

**Public Notice of Meeting**  
**WILTON-LYNDEBOROUGH COOPERATIVE**  
**SCHOOL BOARD MEETING**  
**Tuesday, March 4, 2025**  
**Wilton-Lyndeborough Cooperative M/H School**  
**6:30 p.m.**

Videoconferencing: [meet.google.com/htm-jgwe-bpi](https://meet.google.com/htm-jgwe-bpi)

Audio: [+1 502-382-4633](tel:+15023824633) PIN: 148 997 370#

All videoconferencing options may be subject to modifications. Please check [www.sau63.org](http://www.sau63.org) for the latest information.

- I. CALL TO ORDER-Dennis Golding-Chair**
- II. PLEDGE OF ALLEGIANCE**
- III. STUDENT ACKNOWLEDGEMENT**
- IV. ADJUSTMENTS TO THE AGENDA**
- V. PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH.
- VI. BOARD CORRESPONDENCE**
  - a. Reports**
    - i. Superintendent's Report
    - ii. Student School Board Report
    - iii. WLCTA Report
    - iv. Principals' Reports
- VII. 2025-2026 SCHOOL DISTRICT CALENDAR**
- VIII. PREPARE FOR DISTRICT MEETING PRESENTATION**
- IX. POLICIES**
  - a. 1<sup>st</sup> Reading**
    - i. EBCH-Chemical Safety and Chemical Hygiene Plan
    - ii. KFD-Use and Location of Automated External Defibrillators
    - iii. IC-School Year
    - iv. IMBA-Distance Education
    - v. JLP-Parent Notification of and Involvement in Student Welfare
    - vi. BA-School Board Self Evaluation and Goal Setting
  - b. 2nd Reading**
    - i. DAF-Administration of Federal Grant Funds
  - c. Withdrawals**
    - i. JLCG-Exclusion of Students from School for Illness
    - ii. JLCG-R-Exclusion of Students from School for Illness
    - iii. DAF-1-Allowability
    - iv. DAF-2-Cash Management and Fund Control
    - v. DAF-3-Procurement
    - vi. DAF-4-Procurement-Additional Provisions Pertinent to Food Service Program
    - vii. DAF-5-Conflict of Interest and Mandatory Disclosures

- viii. DAF-6-Inventory Management-Equipment and Supplies Purchased with Federal Funds
- ix. DAF-7-Travel Reimbursement-Federal Funds
- x. DAF-8-Accountability and Certifications
- xi. DAF-9-Time-Effort Reporting/Oversight
- xii. DAF-10-Grant Budget Reconciliation
- xiii. DAF-11-Sub-Recipient Monitoring and Management
- xiv. GBGBA-Use and Location of Automated External Defibrillators
- xv. JLCEA-Use and Location of Automated External Defibrillators
- xvi. EBCA-R-Emergency Plans Checklist
- xvii. EBCB-R-Fire and all Hazard Drills-Fire Exits Drills in Educational Occupancies
- xviii. ICA-School Calendar
- xix. IHBG-R-Home Education/Dual Enrollment
- xx. IJNDB-School District Internet Access
- xxi. JIA-Student Due Process
- xxii. JIE-Pregnant Students
- xxiii. JLI-Safety Program (Joint Loss Management Committee)
- xxiv. JRA-R-Annual Notification of Rights Under “FERPA”
- xxv. KDA-Public Information Program
- xxvi. KED-Facilities and Service Grievance Procedure

**X. ACTION ITEMS**

**a. Approve Minutes of Previous Meeting**

**XI. RESIGNATIONS/APPOINTMENTS/LEAVES**

**a. FYI-New Hire- Kayla Danforth-FRES-ABA Therapist**

**XII. PUBLIC COMMENTS**

**XIII. SCHOOL BOARD MEMBER COMMENTS**

**XIV. NON-PUBLIC SESSION RSA 91-A: 3 II (C)**

- i. Review the nonpublic minutes
- ii. Personnel Matter

**XV. ADJOURNMENT**

**INFORMATION: Next School Board Meeting-March 18, 6:30 PM at WLC**

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.



