

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



Souhegan Cooperative Board Meeting

Tuesday, June 2nd, 2020 – 6:00 PM

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<https://zoom.us/j/232641174>

Meeting ID: 232 641 174

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Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the SCSB Board, Mr. Pim Grondstra, to call the meeting to order.	None
Opening Items	6:00 PM	Board to review the Opening Items: Superintendent's Report, Principal's Report Community Council Update and Committee Updates.	None
Public Comment I of II	6:25 PM		None
Consent Agenda- Approval	6:30 PM	<ol style="list-style-type: none"> 1. Draft Minutes April 13th 2020 2. Draft Minutes May 11th 2020 3. Draft Minutes May 19th 2020 4. April 2020 Treasurer's Report 5. Unanticipated Revenue \$104 6. Policy JFABD- From 04 13 2020 SCSB meeting 7. Policies DAF and IJL/KEC- From 05 11 2020 SCSB meeting 8. NH DOE General Assurances 	<p>04 13 2020 Draft Minutes</p> <p>05 11 2020 Draft Minutes</p> <p>05 19 2020 Draft Minutes</p> <p>April 2020 Treasurer's Report Memo</p> <p>Policy JFABD</p> <p>Policies DAF and IJL/KEC</p> <p>General Assurances Memo</p>

Policy JLCJ- Head Injuries and Concussions	6:35 PM	Board to review Policy JLCJ- From 05 11 2020 SAU Meeting	Policy JLCJ
Transcript Update	6:40 PM	Assistant Superintendent Landwehrle to provide the Board with an overview of the Transcript	Transcript Presentation Transcript Template Doc
UFB Update	6:50 PM	SAU #39 Business Administrator, Ms. Michele Croteau to provide the Board an update on UFB	
Capital Reserve Fund- Discussion	7:00 PM	Board to discuss potential of using Capital Reserve Fund for Annex	SCSD 2005 School Maint. Doc. Charter Doc. Cap. Maintenance Plan from PP
Year-End Project Approval	7:25 PM	Board to discuss year-end projects	None
Public Comment II of II	7:50 PM		
Non- Public Session	7:55 PM	RSA 91 A:3 II ()	
Meeting Adjourned	8:00 PM		

Consent Agenda Item #1

1 Souhegan Cooperative Board Meeting

2 Monday, April 13th, 2020

3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Bill Hagen- SHS Principal and Kelly
6 Driscoll- Dean of Students.

7 Souhegan Cooperative School Board: Pim Grondstra- Chair, Amy Facey- Vice Chair, Stephanie
8 Grund- Secretary, Steve Coughlan, Laura Taylor, George Torres and David Chen.

9 Board Minutes: Danae A. Marotta

10 Public: Delaney Facques- SHS Community Council Liaison

11 I. Call to Order

12 **Chair of the Souhegan Cooperative School Board, Mr. Pim Grondstra, called the meeting**
13 **to order at 6:03PM.**

14 Superintendent, Mr. Adam Steel, read the statement of the following on behalf of Chairman
15 Grondstra.

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

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

26 Mr. Steel noted that they have a non-public session at the end of the meeting and need to stop at
27 7:00PM. They will have the SAU meeting at 7:30PM.

28 II. Superintendent's Report

29 Mr. Steel noted that he will save a majority of his Superintendent's Report for the SAU Board
30 Meeting. He and Principal Hagen will be meeting with Seniors on Wednesday to discuss end of
31 year items that are of great importance.

32 Mr. Grondstra asked if there were other questions for Mr. Steel.

33 There were no other questions and the Board thanked Superintendent Steel.

34 III. Principal's Report

35 Principal Hagen noted that he will be discussing the schedule design process and where they are
36 in that process. All staff have had the opportunity to participate including a survey to find the
37 priorities. From there, they held 5 different meetings. From those meetings, they came up with a
38 proposal and that is similar to what they have now with a few changes.

39 He noted that they will be taking the White Day out and moving block 6 to the end of the day. In
40 any schedule they will have limitations as does this one that they are proposing.

41 One of the benefits of the schedule design is simplicity, manageability and fewer constraints.
42 Additionally, they would have greater predictability, as you can easily figure out the classes and
43 assignments. The schedule would be more easily balanced. The elimination of the White day
44 would allow for more consistency with the student experience. It would also transition to a Late
45 Start Day. They are trying to lessen the schedule with the fewest constraints.

46 The priorities that the staff had were in order of priority are common planning, long instructional
47 blocks, flex time, and consistency.

48 The schedules that teachers would like to see implemented are 1. The black and gold schedule
49 with the skinny block and 2. The black and gold schedule without the skinny block. Those are
50 the two most identified schedules. That is where they are now, it has gone before the Community
51 Council Executive Board and it will go before the full Council tomorrow.

52 Mr. Chen questioned when the busses come for the students. He asked about the period that they
53 use for extra curriculars.

54 Principal Hagen responded that busses are on site at 2:23PM. That is the space of time from
55 when school ends and 3:00PM.

56 Ms. Taylor inquired what types of classes are in Block 6.

57 Principal Hagen replied that they are looking at electives there. With adding electives there, it
58 gives them a framework with three solid blocks.

59 Ms. Taylor asked about the flex time and how many students did they involve with schedules.

60 Principal Hagen noted that flex time allows students to use time as they need. They can meet
61 with teachers and get supports if needed. There is no flex time for next year. There was no other
62 student involvement and he is taking it to the Executive Board and then the Council tomorrow.

63 Ms. Facey noted that she is pleased to see the electives at the end of the day. She noted that it
64 would be helpful to see a visual of the schedule.

65 Mr. Grondstra asked Principal Hagen if he could add that to the Trello Board.

66 Mr. Chen requested that it be added to the minutes.

67 Mr. Grondstra agreed.

68 Ms. Facey questioned about the formal process for having the schedule approved.

69 Principal Hagen replied that the staff had ample time and opportunity and the next step is to give
70 CC its input then they move forward with it. It is critical for them to finish the PowerSchool
71 work.

72 Mr. Grondstra asked for Public Input.

73 Mr. Steel noted that a community member inquired what happens if Community Council votes it
74 down.

75 Mr. Grondstra replied that the answer is they have to see what happens at CC tomorrow.

76 Ms. Delaney Facques, CC Liaison replied that tomorrow they will start the discussion and then
77 they can discuss at the meeting after. They can vote at that meeting if they have reached the end
78 of the Speaker's List.

79 Ms. Taylor asked if they have done a dry run of the schedule.

80 Principal Hagen replied that they are not able to do that until they have a green light on a
81 schedule. It is not a huge leap in the scheduling process. They are pulling the white day out and
82 moving the skinny block. They believe that there will be some benefit and there will be some
83 constraints, such as with teams.

84 Ms. Facey asked if it will have an impact on class sizes.

85 Principal Hagen replied that they are looking at the right number of sections given the enrollment
86 requests. It will be a challenge until they get PowerSchool up and running.

87 He noted that Dean of Students, Ms. Kelly Driscoll, will be speaking about academic integrity.

88 Superintendent Steel replied that there was a Board request on that topic.

89 Ms. Driscoll noted that she wanted to give a quick update about how things are going in the
90 remote environment. She is thrilled on the shift that they have made, and teachers have done a
91 phenomenal job with looking at resetting the norms and what classes looked like. She noted that
92 the teachers have done a wonderful job teaching the students how to behave appropriately online.

93 As far as academic integrity, she has seen three incidents that have shown more collaboration
94 with a peer than they should have. Teachers have wanted to make her aware. She had a zoom
95 meeting with the students, and it went very well. She has met with Writing Coordinator, Ms.
96 Jeanne Sturges, and she had created two seminars regarding academic integrity in making good
97 choices. One is geared towards citing appropriately and second, how to accurately represent
98 other thoughts and ideas along with forming your own thoughts and ideas.

99 They have had several instances of disrespectful behavior outside of school hours on non-school
100 related social media platforms. They have reached out to the parents and have had a positive
101 resolution. All in all, it is less that she would see in an in-person environment and it has been a
102 great learning experience.

103 Mr. Chen commented that it is the interaction of the teacher with the student over Zoom and they
104 are doing a great job.

105 Ms. Driscoll agreed.

106 Principal Hagen remarked that they are meeting with their teachers each week and maintaining
107 that collaboration is so important. There is a lot of good stuff going in in Amherst with their
108 teachers.

109 Mr. Steel noted that Mr. Grondstra is having technical difficulties.

110 SCSB Vice-Chair, Ms. Facey, filled in for Mr. Grondstra.

111 Ms. Grund noted that she has heard questions regarding the grading with second semester
112 courses.

113 Principal Hagen replied that second semester courses had just begun and not knowing what
114 would happen it made sense to go to a pass/fail model.

115 Ms. Taylor noted that her question was answered.

116 The Board thanked Principal Hagen and Ms. Driscoll.

117 IV. Community Council Update

118 Ms. Facques added that Principal Hagen already discussed one proposal with the new schedule.
119 They will be discussing a few changes to the bylaws. Lastly, there is also another proposal
120 regarding students that are over 18 to allow themselves to report them leaving school and report
121 their own absences without their parents.

122 Mr. Grondstra asked for questions for Ms. Facques.

123 There were no questions and the Board thanked Ms. Facques.

124 V. Consent Agenda

125 **Ms. Facey motioned to approve the Consent agenda items 1. Draft Minutes 03 23 2020, 2.**
126 **Unanticipated Revenue \$650, 3. Policy JLCJ- From Mar 23rd, 2020 Meeting and 4. Policy**
127 **JFABD- From Mar 23rd, 2020 Meeting. Mr. Chen seconded the motion. The vote was**
128 **unanimous, motion passed.**

129 **Mr. Grondstra called a roll call: Grondstra – Yes, Chen – Yes, Coughlan – Yes, Facey –**
130 **Yes, Grund – Yes, Taylor – Yes and Torres – Yes.**

131 VI. UFB Update

132 Superintendent Steel commented that they are uncertain how the Covid- 19 pandemic will they
133 have on their bottom line. They have been closely tracking their expenses to submit to the State.
134 Lastly, Butler Bus did lay off all of their drivers a few weeks ago and they are hoping to rehire
135 them once this is over.

136 Mr. Grondstra noted that at the next meeting they will most likely have more information.

137 Mr. Chen inquired about the Caring Hands contract, adding that is a similar contract. He noted
138 that it would qualify for the CARES Act.

139 Mr. Steel replied that not all of the regulations were worked out with the CARES Act. They are
140 getting federal dollars that are reflective of their Title I funds. They do not have a lot of Title I
141 funds because they are a more affluent town. Their federal reimbursement will be dwarfed by
142 their expenses and they are required to pay contractors. It is a concern that they are looking into.

143 Mr. Chen commented that he believes that the State is looking into it as well.

144 Ms. Grund asked about how it is working with Food Service budget.

145 Mr. Steel remarked that Food Services Director, Mr. John Lash, will be available for the SAU
146 Board meeting and he will be able to provide an update.

147 Ms. Taylor inquired about the subs and if there were any incentives to keep them around.

148 Mr. Steel replied that he has not thought of subs since they are not using subs right now. They
149 are tracking the hourly employees and the function. The estimate that Ms. Croteau has submitted
150 so far is about \$1.1m delta. More than half of that is in school bus transportation, between Butler
151 Bus and Caring Hands. There is about \$500k is in wages and benefits for employees that are not
152 covering the hours that they are being paid to work. It pales in comparison to the couple hundred
153 thousand that they will get for Title I reimbursement.

154 Mr. Chen requested a list of priority projects.

155 Mr. Grondstra and Ms. Facey agreed.

156 Ms. Facey remarked that as Chair of the Joint Facilities Advisory Committee they are going
157 through the Souhegan 2.0 document.

158 Mr. Grondstra requested Superintendent Steel provide the Board with a list of priority projects
159 for their next meeting.

160 He added that they now have about 8 minutes left before they need to exit the regular meeting to
161 enter into Non-Public Session. He suggested Superintendent Steel choose the item of greatest
162 importance.

163 VII. FY'22 Budget Assumption Discussion

164 Mr. Steel commented that they do not know what will happen with the Covid-19 crisis. He asked
165 the Board if he is correct with the following assumptions. First, that the JFAC and their work
166 will be a high priority for this Board. Second, whatever the JFAC recommends the Board will
167 likely be following that recommendation closely. Last, everything else that they do in the budget
168 will be related to enrollment, class size, and becoming more efficient with the master schedule.

169 He questioned the Board if there was anything missing.

170 Mr. Grondstra asked if there were any topics that needed to be brought up.

171 Mr. Chen mentioned that they will be going through a very bad financial crisis, possibly with
172 unemployment up to 30%. He suggested that they should figure out where the UFB is going,
173 that should be the priority. They should try to avoid any warrant articles for next year.

174 Ms. Grund remarked that they should be discussing the Strategic Vision. She noted her concern
175 with the Field Maintenance Fund not having a deposit since last June.

176 Mr. Grondstra added that they made a commitment to the taxpayers that they were not going to
177 use taxpayer funding.

178 Principal Hagen mentioned that he added his visual of the schedule to the “Opening Items”
179 section of the Trello Board.

