  - Favorable recommendations based on a preview examination of materials by professional personnel, adults with special expertise, or students

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- Reputation and significance of the author, producer, and publisher
  - Currency or timeliness of material
  - Contribution to a breadth and diversity of representative viewpoints on controversial issues
  - Contribution to multicultural and pluralistic awareness
  - High degree of potential user appeal
  - Quality, durability, and variety of format
  - Suitability of format and appearance for intended use
  - Value commensurate with cost and/or need
4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning style, and social development of the students for whom the materials are selected.
  5. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
  6. Learning resources shall provide information on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.

### **IV. Procedures for Selection of Learning Sources**

1. In selecting learning resources, Library Media Specialist (or designee), Department Heads/Curriculum Coordinators, and other staff members (as appropriate), will evaluate available resources and curriculum needs and will consult reputable, professionally recognized reviewing periodicals, standard catalogs, and other selection aids to help guide the selection.
2. Recommendations for purchase involve administrators, teachers, students, parents, and community members, as appropriate.
3. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

### **V. Position on Intellectual Freedom**

The district subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's Library Bill of Rights, a copy of which is appended to, and made a part of, this policy statement [Appendix A]. In the event that the library or instructional materials are questioned, the principles of intellectual freedom shall be defended.

## **IJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION**

### **Part 2: Reconsideration of Learning Resources**

#### **I. Statement of Policy**

Despite the quality of the selection process, any resident or employee of the school district may formally challenge learning resources used in the school's educational program on the basis of appropriateness. The procedure concerning challenged materials is outlined below. Its purpose is to provide for a hearing with appropriate action, within the context of the principles of freedom of information, the student's right to access information and the professional responsibility and integrity of the school faculty. No materials shall be removed from the school before the process of review is completed.

#### **II. Request for Informal Reconsideration**

Upon receiving a complaint regarding learning resources, it shall be attempted to resolve the issue informally.

1. The Library Media Specialist [or Principal, or other appropriate staff member] shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The Library Media Specialist [or other appropriate staff member] shall explain the particular place the questioned resource occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. If the questioner wishes to file a formal challenge, a copy of the Library and Instructional Materials Selection and Reconsideration Policy and a Request for the Reconsideration of Learning Resources form [IJL/KEC-R] shall be mailed to the party concerned by the Library Media Specialist, along with a letter to the complainant [see Appendix C].

#### **III. Request for Formal Reconsideration**

##### **A. Preliminary Procedures**

1. Each school will keep on hand and make available the *Request for Reconsideration of Learning Resources* forms [IJL/KEC-R]. All formal objections to learning resources must be made on these forms.
4. *The Request for Reconsideration of Learning Resources* form shall be completed and signed by the questioner before further consideration will be given. The form shall be filed with the principal. If the form is not completed and returned within two weeks, it shall be assumed that the questioner no longer wishes to file a formal complaint [as stated in the letter to complainant, Appendix C].
5. The Superintendent and the school board shall be informed of the formal

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complaint received.

6. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.

**B. The Reconsideration Committee**

1. Upon receipt of a request for formal reconsideration of a learning resource, the reconsideration committee shall arrange to meet within ten working days after the complaint is received.

The reconsideration committee, whose members shall serve a two-year term, will consist of:

- o One member of the school teaching staff, chosen by the school teaching staff
  - o One school administrator, appointed by the administrative team
  - o Two students chosen by the Community Council or equivalent
  - o Two adult community members, appointed by the school board
  - o The Library Media Specialist
2. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
  3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the Library and Instructional Materials Selection and Reconsideration Policy.

**C. Resolution**

1. The reconsideration committee shall:
  1. Examine the challenged resource
  2. Determine professional acceptance by reading critical reviews of the resource
  3. Weigh values and faults, and form opinions based on the material as a whole rather than on passages or selections taken out of context
  4. Discuss the challenged resource in the context of the educational program
  5. Discuss the challenged item with the individual questioner when appropriate
  6. Prepare a written report
2. The written report shall be discussed with the individual questioner if requested.
3. The Library Media Specialist shall retain the written report, with copies forwarded to the Superintendent, school board, and the principal.
4. Notwithstanding any procedure outlined in this policy, the questioner shall have

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the right to appeal any decision of the reconsideration committee to the school board as the final review panel.

**D. Guiding Principles**

1. Any resident or employee of the school district may raise objection to learning resources used in the district's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.
2. The Library Media Specialist should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the school board.
3. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
4. The district supports the Library Bill of Rights and The Freedom To Read Statement, adopted by the American Library Association [Appendixes A and B]. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

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**Appendix A: Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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© American Library Association Adopted June 18, 1948.  
Amended February 2, 1961, and January 23, 1980, inclusion of  
"age" reaffirmed January 23, 1996, by the ALA Council.