***Wilton-Lyndeborough Cooperative School District***  
***School Administrative Unit #63***

192 Forest Road Lyndeborough, NH 03082  
603-732-9227

Peter Weaver  
Superintendent of Schools

Ned Pratt  
Director of Student Support Services

Kristie LaPlante  
Business Administrator

Superintendent Report  
March 4, 2025

- We want to make sure that **Mr. Erb and his facilities team** are recognized and commended for the seemingly endless hours they spent removing snow and ensuring that our schools are safe, warm, and ready to open.
- Our **last scheduled school day** pending no additional school cancelations is a half-day on Monday, June 9, 2025. The 2024-25 **graduation** will be held on Friday, May 30, 2025.
- The **budget public hearing** on February 6<sup>th</sup> generated some discussion on potential changes to the operating budget warrant article at the upcoming district meeting. The administrative team have met several times to discuss and prepare for these possibilities.
- The School Resource Officer (**SRO**) **slide deck** have been updated. We are planning to meet with Darlene and Tiffany to review the slides & prepare notes for the district meeting presentation.
- Thank you to Kristina Fowler for her work to ensure that the district's **annual report** is organized and completed in a timely manner!
- We have received feedback on our initial **2025-26 school calendar** and have made the following updates: Moved the March teacher workshop day from Friday, March 27<sup>th</sup> to Monday, March 23<sup>rd</sup>. We also kept the "potential" graduation date in the draft calendar with the understanding that this potential date is subject to change pending school day cancelations.
- Update on professional **staff recertification**:
  1. Four teachers are ready for recertification
  2. Two teachers are eligible to move from a Beginning Educator License (BEL) to an Experienced Educator License (EEL). Note: This license are for teachers with at least three years of full-time teaching experience who have been rated effective or above for two consecutive years and have completed at least one renewal cycle.
  3. Two need to update content specific professional development hours, and
  4. Six need to finish uploading their professional development hours

# **WLCTA School Board Report**

**March 2025**

## **WLC:**

- Spirit week was Feb. 17-21; super fun! Special thank you to Katy Morshed and Steph Erickson (senior class advisors) and Taryn Anderson, who ran all of the sound for the events and organized the talent show!
- 8th grade and HS teachers worked with students the week before break to complete preliminary course selection. This process helps Mrs. Kovaliv build the master schedule based on student needs / preferences.
- National Honor Society providing free childcare for the public for the March 8 district meeting
- Junior class will be selling coffee and baked goods; money will go toward prom
- Junior class and members of NHS will be working with the PTO to support the Penny Sale on March 29. Thank you to the PTO for the opportunity! Proceeds will go to the junior class for prom.
- Teachers continue to utilize iReady data to plan interventions in classes / WIN
- Teachers are also working weekly to complete curriculum documents for the website and NEASC
- Discussions have already begun in departments about creating rigorous final exams and working to ensure that students are working towards the content and skills that will be assessed.
- The WLC Art Students will be attending our first museum field trip at the Institute of Contemporary Art in Boston on March 11th. Additionally, on May 10, we will have our annual Art Fair in Wilton's downtown Main Street Park, and welcome more community members to get involved this year! Set up a vending booth, or interactive activity. There will be music, baked goods, and student art on display and even for sale. Contact Emily Hall for more details
- There will be more traditional art exhibits on display at the downtown Gregg Free Library: middle school art exhibited for the month of April, and High School for the month of May!
- WLC showcase will now be March 12th at 6pm in the WLC cafeteria. This is the last showcase for our seniors and will feature some fantastic performances!

## **FRES/LCS:**

- Kindergarten, 1st, and 2nd grade will be having their Spring concert on March 20th at 6 pm. Join us for a program full of folk music from near and far!
- 4th grade is in the middle of their economics unit, and have completed the fundraising part of their plan. They sold popcorn to students and staff for three Fridays in a row, and now they will be taking their profits to purchase plant bulbs to sell at the FRES Plant Sale. Students have been managing the whole process so far, with kids working on marketing, budgeting, projected sales, money management, tracking orders & preorders, and everything else involved. Great work 4th grade!
- 3rd quarter ends on March 27th and FRES students will get a chance in the last quarter of the year to choose their Friday Specials class.
- LCS welcomed children's musician Steve Blunt on March 7th for a wonderful performance, which was paid for by the PTO. Thank you PTO for your support!
- Each month until the end of school students from every grade will be getting recognized for their ability to exemplify CARES in the classroom.