180 VIII. Non-Public Session

181 **Mr. Coughlan motioned to enter Nonpublic Session RSA 91 A:3II (a) at 7:01 PM. Motion**
182 **seconded by Mr. Chen. The vote was unanimous, motion passed.**

183 **Mr. Grondstra called a roll call: Grondstra – Yes, Chen – Yes, Coughlan – Yes, Facey –**
184 **Yes, Grund – Yes, Taylor – Yes and Torres – Yes.**

185 Members Present: Pim Grondstra, David Chen, Steve Coughlan, Amy Facey, Stephanie Grund,
186 Laura Taylor, George Torres

187 Other persons present during nonpublic session: Christine Landwehrle, Assistant Superintendent

188 Specific Statutory Reason cited as foundation for the nonpublic session:

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

193 Description of matters discussed, and final decisions made. Note: Any votes taken must be
194 recorded “in such a manner that the vote of each member is ascertained and recorded”:

195 Christine Landwehrle presented Certified Staff Nominations. Discussion regarding who is going
196 to teach AP Spanish, AP Stats, and AP Art. Christine stated that they are looking at course
197 requirements that come from the Master Schedule. The Master Schedule information is currently
198 being transferred to a new platform and she realizes they are up against deadlines.

199 Questions asked why teachers are retiring early. Christine replied that they do not know the
200 motivation.

201 A request was made to conduct exit interviews going forward.

202 Concerns were discussed of security with the retirement of Scotty and John Young.

203 IV. Public Session

204 **Mr. Chen motioned to leave non-public session and return to public session at 7:29PM. Mr.**
205 **Coughlan seconded the motion. The vote was unanimous, motion passed.**

206 **Mr. Grondstra called a roll call: Grondstra – Yes, Chen – Yes, Coughlan – Yes, Facey –**
207 **Yes, Grund – Yes, Taylor – Yes and Torres - Yes**

208 Motion made to seal the minutes? If so - No

209 **Ms. Facey motioned to accept the Certified Staff Nominations as presented by Ms.**
210 **Landwehrle, Assistant Superintendent. Motion seconded by Mr. Chen. The vote was**
211 **unanimous, motion passed.**

212 **Mr. Grondstra called a roll call: Grondstra – Yes, Chen – Yes, Coughlan – Yes, Facey –**
213 **Yes, Grund – Yes, Taylor – Yes and Torres - Yes**

214 IX. Meeting Adjourned

215 **Mr. Coughlan motioned to adjourn the meeting at 7:31PM. Motion was seconded by Mr.**
216 **Chen. The vote was unanimous, motion passed.**

217 **Mr. Grondstra called a roll call: Grondstra – Yes, Chen – Yes, Coughlan – Yes, Facey –**
218 **Yes, Grund – Yes, Taylor – Yes and Torres - Yes**

219

220

Draft

The Schedule Design Process:

All staff were invited to participate in all meetings. The committee met 5 times over the course of three months. The committee work was informed by the teacher survey data. The committee drafted proposals and eventually landed on an Alternating Black/Gold/Skinny Block end of day.

The proposal has been shared with the Community Council Executive board and a presentation before Community Council is schedule for Tuesday, April 14th.

Considerations:

- **The goal in schedule design is to meet the needs of the users while meeting the overarching objective of the organization.**
- **Every schedule design has limitations.**

Objective:

- **Create more opportunity for students to access course offerings,**
- **Create greater continuity and equity in instructional practice and the student course experience,**
- **Serve as a transition step to a late start schedule in 21-22.**

Benefits of Schedule Proposal:

- **Greater simplicity,**
- **Greater teacher and student manageability and consistency.**
- **Allows for the placement/movement of courses with fewer constraints when designing a master schedule.**
- **The benefit of the proposed alternating block schedule over a straight seven/eight period day is manageability of the workload by both teachers and students.**
- **The proposed schedule is predictable in that you can better anticipate the days when classes are taught., assignments due, etc.**
- **The proposed schedule is more easily balanced in terms of days in a semester when dealing with issues like cancellation of school.**
- **The elimination of the “white” day allows for greater consistency in lesson development (leading to a more consistent student experience in the classroom).**
- **When considering movement to a later start schedule, the proposed schedule provides a basic framework to meet core requirements while shifting start and end times.**

It is also important to consider there are other factors that cause conflicts in meeting students requests for courses as requested, i.e. the current 9th and 10th grade team structure limits placement of courses to afternoon blocks.

Schedule Survey Data Summary:

Please list (in priority order) up to five “must satisfy” aspects that need to be met with any schedule design.

In Priority Order:

- Common Planning
- Long Instructional Blocks
- Flex day
- Advisory
- Consistency

If you were designing a schedule, what model would you like to see implemented?

In Priority Order:

- Black/Gold/w skinny block
- Black/Gold

Proposed Schedule

Alternating Blocks Gold/Black with “Skinny” Block 8.

7:25 AM-2:23 PM = 6 hours 58 minutes = 418 total minutes in the school day

418 minutes – 30 minutes lunch = 388 instructional minutes per day = 1099.3 hours in a 170 school day schedule. Hours based school schedule minimum requirement = 990 hours per school year.

Gold – Periods 1,3,5,7,8./Black 2,4,5,6,8

PERIODS	MINUTES	TIMES
BLOCK 1 (PERIOD 1 or 2)	100	7:25-9:05 AM
PASSING	4	9:05-9:09 AM
BLOCK 2 (PERIOD 3 or 4)	100	9:09-10:49 AM
PASSING	3	10:49-10:52 AM
5 ADVISORY OR LUNCH	25	10:52-11:17 AM
5 LUNCH OR ADVISORY	30	11:17-11:47 AM
PASSING	3	11:47-11:50 AM
BLOCK 3 (PERIOD 6 or 7)	100	11:50-1:30 PM
PASSING	4	1:30-1:34 PM
SKINNY (PERIOD 8)	49	1:34-2:23 PM

TOTAL INSTRUCTIONAL	388 TOTAL INSTRUCTIONAL MINUTES PASSING TIME INCLUDED-APPROVED	

Consent Agenda Item #2

Souhegan Cooperative Board Meeting

Monday, May 11th, 2020

Meeting Minutes- Not Approved

Attendees:

Administrative Team: Michele Croteau- SAU #39 Business Administrator

Souhegan Cooperative School Board: Pim Grondstra- Chair, Amy Facey- Vice Chair, Stephanie Grund- Secretary, Steve Coughlan, Laura Taylor, George Torres and David Chen.

Board Minutes: Danae A. Marotta

Public: Delaney Facques- SHS Community Council Liaison

I. Call to Order

Chair of the Souhegan Cooperative School Board Chair, Mr. Pim Grondstra, called the meeting to order at 9:13PM

II. Opening Items

Mr. Grondstra noted that they have already covered the Superintendent's Report during the SAU meeting.

III. Public Comment I of II

No Public Comment

IV. Committee Updates

Mr. Chen asked if SAU #39 Business Administrator, Ms. Michele Croteau, was standing in for Superintendent, Mr. Adam Steel.

Mr. Grondstra commented that Ms. Croteau is Superintendent Steel's designee. He noted that it was allowed via the policy, he has recently reviewed the policy.

Mr. Chen asked if they have a meeting date with Athletic Director, Mr. Dan Wyborney.

Mr. Grondstra replied that he has not heard back from him.

Ms. Facey noted that she has an update on the Communications Committee. Ms. Cliff Ann Wales contacted her and wanted to discuss some communication with their new digital magazine. She is looking for senior pictures and to create a college and list them. They are looking at ways that they can honor the students through the new digital platform. Additionally, they are thinking about possibly highlighting Community Council proposals.

Ms. Facey suggested they have something in there with important events, showing how the buildings are being utilized by the community.

The Board thanked Ms. Facey.

33 Mr. Chen questioned if they were using the Senior pictures.

34 Ms. Facey replied that they cannot just take the Senior pictures. They are going through
35 Advisories and asking the students for pictures. It is completely voluntary.

36 Ms. Taylor commented that in Policy BDD it states that you hold all meetings with the
37 Superintendent.

38 Mr. Grondstra remarked that they had a designee in the past and it has never been an issue
39 before. He added that he is sorry that some of the board feels that way.

40 V. Community Council Update

41 Ms. Delaney Facques, SHS Community Council Liaison, added that they are discussing the new
42 transcript and the new schedule proposal. Hopefully they will be able to vote on both of them on
43 Wednesday.

44 Mr. Grondstra commented that they are looking forward to the update.

45 Mr. Grondstra added that there are multiple topics that are on the agenda and they scheduled an
46 additional meeting on Tuesday, May 19th.

47 Ms. Taylor noted that the Policy Committee is being restructured and there was supposed to be
48 an update at the SAU Board. They are planning on pushing 15 policies through all at once and
49 everyone should be forewarned.

50 Mr. Coughlan explained that the idea was to go through a Policy Season. They would save up
51 policies that need to be considered from June to October. It is not the intention to do 100 at a
52 time but it gives them time to think about them all together. That was discussed at the SAU
53 board over a year ago and they are going to try it out.

54 Mr. Grondstra added that they will see how successful it is.

55 Mr. Coughlan replied, yes.

56 Mr. Chen asked if it makes sense to do them all in one meeting, it can be long.

57 Mr. Coughlan commented that it is possible that it does not work as envisioned.

58 Mr. Chen suggested that they meet on a second day in October to review the policies.

59 Mr. Coughlan replied that is for Chairman Grondstra to make that decision.

60 Ms. Taylor remarked that there are 22 policies on the list so far. She asked if they can put it on
61 the Trello so that the board members know what is coming.

62 Mr. Grondstra remarked that all the policies that they are going to review are on the Trello for
63 the month.

64 Ms. Taylor questioned if the Policy Committee wanted the 22 policies to go through all at once.

65 Mr. Coughlan replied that they have not talked about the details, but it is to be done in this
66 season.

67 Ms. Taylor asked if they can put it on Trello, from what Ms. Abby Wallace, Superintendent
68 Steel's Executive Assistant, shared.

69 Mr. Grondstra clarified that the policies are brought forward as a first reading.

70 Mr. Coughlan noted that aside from the process and they there is a first reading and then a gap
71 and a second reading and a vote.

72 Mr. Grondstra remarked that her prefers written things and they should put the process in the
73 Trello so that people can see it and understand it.

74 Mr. Coughlan noted that there are graphics and he is sure that they can get that out to everyone.

75 VI. Consent Agenda

76 **Mr. Chen motioned to approve the Consent Agenda item 1. March 2020 Treasurer's**
77 **Report. Ms. Grund seconded the motion. The vote was unanimous, motion passed.**

78 **Mr. Grondstra called a roll call: Grondstra-Yes, Facey-Yes, Grund-Yes, Coughlan- Yes,**
79 **Torres-Yes, Chen- Yes and Taylor- Yes.**

80 VII. First Reading Policies- DAF, EHAB, and IJL/KEC

81 Mr. Coughlan added that it was reviewed by the SAU Board. This is a first reading and they have
82 the opportunity to ask questions, it is the process to get them approved at the next meeting.

83 He explained that DAF- Administration of Federal Grants was a required policy. EHAB- Data
84 Governance and Security is a required policy and they should have adopted it long ago.
85 IJL/KEC-Learning Resources Selection and Reconsideration is the existing policy and they are
86 unifying under the Souhegan policy. It would not change any operation from a Souhegan
87 standpoint.

88 Mr. Torres inquired if these are new policies.

89 Mr. Coughlan replied that IJL/KEC is an amendment, DAF and EHAB is new.

90 Mr. Torres questioned if these are for guidance or for these controls actually tested.

91 Ms. Croteau replied that they are just playing catch up. There were changes to the federal
92 regulations that condensed several circulars that governed the management of those federal
93 funds. They were always compliant, but their policy did not state that.

94 Mr. Torres inquired if they are required to take the lowest bid.

95 Ms. Croteau replied that there are procurement guidelines. You are not always required to
96 purchase via a sealed bid. She then explained the process. Architects are not required to go out to
97 bid.

98 Ms. Grund asked if they should define "agents" on letter "D", Policy EHAB.

99 Mr. Coughlan added that if they were outsourcing IT, then they would be their agents.

100 Mr. Chen inquired where EHAB originated.

- 101 Mr. Coughlan replied that the legislature and the NHSBA did not write this.
- 102 Mr. Chen suggested that they have a brief synopsis for the policies.
- 103 Mr. Coughlan noted that he will bring that up to the Policy Committee having an executive
104 summary brief.
- 105 Mr. Chen added if they can include the amendments that would be helpful.
- 106 Ms. Taylor remarked that EHAB had the date of June 30th, 2019. She questioned if it was an
107 outdated policy.
- 108 Ms. Facey added that the plan needed to be completed by that date, June 30th, 2019.
- 109 Mr. Grondstra asked for other questions or comments.
- 110 There were no other questions or comments and Mr. Grondstra noted that they will move those
111 policies on to the second reading.
- 112 Ms. Croteau clarified that EHAB was in response to HB 1416- Data Management. That was the
113 source of the policy.
- 114 VIII. Open Action Items- Discussion
- 115 Ms. Grund added that they have the following:
- 116 1. Principal Selection Process
 - 117 2. School Start Time
 - 118 3. Five Year Budget
 - 119 4. Capital Maintenance Priority List
 - 120 5. Transcripts/ Grading and Reporting
 - 121 6. Bus Contracts
- 122 Mr. Grondstra noted that it is on Wednesday's agenda and should be a fairly quick discussion.
123 They just want to make sure that they address all concerns.
- 124 Ms. Croteau noted that they have issued a credit that is spread over the months of May and June.
125 The credit addresses a fuel credit and a staffing credit as well. They did keep their drivers on
126 staff for some time and then furloughed them. With Caring Hands, she did reach out to them as
127 well and they had conversations about a credit. They did pay through April and they had
128 discussed on holding on May and June.
- 129 Mr. Grondstra requested more of an update at the June meeting.
- 130 Ms. Grund added that 7. Vocational Education Process is the last one on the list.
- 131 Mr. Grondstra noted that they will discuss it on Wednesday.
- 132 Mr. Chen noted that he is on that committee at the State level. He commented that he is not sure
133 if the students are getting much out of it since they are not going to the facility.
- 134 Mr. Grondstra added that they can discuss that on Wednesday.