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**Appendix B: The Freedom to Read Statement**

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a

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creative culture. We believe that these pressures toward conformity present the danger of

limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox or unpopular with the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but also why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it



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will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said.

Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all

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publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

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**Appendix C**

**Sample Letter to Complainant**

Date:

Dear:

We appreciate your concern over the use of \_\_\_\_\_ at our School. The school has developed procedures for selecting materials, but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending a copy of the *Library and Instructional Materials Selection and Reconsideration Policy*.

If you are still concerned after you review this material, please complete the *Request for the Reconsideration of Learning Resources* form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within two weeks from the date listed above, we will assume you no longer wish to file a formal complaint.

Sincerely,

**JLCJ - CONCUSSIONS AND HEAD INJURIES**

*Category: Priority/Required By Law*

The School Board recognizes that concussions and head injuries are commonly encountered injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed. The Board recognizes that the majority of concussions will occur in "contact" or "collisions" sports. However, in order to ensure the safety of all District students, this policy will apply to all school sponsored activities.

The District will utilize recommended guidelines (for example the National Federation of High School Sports (NFHS) and the New Hampshire Interscholastic Athletic Association (NHIAA)), procedures and other pertinent information to inform and educate students, school personnel and supervising adults, and parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play or participate in an activity after a concussion or head injury.

Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians and students at the time of registration and prior to a student's initial practice or event.

For purposes of this policy, "head injury" means injuries to the scalp, skull, or brain caused by trauma, and shall include a concussion. All coaches, including volunteers, will complete concussion training as recommended and/or provided by NHIAA, New Hampshire Department of Education and/or other pertinent organizations. Additionally, all coaches of competitive sport activities will comply with NHIAA recommended procedures for the management of head injuries and concussions. This policy applies to any school sponsored activities, or any activity during the school day, where a head injury occurs.

**Athletic Director or Administrator in Charge of Athletic Duties**

Updating: Each Spring, the athletic director or administrator in charge of athletic duties shall review any changes that have been made in procedures required for concussion and head injury management or other serious injury by consulting with the NHIAA. If there are any updated procedures, they will be adopted and used for the upcoming school year.

Coach Training: All coaches shall undergo training in head injury and concussion management at least once every two years by one of the following means: (1) through viewing the NHIAA sport-specific rules clinic; or (2) through viewing the NHIAA concussion clinic.

**Removal From Play/Activity and Protocol For Return To Play/Activity**

Any coach, official, licensed athletic trainer, responsible adult, or health care provider who suspects that a student has sustained a concussion or head injury in a practice, game, or activity shall immediately remove the student from play or activity. A student who has been removed shall not return on the same day or until he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider to return. The student shall also present written permission from a parent/guardian to return.

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The District may limit a student's participation as determined by the student's treating health care provider.

### **Concussion Awareness and Education**

Administrative Responsibilities: The Superintendent or administrator will keep abreast of changes in standards regarding concussion, explore staff professional development programs relative to concussions, and will explore other areas of education, training and programs.

The District will include concussion awareness and education into physical education and/or health education curriculum.

### **Academic Issues in Concussed Students**

In the event a student is concussed, regardless of whether the concussion was a result of a school-related or non-school-related activity, school district staff should be mindful that the concussion may affect the student's ability to learn. In the event a student has a concussion, that student's teachers will be notified. Teachers should report to the school nurse if the student appears to have any difficulty with academic tasks that the teacher believes may be related to the concussion. The school nurse will notify the student's parents and treating physician.

Administrators and district staff will work to establish a protocol and course of action to ensure the student is able to maintain his/her academic responsibilities while recovering from the concussion.

Section 504 accommodations may be developed in accordance with applicable law.

### **Reporting**

The Athletic Director (or Building Administrator) shall report to the school board in September of each year the number of head injuries and suspected or confirmed concussions that occurred in the prior school year in all extra-curricular activities (including Varsity, JV, Freshmen, Middle School teams, Elementary School teams, and school club athletics), broken down by sport or activity.

The School Nurse (or Building Administrator) shall report to the school board in September of each year the number of head injuries and suspected or confirmed concussions that occurred in the prior school year in all school day or school sponsored activities, academic or otherwise, broken down by activity.

### **Legal References**

*RSA 200:49, Head Injury Policies for Student Sport*

*RSA 200:50, Removal of Student-Athlete*

*RSA 205:51, School Districts; Limitation of Liability*

*RSA 200:52, Definitions*