Respectfully submitted,

Erin Rosana, WLCTA Co-President

Morgan Kudlich, WLCTA Co-President

## **WLC School Board Report**

March 4, 2025

Submitted by: T. Ronning; Principal

K. Gosselin; Assistant Principal

February was a short month with not much to report

### **Warrior Winner Cards**

- The staff mailed home over 75 cards to recognize positive actions of our students

### **School Spirit Days**

- The students played basketball against the staff
- Spirit week encumbered several activities during the week before our February Break.

### **Curriculum**

- Staff continue to concentrate on the curriculum to ensure we are meeting our students needs

### **Grading Committee Meeting**

- The committee met to discuss how WLC reports how students meet our curricular expectations. We are in the process of reviewing current practices and how they might be enhanced to better inform parents of student knowledge.

### **Athletics**

- Our Varsity teams did not make the playoffs this year.
- Awards Ceremony is Wednesday, March 5th
- The Spring Coaches meeting is March 11th
  - We have coaches for all teams and working to fill volunteer assistant positions
- The Spring Parent/Student-athlete meeting is MARCH 11th.
- Spring season begins March 17th

### **Graduation Date:**

- Request Friday, May 30th be the graduation date

### **Upcoming Dates:**

- March 10- PTO meeting
- March 12- Winter Showcase
- March 13- Ski Trip for juniors and seniors
- March 20- BioTrek final pitch
- March 21- Rent-A-Senior
- March 27- Quarter 3 Ends
- March 28- Teacher Workshop Day
- March 29- Penny Sale

### **Behavior (next page)**

**High School Discipline Referrals:**

- For the month of January, there were 6 log entries that required administration's attention. This is a decrease of 1 from last month.
- These log entries represent 4 students out of 148 students, which makes up 2.7% of the student population.
- For the month of February, there were 4 log entries that required administration's attention. This is a decrease of 3 from last month.
- These log entries represent 3 students out of 148 students, which makes up 2% of the student population.

<u>Category</u>	<u>Aug/Sept 2024</u>	<u>Oct 24</u>	<u>Nov 24</u>	<u>Dec 2024</u>	<u>Jan 25</u>	<u>Jan 24</u>	<u>Feb 25</u>	<u>Feb 24</u>
Total Log Entries	7	9	4	7	6	14	3	15
Detentions	1	0	2	1	4	4	1	7
In School Suspension	2	0	0	2	1	1	0	1
Out of School Suspension	0	1	0	0	0	2	0	4
Restorative Practice	3	0	1	0	1	2	0	0
Other (ie-suspension from athletics, bus suspension, etc)	1	8	1	4	0	5	2	3

**Middle School Discipline Referrals:**

- For the month of January, there were 6 log entries that required administration's attention. This is a decrease of 2 from last month.
- These log entries represent 6 students out of 131 students, which makes up 4.5% of the student population.
- For the month of February, there were 10 log entries that required administration's attention. This is an increase of 4 from last month.
- These log entries represent 8 students out of 131 students, which makes up 6% of the student population.