135 Ms. Taylor asked about Empower and the time it is taking each week. It is her understanding that
136 there is a process for replacing Empower and they are about 18 months away from that. She does
137 not know if it is reasonable.

138 Mr. Grondstra added that he thought it would have been addressed at the SAU meeting. They can
139 certainly bring it up on Wednesday with Superintendent Steel.

140 Mr. Chen noted that he would like to get CBE back on the agenda again. He added that he is
141 getting a lot of negative feedback from parents. He does not know if they have consensus on the
142 Board.

143 Mr. Grondstra added that he will bring it up on Wednesday. If they need to go into more depth,
144 then they can have a separate meeting.

145 Mr. Chen remarked that he is getting lost on what they are calling Dual Enrollment and Running
146 Start it. He is concerned why they only have \$291k in the UFB. He is curious how come they
147 don't have more.

148 Ms. Croteau replied that she would be happy to provide more information. First, they have had a
149 significant number of retirements. She can certainly go through and provide an update.

150 Mr. Chen asked if she can look at that again.

151 Mr. Coughlan noted that with the power failure they had expenses as well.

152 Mr. Grondstra requested Ms. Croteau provide an update and post it to Trello.

153 Mr. Chen asked about best in class programs and what they can do about improvements to the
154 school. He proposed that they get rid of snow days.

155 Mr. Grondstra remarked that in Mont Vernon they lose power easily.

156 Ms. Facey noted that she is interested in how they are going to evaluate the overall efficacy with
157 the online learning system, academically, work study practices, social emotional, and the
158 expectations of teachers and staff. They may end up doing this again so what can they learn and
159 how can they improve their practices going forward.

160 Mr. Grondstra added that VLACS might be able to impart some wisdom and help guide them.

161 Ms. Grund added that they need to add 8. What do classes look like in the building in the fall.
162 What costs are involved etc.

163 Mr. Grondstra commented that he agrees.

164 Ms. Taylor mentioned that they should pursue data from parents and students.

165 Mr. Grondstra noted that he agrees.

166 Ms. Croteau asked for clarification on what type of feedback she is looking for.

167 Ms. Taylor replied, the overall experience with remote learning. She would like to see the raw
168 data rather than a pie chart.

169 Mr. Chen asked if they have a survey that they can send out.

170 IX. Project priority list

171 Mr. Grondstra added that everyone should have had a chance to review the project priority list.

172 Mr. Chen inquired what is a safe margin not to spend.

173 Discussion ensued.

174 Ms. Croteau shared her screen showing the SHS End of Year Projects 2020 document.

175 She explained that the Operating Budget has a period of time and it dictates your funding from
176 July 1st to June 30th. The school district cannot carry over the money from one year to the next
177 unless it is approved by the voters or if you are working on any projects. They have to have a
178 valid agreement with a vendor and last year when they were talking about shovel ready projects
179 that what was meant by that. It is not enough to say that they want to hold the money, she has to
180 have a vendor, valid quote and a contract in place.

181 Mr. Grondstra asked if any of that exists for any of these projects.

182 Ms. Croteau replied, very loosely formed. The one that is furthest down the road is the classroom
183 renovation. That is the one that Superintendent Steel would advocate for most strongly.

184 Mr. Grondstra questioned how confident is she with the amount of \$291k.

185 Ms. Croteau replied that they can also inquire if the project can be staggered or staged.

186 Mr. Chen mentioned that he would rather leave some funds still left on the table. He asked for a
187 closer UFB estimate.

188 Ms. Facey remarked that they do have a Capital Maintenance Fund and have about \$250k in that
189 that fund.

190 Ms. Croteau replied that they could access that for the capital project.

191 Mr. Chen noted that they do not want to go to a Public Hearing.

192 Ms. Facey added that if they think that they are close to have the funding then they need to talk
193 about it seriously.

194 Ms. Taylor asked about the Science room and doubling them in size.

195 Ms. Facey added that they are having a meeting on the 21st and they will discuss it then.

196 Ms. Croteau displayed her screen with the most recent draft from Lavallee Brensinger.

197 Discussion ensued.

198 Ms. Facey added that maybe for Wednesday's meeting (5/19) they can have Superintendent Steel
199 give them an update from Lavallee Brensinger.

200 Mr. Torres asked if some of the projects would be covered in Souhegan 2.0.

201 Mr. Chen noted that he remembered that Mr. Steel had mentioned that the classrooms are a part
202 of 2.0.

203 Discussion ensued.

204 Ms. Facey added that these are stand alone.

205 Ms. Grund noted that they need to go through the priority of the other items.

206 Mr. Coughlan commented that he would like to give the money back to the taxpayers. They can
207 have a direct impact on their tax bills, starting in December. He wants to do the projects, but it is
208 not the right time.

209 Mr. Chen disagreed with him and this may be the only money they get to spend. It is expedient
210 now and some of these projects can be done over the summer. He added that the CCTV in the
211 Annex Stairwell can be done. He questioned who made the priority list.

212 Ms. Croteau added that Mr. John Robichaud had made the list and she had reviewed it. She
213 added that she can review it again but for the most part she is comfortable with it.

214 Ms. Taylor mentioned that if #2 resolves the HVAC she supports it. It is part of the educational
215 value.

216 Ms. Facey remarked that she has heard that repeatedly and it is a learning environment issue.

217 Ms. Grund mentioned that the distraction of the HVAC system may make sense to the taxpayers.
218 They would understand that it impacts all of the students.

219 Mr. Grondstra asked Ms. Croteau when they have to give their decisions.

220 Ms. Croteau noted the sooner the better with work orders. The total building management
221 upgrades is the total of the three lines.

222 Mr. Chen replied, \$219k.

223 Ms. Croteau replied, yes. She added that they can use some projects from the UFB and some
224 projects using funds from the Capital Reserve Fund.

225 Ms. Facey noted that these are projects that were not in the budget and therefore did not have
226 taxpayer approval. She is comfortable with this process in that they are discussing them at public
227 board meetings. She would not be comfortable unless it is discussed at a subsequent board
228 meeting.

229 Ms. Taylor asked for clarification on 2A.

230 Ms. Croteau added that it is not the entire project and the majority of the issues would be
231 resolved with the front-end piece. She would have to verify to be sure.

232 Mr. Coughlan explained how last year they went to leveling the tax rate.

233 Ms. Facey mentioned that it is important to have an emergency fund.

234 Mr. Grondstra added that they should take a closer look and decide at the June meeting. He
235 would like to give the public time to weigh it.

236 Ms. Facey remarked that going forward she would like to have this information a month earlier.

237 Mr. Grondstra commented that they need to make sure that it happens.

238 Ms. Croteau added that the further away they are from the end of the year the less accurate it can
239 be, sort of like a catch twenty-two.

240 Mr. Chen asked if this was from a potential bid.

241 Ms. Croteau replied that it was from a vendor.

242 Mr. Chen added that they are close to a contract. He then suggested that they do the HVAC in
243 the Annex, locker rooms and CCTV.

244 Mr. Grondstra added that everyone should take a close look and be ready to decide at the June
245 meeting.

246 Ms. Croteau added that the next board meeting would be the latest. She asked for the board to
247 send her the questions so that she can get those answered.

248 X. PPC Policies

249 Mr. Grondstra added that these are the policies that were approved with the warrant article. The
250 voters did approve it and they are essentially in place.

251 Mr. Coughlan replied, correct. He added that GCBA had a small scribner's error.

252 **Ms. Facey motioned to approve the policies GCBA, GCM and GCBDA. Mr. Coughlan**
253 **seconded the motion. The vote was unanimous, motion passed. (7-0)**

254 **Mr. Grondstra called a roll call: Grondstra-Yes, Facey-Yes, Grund-Yes, Coughlan- Yes,**
255 **Torres-Yes, Chen- Yes and Taylor- Yes.**

256 XI. Public Comment II of II

257 None

258 XII. Meeting Adjourned

259 **Ms. Facey motioned to adjourn the meeting at 10:48PM. Mr. Chen seconded the motion.**
260 **The vote was unanimous, motion passed.**

261 **Mr. Grondstra called a roll call: Grondstra-Yes, Facey-Yes, Grund-Yes, Coughlan- Yes,**
262 **Torres-Yes, Chen- Yes and Taylor- Yes.**

263

1 **Consent Agenda Item #3** Souhegan Cooperative Board Meeting

2 Tuesday, May 19th , 2020

3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Assistant Superintendent- Christine
6 Landwehrle, Bill Hagen- SHS Principal, Mike Berry- SHS Principal, Kelly Driscoll- Dean of
7 Students, Anne Clifton-Waite- SHS Science Teacher, Nathan Carle- SHS Science Teacher and
8 Julianne Muller- Northcott- SHS Science Teacher.

9 Souhegan Cooperative School Board: Pim Grondstra- Chair, Amy Facey- Vice Chair, Stephanie
10 Grund- Secretary, Steve Coughlan, Laura Taylor, George Torres and David Chen.

11 Board Minutes: Danae A. Marotta

12 Public: Delaney Facques, SHS Community Council Liaison, Simone Dodge- SHS Student,
13 Georgia Craven- SHS Student, Masho Primmer- SHS Student, Oliver Toy- SHS Student, Mattie
14 Daniels- SHS Student, Shannon Gascoyne, Amherst NH, Catie Dodge, Amherst NH,

15 I. Call to Order

16 **Chair of the Souhegan Cooperative School Board, Mr. Pim Grondstra, called the meeting**
17 **to order at 6:07 PM.**

18 II. GCEB- Principal Recruitment and Appointment- Discussion

19 Superintendent, Mr. Adam Steel, discussed that Policy GCEB is about Principal Recruitment and
20 Appointment. There were questions about the recent hiring of the new SHS Principal. The first
21 issue is that the person hire was offered a 3-year contract and the policy states a 2-year contract.
22 Second, was that the board was not included as much as they would have preferred.

23 Mr. Grondstra commented that they have already voted to hire Mr. Berry on a 3-year basis, and
24 they can put in an amendment to the policy to have up state up “to 3 years”.

25 Mr. Torres questioned the 260 days.

26 Mr. Steel replied that all of their full-time people have full time contracts and it is 5 days a week
27 times 52 weeks.

28 Mr. Torres asked about Professional Development time.

29 Mr. Steel noted that it is covered. It is very common, and it is usually 260 or 261 based on the
30 calendar year.

31 Mr. Chen mentioned that he had a concern with changing the contract and at this point in time, it
32 would be more appropriate to enable a provision, specifically to a three-year contract.

33 Ms. Facey commented that this policy was revised in 2013 and in any event, is several years old.
34 It has not gone through the normal process and they should make an exception as they have
35 already hired Mr. Berry. They should honor the terms of his contract.

36 Mr. Chen remarked that they need to validate Mr. Berry's contract and move forward with that.
37 They then need to deal with the other issue separately.

38 Ms. Facey noted that she agrees and can honor this contract and put the policy back through the
39 Policy Committee.

40 Mr. Coughlan commented that the right way is to vote on an exception of the policy. This is a
41 "G" Policy and it should go through the PPC.

42 Mr. Chen commented that the committee was formed by Superintendent Steel. The policy was
43 not accurately represented. He noted that he disagreed with the way that it was handled. His
44 reading is that it is the Board's committee, the Board gets to decide the way that it was done.

45 Mr. Grondstra replied that his concern was that Mr. Chen already had a concern.

46 Mr. Chen noted that it is a situation where they did not follow the Policy and it is the Board's
47 Committee not the Superintendent's Committee. That is the way that the policy was written.

48 Ms. Facey questioned if that was accurate. She asked Mr. Chen for clarification on the
49 semantics.

50 Mr. Grondstra noted that is how the policy reads.

51 Mr. Chen added that the "its" is singular.

52 Ms. Grund mentioned that there really wasn't much discussion with updates to the Board about
53 what was going on in the process. If they could define "its" and have more discussion in the
54 process, it can resolve much of what has happened.

55 Ms. Taylor remarked that she agrees that pronouns are not a good choice in all policies going
56 forward.

57 Ms. Facey added that perhaps the process could have been done differently and there were some
58 initial challenges. Board members were invited to interview multiple candidates and there were
59 several board members there including Ms. Taylor and Mr. Manning.

60 Mr. Chen mentioned that they were not invited to participate in the committee, it was only after
61 it was formed, and they had one candidate.

62 Ms. Taylor noted that she supports Mr. Chen, in that all applications would be available to the
63 Board. She does not believe that it happened. Mr. Berry will be an excellent Principal.

64 Mr. Grondstra recommended that it go back to the PPC and the Policy Committee so it can be
65 reworked and remove ambiguity.

66 Ms. Taylor remarked that she does not see where the PPC was legally part responsible for policy.

67 Mr. Coughlan mentioned that this is part of the "G" series and falls under the PPC.

68 Mr. Grondstra asked if they need to make a temporary acceptance.

69 Mr. Steel replied that when they voted to hire him with a three-year contract, they overrode that
70 policy with that motion. However, the motion was not explicit in overriding the policy and if you
71 want it reflected in the minutes then they can make a motion. You cannot invalidate his contract
72 even if you wanted to.

73 Mr. Grondstra noted that they do not need to override the policy.

74 III. EHAB- Data Governance and Security

75 Mr. Steel noted that it was his belief that Ms. Taylor had some concerns.

76 Ms. Taylor commented that she has done some research and even spoke with NHSBA. She
77 wanted to discuss some items to be added in section “B”. There is also the response plan in part
78 “D”. She added that is all that she had of concern.

79 Mr. Grondstra inquired who is on the Policy Committee.

80 Mr. Coughlan replied, himself and Ms. Taylor.

81 Mr. Grondstra suggested that they bring it back to the Policy Committee.

82 Mr. Chen inquired if this was an adopted policy across the State.

83 Mr. Coughlan replied that it should have been adopted last year and he suspects that the policy
84 got lost. The items that Ms. Taylor want to change are easy and the policy should come back to
85 them in a short amount of time.

86 Mr. Chen asked Ms. Taylor if it should be changed.

87 Ms. Taylor remarked that her suggestions are to protect students’ privacy and data.

88 Mr. Grondstra noted that policy EHAB- Data Governance and Security is SAU wide and
89 suggested that it go back to the Policy Committee.

90 He asked Ms. Grund to make sure that she lists that as an action item and that it goes back to the
91 Policy Committee.

92 Ms. Grund replied yes.

93 IV. Community Council Update

94 Ms. Facey mentioned that there are number of students on the call as well as faculty that are part
95 of Community Council. A few meetings ago there was a concern over the relationship of CC to
96 the Board and administration. They want to clarify the roles of those three branches of the
97 system and share information on the SHS Constitution and the bylaws.

98 She then turned it over to SHS students, Ms. Simone Dodge and SHS Community Council
99 Liaison, Ms. Delaney Facques.

100 SHS Student and CC Moderator, Ms. Georgia Craven, then discussed how Community Council
101 is a three-legged stool with the three legs of Community Council, School Board and

102 Administration. The Board has final responsibility over policy in the school, but the
103 recommendation from council is hoped to be honored.

104 Ms. Dodge then discussed the original intention of CC. She noted that it is a link between
105 students and the faculty/staff of SHS, school board and communities of Amherst and Mont
106 Vernon. Additionally, Council governs all school affairs, consistent with the School Board and
107 state policy and administration regulations. It also gives them student voice in school.

108 Ms. Masho Primmer, SHS Student, explained the breakdown of representatives on Council.

109 Ms. Facques reviewed the Executive Members- Roles.

110 Mr. Oliver Toy, SHS Student, discussed some of the other responsibilities with the
111 Communications, SAC, and Judiciary Committees (J-Board and CRB). Members of Council are
112 asked to be on other committees as well.

113 Ms. Mattie Daniels, SHS Student, discussed the proposal process. 1. Anyone can bring a
114 proposal, 2. The proposal must be sent to the Moderator and Clerk, 3. It is then presented to the
115 Executive Council 4. If approved, it is then brought to the entire CC for deliberation.

116 Ms. Craven reviewed some past proposals such as Parking Proposal- Not passed, Weighted
117 GPA- Passed, Therapy Dogs- Passed, not yet implemented. It is her role to work with past
118 proposals.

119 Ms. Dodge noted that they have one more meeting for Community Council left, on Tuesday,
120 May 26th from 2:45 to 3:30 PM. The zoom registration link on school website under Council tab
121 and on Council Instagram. She encouraged the Board and community members to attend.

122 Mr. Grondstra thanked the students for all of their work and asked the Board if there were any
123 questions.

124 Ms. Grund commented that she would love to coordinate the topics so that they have give and
125 take.

126 Mr. Grondstra replied that they should look into it going forward. He asked Ms. Dodge and Ms.
127 Facques how they set their schedules and agendas.

128 Ms. Dodge replied that it depends on when they start discussing the proposals.

129 Mr. Grondstra asked Ms. Facques if she brings back notes from the school board meetings to the
130 Council. This is to ensure that they are working together and not working opposite.

131 Ms. Facques replied yes, also she is working to be elected as School Board Liaison next year.

132 Mr. Chen inquired what are the boundary conditions between the Council and the School Board.
133 He would like to know what they are defined as and what kind of boundary conditions should be
134 there.

135 Mr. Steel replied, legally there are only three bodies, the Superintendent, School Board and in
136 some limited situations the Principal. When it comes to policy decisions, it all rests with the
137 School Board. With Policy enforcement, that almost entirely rests with him as Superintendent or

138 his designees. In some cases, the Principal has some ability to enforce policy. Specifically, at
139 Souhegan, and the Souhegan Constitution outlines the conditions. The legal truth is that the
140 school board is the final arbiter of all policy decisions. Therefore, the school board can override
141 what Community Council does. In some other cases, the Superintendent can override decisions
142 made by CC. The SHS Constitution is an affirmative effort by all parties to try to establish how
143 they will work with one another and how they will interact in making those decisions.

144 Mr. Grondstra noted that he has sent out the CC Bylaws and the SHS Constitution.

145 Mr. Taylor commented that she appreciated the communication from the faculty members on
146 Council.

147 Mr. Grondstra asked for Board comments.

148 Mr. Coughlan mentioned that Articles 2 and 4 delineate the roles of the various entities. He then
149 reminded the Board that he was elected to be on the Interpretation Committee. So far, they have
150 never been called but they are ready.

151 Mr. Chen asked Ms. Dodge to read back the sentence on the from the Original Intention of
152 Community Council.

153 Ms. Dodge replied that “the primary purpose of the Community Council is to govern Souhegan
154 High School under authority derived from the School Board” SHS Constitution (Article IV,
155 Section 2)

156 Mr. Chen replied, no that was not what he was referring to.

157 Ms. Dodge then read from the first slide “The board has final responsibility over policy in the
158 school, but the recommendation from council is hoped to be honored”.

159 Ms. Craven added that those were her comments it was not from the SHS constitution.

160 Ms. Grund remarked that is why she would like to have their topic discussions coordinated.

161 Mr. Grondstra commented that he agrees.

162 Mr. Chen mentioned that they are the elected bodies. The citizens of the towns have voted them
163 in for a reason to make decisions of the town. As long as that is the case, then they need to honor
164 that. He wants every student in the school to decide for themselves.

165 Mr. Grondstra noted this has been part of the SHS Constitution since 1999.

166 Mr. Steel commented that he has made it clear to the incoming Principal that he needs to be that
167 administrative representative to the CC moving forward. He explained that there is an imbalance
168 with the three-legged stool, and they are not yet in sync. He has had great conversations with the
169 faculty representatives, Mr. Tony Doucet and Ms. Joann McDeed. In closing, he has made it
170 clear to the incoming Principal that it is an important job that he has coming onboard.

171 Ms. Facey added that when she came on CC and what Superintendent Steel is saying is true. Was
172 designed to have a lot of conversation, with the Board Rep, and the Board. That is how it was

173 designed initially, and she would be happy go back to that structure. Their primary goal is to
174 provide the best education for the students. She hopes that they keep that in mind going forward.

175 Ms. Taylor mentioned that she would appreciate Mr. Berry's involvement. She believes that it
176 also involves the Dean of Students, Ms. Kelly Driscoll.

177 Mr. Grondstra replied that he wants to get on the same page moving forward. He added that this
178 was a great presentation.

179 Mr. Coughlan added that for the first 20 years of the school's operation, the board ratified by not
180 overthrowing any decision by CC. In the last 5 years or so, they have had a permanent
181 disagreement over cameras but even then, they respected CC's position. He believes that the
182 system is working well and respects the Council and the process. He added that it has not caused
183 any problems.

184 The Board thanked the students.

185 V. Personnel Changes

186 SAU #39 Business Administrator, Ms. Michele Croteau, noted that they have made sufficient
187 changes they did reduce one Math and one Spanish position.

188 Mr. Steel asked Principal of SHS, Mr. Bill Hagan, if he would update the Board on the personnel
189 changes.

190 Mr. Hagan noted that he met with Ms. Croteau and looked at enrollment numbers. They had two
191 retirements in both of those departments. They asked coordinators to be sure that they could still
192 offer the programs for students with their reduction and they had confirmation on that. Those
193 were the two areas that they elected to reduce. He feels that they made the right decisions in the
194 right department areas.

195 Mr. Steel asked Mr. Hagan to provide the board an update with the schedule adjustments.

196 Mr. Hagan replied that they began examining the schedule from a number of points of view back
197 7 or 8 years ago when the schedule was developed. There were historical documents, by
198 teachers, that noted that they should look at the schedule in place. That got lost in the shuffle and
199 7 years later here they are now. The change in the start time was a reason to look at the schedule.
200 The change in the start time and lack of access to courses also made them look into the schedule.

201 He then put a survey to the staff asking a number of questions regarding the priorities and
202 thinking about the future. They came up with 5 priorities, common planning time, flex time, long
203 blocks, and consistency in the schedule. With that, he opened the conversation up to the staff
204 and CC. They held 5 meetings during that time frame and came down to a schedule that was a
205 good start. They looked at taking the White Day out and moving the skinny block to the end of
206 the day. They also thought about this as a transitional model. He mentioned having a
207 differentiated diploma. Those are conversations that need to be furthered. That proposal was
208 brought to Community Council. There was an amendment was to move the skinny block back
209 from period 8 to 6. That amendment passed unanimously by CC. They began having discussion
210 about eliminate the White Day. When they got in the second meeting of discussion there was

- 211 another amendment to make every Wednesday a White day. He was concerned about the prior
 212 amendment and if this one did pass. He then removed his proposal. Right now, he is talking to
 213 staff and they are going to have to move forward with the current schedule that they have now.
- 214 Ms. Facey added that she was on that meeting and was not sure if Principal Hagen knew that his
 215 proposal would be voted on as well.
- 216 Principal Hagen remarked that he did not know that, and the amendment would have put the
 217 school in a bad direction.
- 218 Ms. Grund mentioned that she would like to see what CC is discussing. When she hears about
 219 differentiating diploma, she is not sure what it is and would like to know more.
- 220 Mr. Chen questioned how this fits in with the other schools' structure.
- 221 Mr. Steel added that is one of the reasons why they have slowed down on their start time
 222 progress. They need a good school board rep on CC so that they have that communication. He
 223 agrees in that CC and the School Board need to be working together.
- 224 Mr. Coughlan asked why did Council want the skinny block to stay in period 6 instead of 8.
- 225 Ms. Facques replied that the students felt that they could not get all of their voices heard and
 226 were concerned with the timing of the change.
- 227 Ms. Taylor commented that she listened in on Council meetings and the conversation was very
 228 rich. They had a lot of valid points and it should be considered for a lot of reasons.
- 229 Principal Hagen noted that no one came that was elected to go. Mr. Tony Doucet, the CC faculty
 230 representative had mentioned it to him.
- 231 Ms. Taylor added that she would like to the change of the Administrator that is on CC, going
 232 from Ms. Driscoll and changing to Mr. Berry.
- 233 Principal Hagen remarked that CC is vital to their students. He suggested that amendments be
 234 vetted in the same way as proposals.
- 235 Mr. Nathan Carle, SHS Teacher, explained the historical context where they are now. With the
 236 change of leadership, it was supposed to be looked at and it did not happen.
- 237 VI. AFC process and FY' 22
- 238 Mr. Steel noted that they are running short on time and asked Chairman Grondstra his thoughts.
- 239 Mr. Grondstra remarked that he would like to discuss projects and CBE.
- 240 Mr. Chen added that it was his assumption was that they were going to talk about that today.
- 241 Mr. Grondstra replied that that he believes that it should be addressed at the SAU.
- 242 Mr. Chen noted that a lot of the affect is related to SHS. He added that it can be independent of
 243 other schools. They are coming to the end of the clock.
- 244 Mr. Grondstra noted that there are far reaching implications to the other districts and schools.

245 Mr. Chen commented that this method of learning stands alone, it is not affected by 8th grade
246 and they need to be able to conclude as a Board.

247 Mr. Grondstra suggested that they discuss this at the SAU meeting.

248 Ms. Taylor added that it can easily be discussed at both and they can have their own discussion
249 about it.

250 Mr. Grondstra noted that they can have that discussion at the SAU and then dive into the
251 Souhegan items the next day.

252 Ms. Grund asked if he could add Grading and Reporting as well.

253 Mr. Steel noted that now that Ms. Croteau is in her second year, they want to make sure that the
254 SAFC and the Board and administration has a process.

255 Ms. Facey added that she is glad to see it happen. She would like to see the lines of
256 communication, much like Community Council. She thanked Ms. Croteau.

257 Ms. Grund inquired if she could be included as she is the Liaison.

258 Ms. Croteau replied, yes.

259 VII. SHS Strategic Vision

260 Mr. Steel noted that he wants to be respectful of a few members that have had concerns with
261 MBE. He explained that they cannot go there without Board support. It is important that they
262 articulate why they think what they think. They need to vigorously debate how to get there at the
263 school board level. For them to get there they need to have those debates. As new board
264 members come on, they may need to have these discussions all over again and he is mindful of
265 that. He needs to be clear that they need board support and state their disagreements.

266 Mr. Grondstra commented that they need to devote a good portion of this discussion to the next
267 meeting.

268 Mr. Chen added that it is not just the Board and he is hearing things from all over the Town
269 about CBE. He does not understand the pieces of SHNU's Dual Enrollment. Until they all get to
270 that same point, they do not have something that everyone buys into.

271 Mr. Steel mentioned 8 years ago the Boards made a commitment into CBE. The community
272 needs to have deep understanding of what they are doing as a school system.

273 Mr. Grondstra noted that the grading and reporting has caused enough turmoil. It is a good-sized
274 discussion and they need to have the right people to provide context to the decisions where they
275 are now and to come to a consensus.

276 Ms. Grund mentioned that she would like to see a separate meeting that is just about strategic
277 vision, it is multi-faceted. They need to understand those parts and need one meeting to have the
278 full discussion.

279 Mr. Grondstra noted that he agrees.

280 Ms. Taylor explained that she is not opposed to change. She agrees with Ms. Grund in that the
281 Board needs to have a greater discussion.

282 Mr. Grondstra noted that it will appear on an agenda soon.

283 VIII. Public Comment

284 Ms. Shannon Gascoyne, Amherst NH, welcomed Mr. Berry to SHS. She thanked him for his
285 work on the NH State School Transition Reopening and Redesign Taskforce. She is looking
286 forward to any updates he can bring to the community when the time comes.

287 Ms. Catie Dodge, Amherst NH, inquired how much the district receives per student regarding
288 Adequacy Aid.

289 Ms. Croteau replied that she does not have that on hand right now.

290 Ms. Dodge questioned how much money they are losing due to students choosing to attend high
291 school somewhere else. She thinks that they need to look at the school district like a business.
292 Additionally, they need to reconsider if they are losing students and when they lose students then
293 they lose money. It is worth reconsidering.

294 The Board thanked Ms. Gascoyne and Ms. Dodge for their comments.

295 IX. Non-Public Session

296 Mr. Steel noted that he is happy to discuss this in public session.

297 Ms. Taylor asked made another point about EHAB and that there were disturbing articles. She
298 noted that they are heavily reliant on zoom and would like to see going forward.

299 Mr. Steel added that Zoom is approved and meets the standards of HB 1416. Technology
300 Director, Mr. Alex Stone has vetted it early on.

301 Ms. Taylor asked if she can guarantee that students and teachers are not using the free version.

302 Mr. Steel noted that if their teachers are hosting a Zoom and they should not be using the free
303 version. Some students have their own account and they can easily click on the link provided.

304 Mr. Chen added that he was more concerned about the current budget and some additions to the
305 UFB.

306 Mr. Grondstra noted that these were things that they had to spend money on.

307 X. Purpose of the Science Lab Improvements

308 Superintendent Steel noted that Ms. Taylor had a question about the Science Lab improvements
309 and what that would mean for from an instructional point of view. The teachers that are in
310 attendance are Ms. Anne Clifton-Waite, Mr. Nathan Carle and Ms. Julianne Muller- Northcott.

311 Mr. Carle remarked that he is the Science Coordinator and is teaching in the Annex. He added
312 that one of their big reasons for improvements is to make their labs safer. He noted that they do a

313 lot of their labs in the hallway which is not ideal. They also have been in a push to change some
314 of their courses into college level courses.

315 Ms. Muller-Northcott noted that they are excited that this ideas are being considered. They
316 thought for the first phase is to take 4 of the classrooms and turn that into two larger spaces. One
317 would be a lab space and then a second lab space that is more multi-purpose. This would cause
318 pressure on the schedule.

319 Ms. Anne Clifton-Waite remarked that in order for the town to get behind putting funds into the
320 Science Classrooms it needs to be more specialized, and not considered general ed classrooms.
321 Yes, space is an issue. They have had kids leave their backpacks in the hall because there is not
322 enough room. Safety is the priority.

323 Mr. Grondstra thanked the teachers.

324 Mr. Chen asked the science teachers for their help with prioritizing the items.

325 Mr. Steel added that the number one priority is the instructional needs of the science labs.

326 Ms. Clifton-Waite commented that they have been working with the Architects. She cannot
327 speak to the \$291k but wants to try to minimize the extra kinds of infrastructure to the best that
328 they can.

329 Ms. Muller- Northcott commented that they are really working hard to raise the programming
330 and they need the space and resources to do that.

331 Mr. Grondstra thanked the teachers again.

332 XI. AD Hiring Process

333 Mr. Steel noted that the Athletic Director is not a certified position through the State and
334 technically one of his hires. Mr. Chen, Athletic Liaison Committee member, will be a part of the
335 process. Principal Hagen has already started the process and they have received a number of
336 applications. He will be apart at the end when it comes to making the final decision.

337 Mr. Grondstra replied that it seems like a fairly simple process.

338 Ms. Taylor commented that this reminds her of something related and having exit interviews
339 with the Board. She questioned what is the status.

340 Mr. Steel replied that that is usually with senior staff and he will be happy to share information
341 in Non-Public.

342 Ms. Grund asked about Prom. She also asked about the thoughts on plans for the Fall.

343 Mr. Steel replied that he does not know about Prom just yet. They were looking at establishing a
344 date over the summer and want to get graduation sorted out. Graduation is scheduled for June
345 19th and they will use rain dates if needed. They are planning for it to be outside by the Back
346 Field by the baseball field with the Fire, Police and Public Safety. He has been given permission
347 to attend the Hollis/ Brookline Graduation and can learn a lot from them.

348 In terms of the Fall, the NH State School Transition Reopening and Redesign Taskforce and the
 349 DOE is there to advise him. He is talking with other towns and seeking out information far and
 350 wide. He then read the results from a survey he sent out. They will keep asking those questions
 351 and they are in a wait mode. Additionally, they are investigating a startup program that is meant
 352 to fill gaps. It is too early to say what that would look like and what that would be. Right now, he
 353 is not sure if social distancing inside a school is practical. Full social distancing in the school
 354 may not be practical, however, he could be wrong. He also does not think that alternating days
 355 would work for families. They need to give parents the option and for those that are not
 356 comfortable, need to provide remote instruction. He emphasized that those are his thoughts as of
 357 right now.

358 Ms. Facey commented that the Communications Committee is working with the Amherst Citizen
 359 in an effort to honor Seniors.

360 Ms. Taylor noted that one of the trainings that the State discussed putting online was a program
 361 to evaluate their child's level as well. This is an effort to be proactive.

362 Mr. Grondstra mentioned that the NHSBA puts on a lot of great trainings and they are online. He
 363 has completed a few and they have been great. He encouraged the Board to take a look.

364 Ms. Grund added that she is the Liaison for the PTSA, and they are trying to reach out to current
 365 8th graders. If school is able to open in the fall and they are able to have picnics on the Green,
 366 the PTSA usually sponsors the last one. If the event is possible, they will have the new Principal
 367 and the incoming 9th graders.

368 XII. Meeting Adjourned

369 **Ms. Facey motioned to adjourn the meeting at 9:00 PM. Ms. Grund seconded the motion.**
 370 **The vote was unanimous, motion passed.**

371 **Mr. Grondstra called a roll call: Grondstra-Yes, Facey-Yes, Grund- Yes, Coughlan-Yes,**
 372 **Taylor- Yes, Chen- Yes and Torres- Yes.**

Consent Agenda Item #4 **Souhegan Cooperative School District**
Treasurer Report

April-2020

Souhegan Cooperative School District		
Monthly Report of the Treasurer		
as of 4/30/2020		
Cash on hand	4/1/2020	\$2,021,511.02
Deposits		\$1,628,381.64
AP-PR		(\$1,360,048.43)
Balance on hand	4/30/2020	\$2,289,844.23

Field Maintenance Checking		
as of 4/30/2020		
Cash on hand	4/1/2020	\$37,937.47
Deposits		\$1.14
AP-PR		\$0.00
Balance on hand	4/30/2020	\$37,938.61

Filename: 2020-04-SCSD Treasurer Report.xlsx
 Month 4/1/2020

Souhegan Cooperative School District
 Monthly Reconciliation Report
 Combined Accounts

	Peoples United	Peoples United	Peoples United	
April-20	*1925	*9527	*5661	TOTAL
	Cash Management	Municipal Checking	Municipal Savings	
4/30/2020	\$506,096.12	\$68,000.00	\$2,247,246.65	\$2,821,342.77
Outstanding Checks: (subtract)				
a) Accounts Payable		\$(458,114.66)		
b) Payroll		\$(73,383.88)		
c) Payroll Direct Deposit & IRS				
Total Outstanding		\$(531,498.54)		\$(531,498.54)
Reconciled Book Balance				\$2,289,844.23
Balance from Treasurer's Journal				\$2,289,844.23
				-

**Souhegan Cooperative School District
Treasurer's Cash Journal**

Date	Deposits Description	Deposit Total	Date	Expenditures Description	Amount	Balance
4/1/2020	Beginning Balance		3/1/2020	Beginning Balance		\$2,021,511.02
4/1/2020	State of NH Adequate Education	\$492,389.40	4/14/2020	Payroll Direct Deposit pp21 v6312	(\$224,766.84)	\$2,289,133.58
4/27/2020	State of NH Prjobject Reimbursement	\$21,405.46	4/14/2020	Payroll Direct Deposit pp21 v6313	(\$42,163.22)	\$2,268,375.82
4/1/2020	Town of Amherst	\$986,940.00	4/28/2020	Payroll Direct Deposit pp22 v6316	(\$239,882.31)	\$3,015,433.51
4/9/2020	Deposit: SAU39, misc	\$1,592.80	4/28/2020	Payroll Direct Deposit pp22 v6317	(\$44,150.30)	\$2,972,876.01
4/15/2020	Deposit: Town of Mont Vernon, ASD, SAU39	\$116,485.29	4/2/2020	Payroll IRS pp20 v6309	(\$40,533.50)	\$3,048,827.80
4/23/2020	Deposit: Tuition	\$9,119.11	4/16/2020	Payroll IRS pp21 v6315	(\$39,618.30)	\$3,018,328.61
			4/30/2020	Payroll IRS pp22 v6319	(\$46,962.51)	\$2,971,366.10
			4/3/2020	Payroll 457 pp20 v6308	(\$6,784.59)	\$2,964,581.51
			4/17/2020	Payroll 457 pp21 v6314	(\$6,768.55)	\$2,957,812.96
			4/30/2020	Payroll Mass DOR v6321	(\$2,118.81)	\$2,955,694.15
			4/2/2020	Payroll pp20 v20 ck6069948-6069960	(\$8,133.51)	\$2,947,560.64
			4/16/2020	Payroll pp21 v21 ck6070006-6070010	(\$6,281.39)	\$2,941,279.25
			4/30/2020	Payroll pp22 v22 ck6070101-6070118	(\$18,267.49)	\$2,923,011.76
			4/2/2020	Payroll pp20 v6310 ck6069961-6069962	(\$1,076.25)	\$2,921,935.51
			4/16/2020	Payroll pp21 v6311 ck6070011-6070012	(\$1,095.50)	\$2,920,840.01
			4/30/2020	Payroll pp22 v6320 ck6070119-6070120	(\$1,046.25)	\$2,919,793.76
			4/30/2020	Payroll v6322 ck6070121-6070123	(\$434,786.97)	\$2,485,006.79
						\$2,485,006.79
						\$2,485,006.79
			4/2/2020	A/P v1749 ck6069963-6070005	(\$104,207.76)	\$2,380,799.03
			4/16/2020	A/P v1750 ck6070013-6070100	(\$91,263.32)	\$2,289,535.71
						\$2,289,535.71
						\$2,289,535.71
4/30/2020	April Credit Card transactions	\$0.00				\$2,289,535.71
4/30/2020	April Food Service	\$0.00				\$2,289,535.71
			4/2/2020	Authorize.net credit card fees for Mar	(\$18.20)	\$2,289,517.51
4/30/2020	April Interest - Cash Management	\$81.21	4/9/2020	Vantiv Credit Card fees for Mar MM-303	(\$49.53)	\$2,289,549.19
4/30/2020	April Interest - Municipal Savings	\$368.37	4/3/2020	Merchant Services fees for Mar BIPUMFIN	(\$73.33)	\$2,289,844.23
4/30/2020	Ending Balances	\$1,628,381.64			(\$1,360,048.43)	\$2,289,844.23
				Payroll Debits	(\$693,748.93)	
				Payroll Checks	(\$470,687.36)	
				AP Checks	(\$195,471.08)	
				Other Debits	(\$141.06)	

SCSD Treasurer's Report
Unreconciled Check Register

Uncleared Transactions
SCSD Checking 9527

Num	Date	Payee	C Memo Category	Amount
Expense Categories				
Payroll Ded				
6070119	4/30/2020	COMMONWEALTH OF MASSACHUSETTS	6320 Payroll Ded	(\$100.00)
6070120	4/30/2020	HEALTHTRUST, INC.	6320 Payroll Ded	(\$946.25)
6070121	4/30/2020	HEALTHTRUST, INC.	6322 Payroll Ded	(\$203,597.20)
6070122	4/30/2020	MONY LIFE INSURANCE COMPANY OF A	6322 Payroll Ded	(\$4,290.13)
6070123	4/30/2020	NEW HAMPSHIRE RETIREMENT SYSTEM	6322 Payroll Ded	(\$226,899.64)
Total Payroll Ded				(\$435,833.22)
Payroll				
3069182	11/14/2019	Chistolini, Samuel K.	10 Payroll	(\$66.95)
3069296	12/12/2019	Chistolini, Samuel K.	12 Payroll	(\$23.44)
6069590	1/23/2020	Chistolini, Samuel K.	15 Payroll	(\$16.75)
6069665	2/6/2020	Chistolini, Samuel K.	16 Payroll	(\$63.61)
6069741	2/20/2020	Chistolini, Samuel K.	17 Payroll	(\$16.75)
6069747	2/20/2020	Marotta, Danae A.	17 Payroll	(\$455.98)
6069749	2/20/2020	Pittera, Alex J	17 Payroll	(\$1,250.23)
6069769	3/5/2020	Chistolini, Samuel K.	18 Payroll	(\$23.44)
6069774	3/5/2020	Marotta, Danae A.	18 Payroll	(\$300.14)
6069857	3/19/2020	Marotta, Danae A.	19 Payroll	(\$184.70)
6069950	4/2/2020	Facey, Amy D	20 Payroll	(\$230.87)
6069951	4/2/2020	Grondstra, Pim P.	20 Payroll	(\$230.87)
6069953	4/2/2020	Marotta, Danae A.	20 Payroll	(\$369.40)
6069959	4/2/2020	Tom, Vincent J.	20 Payroll	(\$390.41)
6070009	4/16/2020	Tom, Vincent J.	21 Payroll	(\$390.41)
6070101	4/30/2020	April, Sharron L	22 Payroll	(\$738.80)
6070102	4/30/2020	Beliveau, Michael A.	22 Payroll	(\$457.52)
6070103	4/30/2020	Draper, William A	22 Payroll	(\$457.52)
6070104	4/30/2020	Marotta, Danae A.	22 Payroll	(\$392.49)
6070105	4/30/2020	Stover, Jennifer S.	22 Payroll	(\$2,680.46)
6070106	4/30/2020	VASSAR, RICHARD	22 Payroll	(\$377.81)
6070107	4/30/2020	Walker, Thomas E	22 Payroll	(\$969.94)
6070108	4/30/2020	Bertrand, Keith S.	22 Payroll	(\$935.49)
6070109	4/30/2020	Dean, William M.	22 Payroll	(\$748.28)
6070110	4/30/2020	Eastman, John W	22 Payroll	(\$1,022.51)
6070111	4/30/2020	Kilgore, John P.	22 Payroll	(\$748.28)
6070112	4/30/2020	Sbordone, McKinley	22 Payroll	(\$461.75)
6070113	4/30/2020	Conley, Lynda A.	22 Payroll	(\$1,217.33)
6070114	4/30/2020	Drinkwater, Nicholas	22 Payroll	(\$1,149.62)
6070115	4/30/2020	Mandrioli, John Daniel	22 Payroll	(\$1,264.43)
6070116	4/30/2020	Petropulos, Maren T.	22 Payroll	(\$2,196.48)
6070117	4/30/2020	Tom, Vincent J.	22 Payroll	(\$390.41)
6070118	4/30/2020	Whelan, Sean M	22 Payroll	(\$2,058.37)
Total Payroll				(\$22,281.44)
Expense!				
3068647	8/15/2019	EXTREME NETWORKS, INC.	1733 Expense!	(\$1,210.20)
6069324	12/12/2019	BARLOW, CHERYL	1741 Expense!	(\$58.70)
6069805	3/5/2020	GARVEY, PAULA	1747 Expense!	(\$222.38)
6069895	3/19/2020	Driscoll, Kelly L.	1748 Expense!	(\$220.00)
6069900	3/19/2020	FLYTHE, JANE	1748 Expense!	(\$694.70)

SCSD Treasurer's Report
Unreconciled Check Register

6069927	3/19/2020	SOUHEGAN HIGH SCHOOL-AF	1748	Expense!	(\$18,000.00)
6069993	4/2/2020	Paniagua, Kimberly	1749	Expense!	(\$700.00)
6070003	4/2/2020	THE NEW YORK TIMES	1749	Expense!	(\$426.91)
6070013	4/16/2020	AATSP - AMER ASSOC TEACH OF SPAN	1750	Expense!	(\$128.00)
6070014	4/16/2020	AMHERST AUTOWORKS	1750	Expense!	(\$86.54)
6070018	4/16/2020	ATKINSON, KRISTIN	1750	Expense!	(\$136.19)
6070022	4/16/2020	BERNA, THERESA	1750	Expense!	(\$15.74)
6070029	4/16/2020	BROWN, FRANCINE	1750	Expense!	(\$136.19)
6070030	4/16/2020	BURKE, JAMES	1750	Expense!	(\$136.19)
6070031	4/16/2020	BURREL, CRISTA	1750	Expense!	(\$136.19)
6070033	4/16/2020	C.O.R.E. VOCATIONAL SERVICES LLC	1750	Expense!	(\$7,630.00)
6070034	4/16/2020	CARING HANDS TRANSPORTATION LLC	1750	Expense!	(\$12,300.00)
6070035	4/16/2020	CARROL, ANITA	1750	Expense!	(\$136.19)
6070038	4/16/2020	Civiello, Joseph	1750	Expense!	(\$136.19)
6070041	4/16/2020	CPTE-MANCHESTER, INC.	1750	Expense!	(\$3,800.00)
6070042	4/16/2020	CROWN TROPHY	1750	Expense!	(\$460.17)
6070045	4/16/2020	EATON, CHARLES	1750	Expense!	(\$136.19)
6070046	4/16/2020	ENRIQUEZ, MICHAEL	1750	Expense!	(\$136.19)
6070050	4/16/2020	GOULET, RAYMOND	1750	Expense!	(\$136.19)
6070054	4/16/2020	HARRIS TROPHY & COPY CENTER	1750	Expense!	(\$314.00)
6070055	4/16/2020	HERITAGE CONSULTING INC	1750	Expense!	(\$375.00)
6070057	4/16/2020	HOLLAND, TRACY	1750	Expense!	(\$136.19)
6070061	4/16/2020	INSTRUMENTALIST AWARDS	1750	Expense!	(\$261.00)
6070063	4/16/2020	JAIN, KIRAN	1750	Expense!	(\$136.19)
6070066	4/16/2020	LEBLANC, STEPHANIE	1750	Expense!	(\$136.19)
6070068	4/16/2020	LIGHTHOUSE SCHOOL, INC.	1750	Expense!	(\$8,300.64)
6070071	4/16/2020	MALOON, CHERYLE	1750	Expense!	(\$136.19)
6070073	4/16/2020	NASHUA SCHOOL DISTRICT	1750	Expense!	(\$12,611.06)
6070075	4/16/2020	NEWSHAM, CHERYL	1750	Expense!	(\$136.19)
6070079	4/16/2020	PIERCE, DREW	1750	Expense!	(\$136.19)
6070080	4/16/2020	QUINN, KRISTEN	1750	Expense!	(\$136.19)
6070082	4/16/2020	RIETH, SUSAN	1750	Expense!	(\$136.19)
6070083	4/16/2020	Robinson, Rebecca	1750	Expense!	(\$136.19)
6070084	4/16/2020	ROSS, TRACEY	1750	Expense!	(\$136.19)
6070085	4/16/2020	SENK, JANE	1750	Expense!	(\$136.19)
6070089	4/16/2020	STODDART, HELEN	1750	Expense!	(\$136.19)
6070092	4/16/2020	THE NEW YORK TIMES	1750	Expense!	(\$1,222.00)
6070093	4/16/2020	TROMBLEY, MARY	1750	Expense!	(\$136.19)
6070096	4/16/2020	Walters, Brian	1750	Expense!	(\$942.09)
6070097	4/16/2020	WHARTON, ANDREW	1750	Expense!	(\$136.19)
6070099	4/16/2020	WILSON, COLIN	1750	Expense!	(\$136.19)
6070100	4/16/2020	ZSOFKA, DIANE	1750	Expense!	(\$136.19)
Total Expense!					(\$73,383.88)
Total Expense Categories					(\$531,498.54)
Grand Total					(\$531,498.54)

Souhegan Cooperative School District
Field Maintenance Checking

Souhegan Cooperative School District
Field Maintenance Checking (9145)**
Field Maintenance Savings (*4777)

Closed 4/21/2020
Opened 4/21/2020

Date	Type	Check #	Description	Credit	Debit	Balance
3/1/2017	Opening Balance					\$-00
1/31/2019	January Closing Balance					\$30,311.44
2/28/2019	February Closing Balance					\$30,311.44
3/31/2019	March Closing Balance					\$30,311.44
4/30/2019	April Closing Balance					\$30,311.44
5/31/2019	May Closing Balance					\$30,311.44
6/24/2019	Deposit		Amherst Field Use	\$7,626.03		\$37,937.47
6/30/2019	June Closing Balance					\$37,937.47
7/31/2019	July Closing Balance					\$37,937.47
8/31/2019	August Closing Balance					\$37,937.47
9/30/2019	September Closing Balance					\$37,937.47
10/31/2019	October Closing Balance					\$37,937.47
11/30/2019	November Closing Balance					\$37,937.47
12/31/2019	December Closing Balance					\$37,937.47
1/31/2020	January Closing Balance					\$37,937.47
2/29/2020	February Closing Balance					\$37,937.47
3/31/2020	March Closing Balance					\$37,937.47
4/21/2020	Balance Transfer		Transferred balance to new Savings		(\$37,937.47)	\$0.00
4/21/2020	OPEN ACCOUNT		New Savings Account			\$0.00
4/21/2020			Transferred balance to new Savings	\$37,937.47		\$37,937.47
4/30/2020	Interest		Interest	\$1.14		\$37,938.61
4/30/2020	April Closing Balance					\$37,938.61

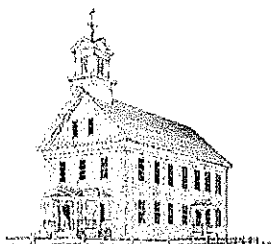
Souhegan Cooperative School District
Credit Card Summary

DATE	TERMINAL ID	NET PRESENTED	REJECTS	NONSETTLED NET SALES	ADJUSTED NET SALES	FEEES	CHARGEBACKS/ ADJUSTMENTS	NET POSITION	MM-303
3/31/2020	SUMMARY	\$-00	\$-00	\$-00	\$-00	73.33-	\$-00	73.33-	Fees in April Bank

No April Transactions

Consent Agenda Item #5

MEMO



School Administrative Unit 39
1 School Street
P.O. Box 849
Amherst, NH 03031
Phone: 603-673-2690
Fax: 603-672-1786

Date: 06/02/2020
To: Adam Steel, Superintendent of Schools
From: Sarah Jardim-Lee, Accountant
Re: Unanticipated Revenue

Unanticipated revenue in the amount of \$104.00 has been received by the Souhegan Cooperative School District this month.

Requested Board Actions

1. Motion: To accept unanticipated revenue in the amount of \$104.00 from the University of New Hampshire System. The donation is to help support the Jazz Band. These funds shall be accepted into the SHS Student Activity Fund.

University System
of New Hampshire

University of New Hampshire * Keene State College *
Plymouth State University * Granite State College *

5 Chenell Dr, Suite 301
CONCORD, NEW HAMPSHIRE 03301-8522

11-24
1210

WELLS FARGO BANK, NA

00944035

DATE
03/16/20

AMOUNT
\$*****104.00

*****One Hundred Four & 00/100*****

PAY TO THE
ORDER OF

Souhegan High School
P.O. Box 1152
Amherst NH 03031

Catherine Lovell

AUTHORIZED SIGNATURES

O.C.T.#370

JFABD - ADMISSION OF HOMELESS STUDENTS

*Category: Priority/Required by Law
Related Policies: EEA, JFA, & JFAA*

It is the Board's intent to remove barriers to the identification, enrollment and retention in schools of homeless children and youth. All staff shall take reasonable steps to ensure that homeless students and children are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Homeless Students.

Under the federal McKinney-Vento Homeless Assistance Act (“McKinney-Vento”), and guidance provided by the New Hampshire Department of Education (“NHDOE”), the term “homeless children and youths” means “individuals who lack a fixed, regular and adequate nighttime residence.” Under both section 752(2) of McKinney-Vento and the NHDOE guidance*, the term includes children and youth who are:

1. sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
7. are migratory children who qualify as homeless because they are living in circumstances described above.

Additionally, as used in this policy, the terms “unaccompanied youth,” “school of origin,” “enrollment,” and “attendance area school” shall have the same meanings as set forth in the McKinney-Vento Homeless Assistance Act (“McKinney-Vento”) and guidance provided by the New Hampshire Department of Education (“NHDOE”). For purposes of this policy and its accompanying regulation, “homeless students” shall refer to and include “homeless children and youth” and “unaccompanied youth.”

*Note: under RSA 193:12, IV, the definition of “homeless children and youth” also includes children “awaiting foster care placement”, see RSA 193:12, IV (a). That criterion, however, was removed from McKinney-Vento in 2015 as well as NHDOE guidance documents regarding McKinney-Vento. Under both McKinney-Vento, and NHDOE guidance, children who are awaiting foster care may fall within the definition of a homeless student if they meet other criteria as set forth above.

Each homeless student shall have access to and shall be provided education services for which the student is eligible comparable to services provided to other students in the school, including career and technical education programs, gifted education programs, and school nutrition programs. Transportation services for homeless students shall be provided in accordance with applicable law and as generally described below.

JFABD - ADMISSION OF HOMELESS STUDENTS

B. Enrollment and School Stability.

Enrollment of a homeless student shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application or enrollment deadlines (academic, immunization, etc.). The District shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible, the District shall seek immunization through no- or low-cost health care providers. If an expense is incurred, the District shall seek reimbursement through Medicaid if possible.

If a homeless student becomes permanently housed during the school year, the student shall no longer be considered homeless and may only continue enrollment in the District for the remainder of that school year.

C. Homeless Liaison.

The Superintendent shall appoint a staff member to serve as the local liaison for homeless students and their families/guardians (the “Homeless Liaison” or the “District Homeless Liaison”). The District shall provide training and other technical assistance to Homeless Liaison and other appropriate District staff regarding the District’s obligations to homeless students. Duties of the District Homeless Liaison shall be as provided in state and federal law, as well as local policies and procedures. The duties shall include, among others: procedures for identification, enrollment, transportation, dispute resolution for homeless students, as well as direct assistance shall be made in accordance with the accompanying regulation and applicable law.

Among other things, the District Homeless Liaison shall:

- a) assist in requesting the student’s records;
- b) mediate and assist with disputes concerning school enrollment and homelessness determinations;
- c) assist in making transportation arrangements;
- d) ensure that homeless students receive the educational services for which they are eligible or entitled;
- e) coordinate with other Districts, entities, institutions and agencies to help assure that homeless children and youths are identified by school personnel;
- f) ensure that unaccompanied youth and/or parents of homeless students are informed of the educational and related opportunities available to homeless students;
- g) work to assure that parents/guardians of such students are provided with opportunities to participate in the education of their children (excepting instances when court or other protective orders indicate otherwise);
- h) ensure that unaccompanied youth and/or parents of homeless students are informed of all transportation services including transportation to the school of origin;
- i) assure that notice is publicly disseminated of the educational rights of homeless children and youths;
- j) coordinate with other Districts and with local social services agencies and other agencies or programs providing services to homeless students as needed;

AMHERST, MONT VERNON and SOUHEGAN POLICY

JFABD - ADMISSION OF HOMELESS STUDENTS

- k) assist any unaccompanied youth with enrollment, credit accrual, and career and college readiness decisions;
- l) work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHDOE, and the U.S. Department of Education).

D. Enrollment Determinations for Homeless Students.

Enrollment determinations shall be based upon the best interests of the homeless student, with the presumption that keeping the homeless student in the school of origin is in the homeless student's best interests, except when doing so is contrary to the request of the parent/guardian, or if applicable, unaccompanied youth.

E. Transportation of Homeless Students.

Under McKinney-Vento, homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the homeless student is located outside of District boundaries but a determination has been made that the student shall remain in the school of origin within the District, or, if a homeless student is located within this District, but a determination had been made that the student shall remain in the school of origin outside of the District, then the two Districts shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

F. Dispute Resolution.

For any decision in the enrollment process of a homeless student, including any determination whether a living situation meets the definition of homeless, if the decision is in conflict with the wishes of the homeless student's parent/guardian, or, if applicable, the unaccompanied youth, the District shall provide a written explanation, in a manner and form understandable to the student's parent, guardian or unaccompanied youth. District personnel receiving enrollment requests or information pertaining to homeless students should immediately refer those request to the District Homeless Liaison and Superintendent's office.

In the event of a dispute, the District shall immediately enroll the student in the school in which the parent/guardian or unaccompanied youth seeks to enroll, which enrollment shall continue pending resolution of the dispute. Additionally, while enrollment disputes are pending, students have the right to participate fully in school and receive all services for which they would be eligible, as the definition of enrollment includes "attending classes and participating fully in school activities."

1. Notification of Appeal Process.

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, or the District has determined that the living situation does not qualify as homeless ("eligibility decision"), the District shall inform the parent or the unaccompanied youth of the right to appeal. The District shall provide the parent or unaccompanied youth with written notice including:

- a. A succinct explanation of the child's placement/eligibility decision and contact information for the District Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth;
- b. Notification of the parent's right to appeal(s);

AMHERST, MONT VERNON and SOUHEGAN POLICY

JFABD - ADMISSION OF HOMELESS STUDENTS

- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process including a petition/appeal form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the McKinney-Vento Act.

While the Superintendent or Homeless Liaison may prepare and make available forms for the process, use of such forms is not required to initiate the appeal process.

2. Appeal to the District Homeless Liaison – Level I.

- a. If the parent or unaccompanied youth disagrees with the District’s placement decision, he/she/they may appeal by filing a written request for dispute resolution/appeal (“appeal”) with the school, the District Homeless Liaison, or Superintendent. The request for dispute resolution should be submitted within fifteen business days of receiving notification of the District’s placement.
- b. If the appeal/request for dispute resolution is submitted to the school or Superintendent, it will be immediately forwarded to the Homeless Liaison.
- c. The District Homeless Liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the appeal was filed. Upon receipt, the District Homeless Liaison will forward a copy of the appeal document to the Superintendent.
- d. Within five business days of the receiving the appeal, the Homeless Liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent’s right to further appeal, with a copy to the Superintendent. At this time, the Homeless Liaison will also provide to the parent or unaccompanied youth an “appeals package” consisting of a copy of the written decision, a copy of the original appeal document, and copies of any additional materials provided to the Homeless Liaison by the parent or unaccompanied youth.

3. Appeal to the Superintendent – Level II.

The parent or unaccompanied youth may appeal the Level I decision to the Superintendent or the Superintendent’s designee, using the appeals package provided at Level I.

- a. The Superintendent/designee will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package. (Upon the request of the parent or unaccompanied youth, this conference may be held telephonically).
- b. Within five business days of the conference with the parent or unaccompanied youth, the Superintendent/designee will provide that individual with a written decision with supporting evidence and notification of their right to appeal to NHDOE.

AMHERST, MONT VERNON and SOUHEGAN POLICY

JFABD - ADMISSION OF HOMELESS STUDENTS

- c. The Superintendent/designee shall provide a copy of the Superintendent's decision to the District's Homeless Liaison, as well as the NHDOE State Coordinator for Education of Homeless Children and Youth.

G. Records.

The District shall maintain copies of all written decisions, appeals and notifications concerning eligibility or enrollment requests made under this policy for the same period as it does for Title I records.

Legal References:

20 U.S.C. 1232g (Family Educational Rights and Privacy Act – "FERPA")

20 U.S.C. 1701-1758 (Equal Educational Opportunities Act of 1974 – "EEOA")

20 U.S.C. 6313(c)(3) (reservation of Title I funding for homeless children and youths)

42 U.S.C. §11431 and §11432 (McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth)

Plyler v. Doe, 457 U.S. 202 (1982)

RSA 193:12, Legal Residence Required

NH Code of Administrative Rules, Section Ed 306.04(a)(19), Homeless Students

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

Consent Agenda Item #7- Policies

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:

Contents

DAF-1 ALLOWABILITY	2
DAF-2 CASH MANAGEMENT AND FUND CONTROL	6
DAF-3 PROCUREMENT	8
DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM	15
DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES	16
DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS	17
DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS	18
DAF-8 ACCOUNTABILITY AND CERTIFICATIONS	19
DAF-9 TIME-EFFORT REPORTING / OVERSIGHT	19
DAF-10 GRANT BUDGET RECONCILIATION	20
DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT	20

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

DAF – ADMINISTRATION OF FEDERAL GRANTS

- 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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

- 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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

- 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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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

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

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

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

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

DAF – ADMINISTRATION OF FEDERAL GRANTS

- 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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

- 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;

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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.

DAF – ADMINISTRATION OF FEDERAL GRANTS

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

DAF – ADMINISTRATION OF FEDERAL GRANTS

- 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)*

AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

DAF – ADMINISTRATION OF FEDERAL GRANTS

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

Consent Agenda Item #7-Policies

IJJ/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

See also: IJJ/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

LJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

- 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

LJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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

IJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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.

LJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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.

© 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.

LIL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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

JIL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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

LIL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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

LJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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.

© American Library Association

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.

IJL/KEC – LEARNING RESOURCES SELECTION AND RECONSIDERATION

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,

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 M. CROTEAU

Business Administrator



Consent Agenda Item #8

To: Adam Steel, Superintendent of Schools

From: Christine Landwehrle, Assistant Superintendent

RE: NHDOE General Assurances

May 26, 2020

Executive Summary

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

The NHDOE requests an annual submission of the *General Assurances* from all School Districts and School Administrative Units. Both the Superintendent and the local School Board Chairperson are required to complete the certifications at the end of the *General Assurance* document and initial each page. No payment for project/grant awards will be made by the NHDOE without a fully executed copy of the *General Assurances, Requirements and Definitions for Participation in Federal Programs* on file.

Participation in Federal Programs for FY21

The Souhegan Cooperative School District will be participating in Federal Programs including the Every Student Succeeds Act (Title I, Title II, and Title IV) and the Individuals with Disabilities Education Act and will be receiving federal funds from the NHDOE through these programs. School Board members should review the terms and conditions of the [*General Assurances, Requirements and Definitions for Participation in Federal Programs*](#) in order to authorize the School Board Chairperson to sign the General Assurances on behalf of the School Board. The School Board should also understand their obligations (*including those enumerated in RSA 189:1-a*) pursuant to the School Board's oversight of federal funds.

Requested Board Action

1. Motion to authorize the School Board Chairperson to sign the General Assurances on behalf of the School Board with the understanding of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds.

AMHERST, MONT VERNON, and SOUHEGAN POLICY

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.

JLCJ - CONCUSSIONS AND HEAD INJURIES

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*

Transcript

Class of 2024 and Beyond

Souhegan Cooperative School Board

Why do we need a revised transcript?



Assessment practices have changed



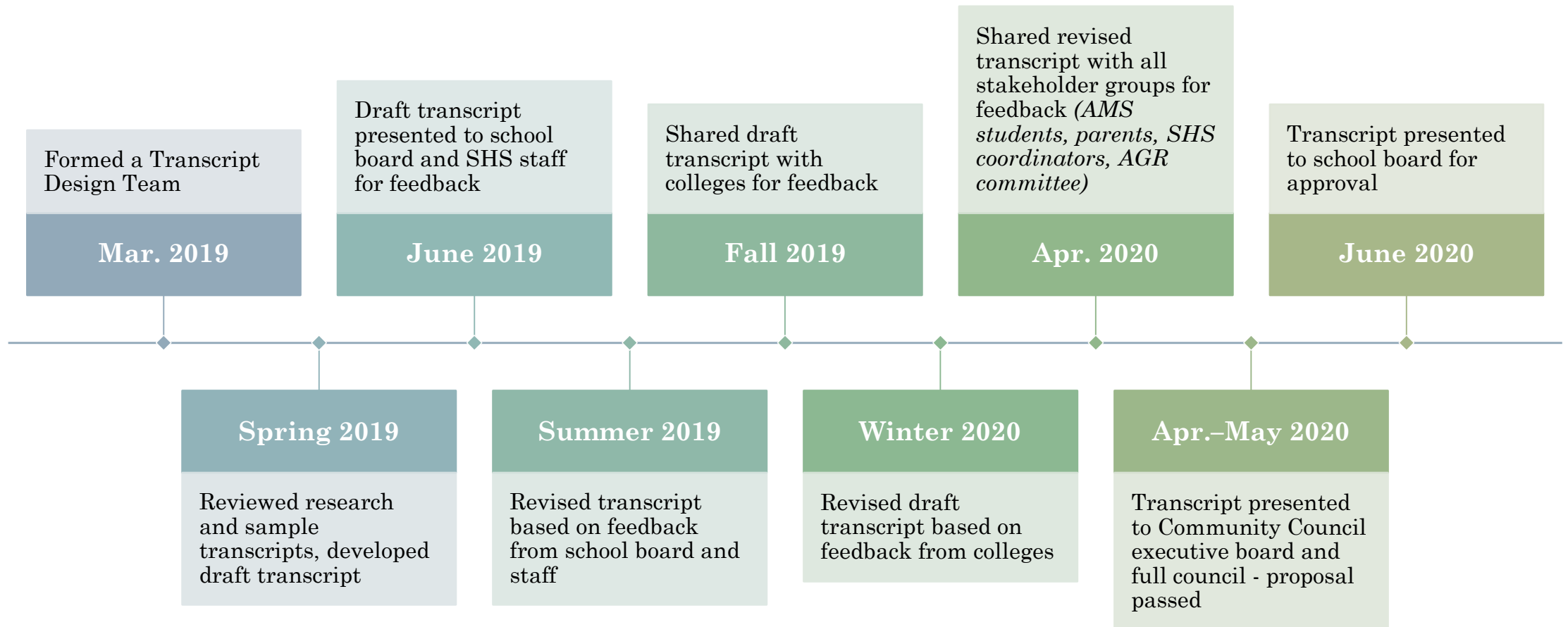
Grading practices are now more consistent from class to class



State requirement to record student progress in meeting district and graduation competencies

(Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers)

What was our process for transcript development?



Which colleges provided feedback on our draft transcript?

Assumption
Bates
Boston College
Castleton (VT)
Coastal Carolina
Colby-Sawyer
Dartmouth College
Dean College
Drexel
Eckerd College
Elon
Emerson College
Endicott College
Fitchburg State
George Mason University
Husson University
Keene State

Mass College of Lib Arts
Merrimack
Mount Holyoke
Northeastern
Rensselaer PI
Roanoke College
Rochester Institute of Tech.
Roger Williams University
Sacred Heart
Saint Michaels
Salve Regina
Simmons
Southern NH University
St. Anselm
St. Joseph College
St. Lawrence University

Stevens Institute of Tech.
Suffolk University
SUNY Cobleskill
Thomas College
Tufts
U Maine Farmington
U of Maryland
U of Southern Maine
UCONN
UMass Amherst
UNH
University of Rochester
Wentworth Institute of Tech.
Western New England Univ.
Westfield State
Wheaton College
WPI



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 Equivalent	Credit	Type
2015-2016				
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	
2016-2017				
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	
2017-2018				
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
Additional Graduation Requirements				
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	SEM1	Final	Credit	Type
2018-2019						
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: _____

Transcript for Class of 2024 and Beyond

Click [here](#) for link to full-size transcript

Comparison of Transcripts

(click on transcript to view larger)

Class of 2020 - 2022

Class of 2023

Class of 2024 and Beyond

PERMANENT TRANSCRIPT									
STUDENT INFORMATION					SCHOOL INFORMATION				
[Redacted Student Information]					Souhegan High School 412 Boston Post Rd. P.O. Box 1152 Amherst, NH 03031 Telephone: 603-673-9940 Fax: 603-673-0318 Principal: William Hagen Website: www.sau39.org/ahs				
CLASS RECORD									
YR	SUBJECT	T1	T2	T3	FL	HNR	CREDIT	ADDITIONAL INFORMATION	
09	School Year 16-17						1.000	G.P.A. (unweighted): 3.61	
09	CULTURAL FDTNS:ENG	B+	A-	B+	B+		1.000	Total Credits: 23	
09	CULTURAL FDTNS:SS	A-	A-	B+	A-		1.000	Comm serv hrs.: 23	
09	INTRO TO PSYCH	A			A		0.340		
09	CORE MATH 1	B+	A-		B+		1.000	ACADEMIC CALENDAR	
09	PHYSICAL SYSTEM SC	A	B	A-	A-		1.000	Beginning w/the 2018 academic year, we have moved from a trimester grading system to a semester grading system.	
09	SPANISH 2	A	A	A-	A	H	1.000		
09	CREATIVE IMAGE S2		A-		A-		0.500		
09	DIGITAL PHOTO 1			A	A		0.340		
09	ADVERTISING		B+		B+		0.340		
09	WELLNESS9 ADVENTURE	B			B		0.500		
09	ADVISORY 9B	P	P	P	P		0.500		
School Year 17-18									
10	AMER STUDIES:RNG	A-	A-	A	A-	H	1.000	GRADING SYSTEM	
10	SABERDIGITAL MAG T		A-		A-		0.340	A+=97 or above, A=93-96, A-=90-92	
10	SABERDIGITAL MAG T		A		A		0.340	B+=87-89, B=83-86, B-=80-82	
10	AMER STUDIES:SS	B	A-	B	A-		1.000	C+=77-79, C=73-76, C-=70-72	
10	CORE MATH 2	A	A-	A-	A-		1.000	P = met minimum requirement	
10	CORE MATH 3				P		1.000	NC = 0.69.9 (0.0 in GPA)	
10	LIVING SYSTEMS SCI	A	A-	A	A		1.000	WD = withdrawn	
10	SPANISH 3	A-	A-	A-	A-		1.000	WNC = withdrawn, no credit	
10	DIV 1 EXHIBITION			P	P		0.000	NCS - no credit; summer course	
10	ENTREPRENEURSHIP	B+			B+		0.340	M = medical	
10	WELLNESS FIT 10Z	A	A	A	A		0.500	CC = correspondence course	
10	HEALTH 10Z	A+	A+	A-	A		0.500	IS = independent study	
10	ADVISORY 10Z	P	P	P	P		0.500	Minimum grade of C- is required to receive credit.	
School Year 18-19									
11	WORLD LITERATURE	MS1	S1	S2	FL	HNR	CREDIT	Maximum credits per year - 7.5	
11	AP ENG LANG & COMP		B	A-	B+		1.000		
11	WORLD STUDIES		A	A	A		1.000		
11	INTRO TO CALCULUS		A-	A-	B+		1.000	HONORS	
11	CHEMISTRY		B+	A-	A-		1.000	Credit is earned by fulfilling a contract and receiving a final grade of B or higher (not B-).	
11	COMPUTER LIT 11				P		0.500	Honors is identified on the transcript with an 'H' after the final grade. 'HP' (Honors Pending) indicates a student is working towards honors.	
11	SPANISH 4		A	A	A		1.000		
11	RESEARCH PAPER			P	P		0.000		
11	POST GRAD PLAN			P	P		0.000		
11	ADVISORY 11		P	P	P		0.500		
School Year 19-20									
12	SEM:ETHICS	A	A		HP		0.000	MISCELLANEOUS	
12	SEMINAR:ETHICS:SS	A	A		HP		0.000	Requests for information concerning a student's discipline record must be accompanied by a signed release of information.	
12	AP CALCULUS AB	B	B				0.000		
12	MARINE SCIENCE	A-	A		HP		0.000		
12	AP SPANISH	A	A				0.000		
12	SENIOR PROJECT						0.000		
12	ADVISORY 12	P	P				0.000		
12	NH SCHOLARS						0.000		
DATE:		SIGNATURE:			TITLE:				

Official Transcript Souhegan High School



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	Credit	Type	Weighted GPA	
2015-2016					
CULTURAL FDTNS: ENG	B+	1	HONORS	3.5	
CULTURAL FDTNS: SS	A-	1			
EARTH SYSTEMS	B	1			
SPANISH 1	C	1			
CORE MATH 1	B-	1			
DESIGN STUDIO ART	A	0.5			
ADVISORY 9	P	0.5			
2016-2017					
AMERICAN STUDIES: ENG	C	1	HONORS		
AMERICAN STUDIES: SS	B+	1			
CORE MATH 2	B	1			
SPANISH II	C	1			
LIVING SYSTEMS	A-	1	HONORS		
CONCERT BAND	A	0.5			
ADVISORY 10	P	0.5			
2017-2018					
WORLD LITERATURE	A-	1	HONORS		
WORLD STUDIES	B+	1			
PRECALCULUS	B+	1			
SPANISH III	C+	1			
PHYSICS	C	1	VLACS		
VIDEO PRODUCTION	A	1	INTERNSHIP		
PROGRAMMING	B-	0.5			
ADVISORY 11	P	0.5			
CURRENT COURSE ENROLLMENT					
2018-2019	MS1	SEM 1	SEM 2		
AP ENGLISH LANGUAGE	A-				
AP HUMAN GEOGRAPHY	B				
STATISTICS	C		DUAL ENROLLMENT		
ADVANCED BIOLOGY	B+				
MARKETING	A				
CHEMISTRY	B+				
ADVISORY 12	P				

Date: _____ Signature: _____

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Student Personal Information

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

Learning Experience	Course Score	Letter Grade Equivalent	Credit	Type	Weighted GPA		Unweighted GPA	
					3.86	3.54	9	10
2015-2016					3.86		3.54	
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					
2016-2017					3.86		3.54	
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					
2017-2018					3.86		3.54	
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					
CURRENT COURSE ENROLLMENT					3.86		3.54	
2018-2019	MS1	MS1	SEM1	Final				
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: _____

Staff and Student Perspective



SHS STAFF, TRANSCRIPT
DESIGN TEAM MEMBER



SHS STUDENT, COMMUNITY
COUNCIL MODERATOR



School Information

Souhegan High School
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Student Personal Information

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

Learning Experience	Course Score	Letter Grade Equivalent	Credit	Type
2015-2016				
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	
2016-2017				
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	
2017-2018				
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
Additional Graduation Requirements				
Division One Exhibition				P
Junior Learning Project				P
JLP Thesis				<i>(Thesis topic here)</i>
Post Graduate Plan				P
Senior Project				P
Senior Project EQ:				<i>(Sr project EQ here)</i>
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
2018-2019						
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:
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Souhegan Cooperative School District
 March 8, 2005

FOR SCHOOL BOARD Vote for
not more
than ONE

For Three Years

John Walsh

_____ (write-in)

ARTICLE 2.

Shall the district raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant, or as amended by vote of the first session, for the purposes set forth therein, totaling \$14,377,275. (Should this article be defeated, the operating budget shall be \$14,250,685, which is the same as last year, with certain adjustments required by previous action of the district or by law, or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only.) **The School Board and Finance Committee support this article. Majority vote required to pass.**

Yes

No

ARTICLE 3.

Shall the school district vote to create an expendable trust fund under the provisions of RSA 198:20-c to be known as the School Maintenance Fund, to be held by the Trustees of the Trust Funds of the Town of Amherst, for the purpose of repairing and maintaining the school facilities and equipment, and for capital improvements? Furthermore, to raise and appropriate the sum of one dollar (\$1) toward this purpose and authorize the use of that amount from the unreserved fund balance (no amount to be raised from taxation), and name the school board as agents to expend from this fund. **The School Board and Finance Committee recommend this appropriation. Majority vote required to pass. The receipt and expenditure of these funds have no impact on the tax rate.**

Yes

No

ARTICLE 4.

Shall the school district appropriate funds for the support of school programs and federal projects as follows: school lunch program \$466,005; federal projects \$215,000; said funds to be offset by the receipt of school lunch, state funds, federal funds, or grants? **The School Board and Finance Committee support this article. Majority vote required to pass. These funds are self-supporting through school lunch, state revenues, federal revenues, or grants, and do not affect the tax rate.**

Yes

No

ARTICLE 5.

Shall the voters of the Souhegan School District within school administrative unit number 39 adopt the provisions of RSA 194-C:9-b to allow for insertion of the school administrative unit budget as a separate warrant article at annual school district meetings? **The School Board and Finance Committee oppose this article. Majority vote required to pass.**

Yes

No

YOU HAVE NOW COMPLETED VOTING.

Katie Hannan

From: Elizabeth Shankel
Sent: Tuesday, November 27, 2007 7:48 PM
To: Katie Hannan
Cc: Maryanne Buonadonna
Subject: Souhegan Expendable Trust Charter

Katie:

The Souhegan Board adopted this Charter for governing their maintenance expendable Trust. Can you please keep a copy of it in the file you have for this Trust?

Thank you, Betty

Elizabeth A Shankel
Business Administrator
SAU 39 - Amherst, Mont Vernon, Souhegan
1 School Street - PO Box 849
Amherst, NH 03031
603-673-2690

Charter
Souhegan Cooperative School District
School Maintenance Expendable Trust Fund Committee

Purpose:

This committee shall be established as an advisory body to the Souhegan Cooperative School District School Board to evaluate and prioritize all requests for the School Maintenance Expendable Trust Fund funds.

Committee Composition:

The committee shall be made up of five (5) voting members. The voting members will consist of two (2) citizens from the Town of Amherst; one (1) citizen from the Town of Mont Vernon; and two (2) members of the Souhegan Cooperative School Board, one (1) of whom shall be a resident of the Town of Mont Vernon and one (1) of whom shall be residents of the Town of Amherst. In addition, the Committee shall consist of the following non-voting members: one (1) alternate from the Town of Mont Vernon, one (1) alternate from the Town of Amherst, a member of the administration, the Director of Buildings & Grounds, and a liaison from the Souhegan Cooperative School District Advisory Finance Committee. The voting committee members and the alternates will be appointed by the Souhegan Cooperative School District School Board.

Citizen members shall each serve for a period of two years. Initially, the citizen members will have one one-year term and two three-year terms. Thereafter, every term shall be two years.

Alternates will have voting privileges in the event a committee member is absent.

Charter:

For requests for Expendable Trust Fund funds, the committee shall upon receipt of such requests:

- Review requests for funds as to whether they are reasonable and appropriate with respect to the purpose of the trust fund and whether the request is best served with Trust Fund funds rather than funds from some other source;
- Make a recommendation to the School Board for action;
- Submit to the School Board recommendations for warrant article(s) to replenish the Trust Fund funds.

CHARTER ADOPTED: September 20/07

SOUHEGAN – 5 YEAR PROJECTS PLAN

From Capital Needs Assessment

	<u>5 Yr Plan</u>	<u>FY22</u>	<u>FY24</u>	<u>FY25</u>
Pavement Crack-fill, Sealcoat, and Re-stripe	\$71,800	\$71,800		
Stadium Seating	\$11,474	\$11,474		
Replace split DX Air Conditioning Units	\$6,884	\$6,884		
Upgrade Exhaust Fans	\$12,293	\$12,293		
Emergency Lighting - Replace Battery Powered Lights	\$2,972	\$2,972		
Smoke / Fire Detection - Replace Simplex FACP and Devices	\$99,985	\$99,985		
Exterior Brick Walls - Repoint Brick	\$9,880	\$9,880		
Roof Deck - Modify Membrane Pitch, Replace Pavers	\$9,288	\$9,288		
Subscriber Radios	\$27,318	\$27,318		
Classroom Furniture	\$121,724		\$121,724	
Exterior Walls - Metal Panels	\$11,666			\$11,666
Total	\$385,284	\$251,894	\$121,724	\$11,666

* Note: No projects were slated for FY21 or FY23 in the Capital Needs Assessment Report

SOUHEGAN — 5 YEAR FUNDING PLAN

For Capital Projects

Contribution to Capital Reserve	Souhegan	Amherst	Total
FY21	\$100,000	\$300,000	\$400,000
FY22	\$163,000	\$500,000	\$663,000
FY23	\$26,260	\$650,000	\$676,260
FY24	\$84,785	\$605,000	\$689,785
FY25	\$28,581	\$675,000	\$703,581
Total	\$402,626	\$2,730,000	\$3,132,626

FY21 CONTRIBUTIONS

Souhegan: \$100,000

- Planning ahead
- Projects scheduled over the next 5 years - est. total \$403K

Amherst: \$450k

- \$150k in budget to conduct facilities study to evaluate ROI of various projects and determine most cost-effective plan
- \$300k reserve contribution
- Planning ahead for Capital maintenance projects
 - FY24 – est. total \$2.1m
 - FY26 – est. total \$1.9m

SUMMARY OF CAPITAL MAINTENANCE PLAN

What we have done:

Completed a comprehensive Capital Needs Assessment for both the Souhegan and Amherst School Districts

Established a Year-by-Year Plan for Capital Needs projects over the next 20 years

Determined the annual funding required to execute these projects, while creating a consistent tax impact

➤ Amherst and Souhegan coordinating annual tax impact of approximately \$650K total increasing with the CPI

What we are proposing:

An annual Warrant Article to fund the Expendable Trust Fund (ETF) for Capital Needs projects

Complete projects each year in accordance with the Capital Needs Assessment and Year-by-Year Plan

➤ Adjustments made as needed (based on state of systems to be replaced, emergency repairs, etc.)