<u>Category</u>	<u>Aug/Sept 2024</u>	<u>Oct 024</u>	<u>Nov 024</u>	<u>Dec 024</u>	<u>Jan 25</u>	<u>Jan 24</u>	<u>Feb 25</u>	<u>Feb 24</u>
Total Log Entries	18	16	13	8	6	16	10 (note- 4 of these were 1 incident)	20
Detentions	7	6	4	0	2	12	1	10

In School Suspension	7	5	3	6	2	2	4	1
Out of School Suspension	2	1	0	0	0	0	1	3
Restorative Practice	1	1	6	1	2	1	0	4
Other (ie-suspension from athletics, bus suspension, etc)	0	3	0	1	0	1	2	2

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**FLORENCE RIDEOUT ELEMENTARY SCHOOL  
LYNDEBOROUGH CENTRAL SCHOOL**

18 Tremont Street  
Wilton, New Hampshire 03086  
(603) 732-9229  
[www.sau63.org](http://www.sau63.org)

Bridgette Fuller, Principal FRES/LCS  
Christina Gauthier, Administrative Assistant FRES

Samuel Metivier, School Counselor  
Sherry LeBlanc, Administrative Assistant LCS

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**Principal Report  
March 4, 2025**

**FRES and LCS Happenings**

Despite February being relatively short and snowy, the students and staff at FRES and LCS maintained their productivity and continued on the path toward academic excellence. At LCS, teachers analyzed mid-year data and established WIN groups for targeted interventions. On February 21, 2025, LCS hosted its annual PJs and Pancakes Day, topped off with an additional dance party. At FRES, all grade levels celebrated students who consistently demonstrated cooperative learning habits. Every student recognized received a certificate to take home and a brief narrative for families explaining how their student showcases these skills daily. All grades and specialists have focused on co-curricular learning this school year. This month, our second-grade classes learned about pointillism in their ELA curriculum and will explore the technique in their upcoming art class. Lastly, fourth-grade students wrapped up their Popcorn Fundraiser, the initial phase of their economics unit, and students and families at all grade levels were invited to a Mid-Winter Dance sponsored by our PTO.

**Planning Ahead**

We are in the process of planning for summer learning and the upcoming school year. We plan to review last year's Title 1-funded Summer Academy data and develop plans for this summer's programming in the coming weeks. Kindergarten enrollment opened on March 3, 2025. We intend to screen students on August 25, 26, and 27, 2025, to ensure the best placement for all Kindergarten students. We have tentatively scheduled Welcome Day for kindergarten families and students on August 28, 2025, allowing them to visit their classrooms, explore the school, and ride the bus.

**Substitutes Needed**

We continue to need substitute teachers at FRES and LCS. We encourage anyone seeking an opportunity to impact students to visit our SAU63 webpage and complete an application. Both schools have dedicated staff and fabulous students who will bring smiles to the faces of interested guest teachers.

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## Behavior Update

FRES	September 2024 Referrals	October 2024 Referrals	November 2024 Referrals	December 2024 Referrals	January 2025 Referrals	February 2025 Referrals
Total Log Entries <b>Bus</b>	05	02	01	03	01	05
Log Entries for “Major Behavior & Gross Misconduct” at <b>School</b>	12	10	07	10	19	12
Loss of Privilege	1	3	2	3	2	1
Detention	7	2	1	4	4	7
<b>In School Suspension</b>	2	4	2	2	12	2
<b>Out of School Suspension</b>	2	1	2	1	1	2

In **September 2024**, **17 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 6% of students (12 students out of 212)
- Year 2 of Student Support Center
- Bus 6 monitor hired

In **October 2024**, **12 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 3% of students (6 students out of 212)

In **November 2024**, **8 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 4% of students (8 students out of 211)

In **December 2024**, **13 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 5% of students (10 students out of 212)

In **January 2025**, **20 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 4% of students (9 students out of 213)

In **February 2025**, **17 log entries** (Bus and School) were recorded in PowerSchool and classified as “Major Behaviors or Gross Misconduct.”

- These log entries represent 5% of students (10 students out of 213)

## IMPORTANT DATES

March 7, 2025: Musician Steve Blunt at LCS (Student Only Event) and PTO Sponsored Family Event-Skate Night @ *FRES* (5:30-7:30 p.m.)

March 8, 2025: District Meeting, 9 a.m. at WLC. A Celebration of Student Work display will be in the WLC

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hallway, and child care will be provided.

March 18, 2025: School Board Meeting (WLC 6:30 p.m.)

March 20, 2025: Spring Concert at FRES (*Grades K-2, 6 p.m.*)

March 21, 2025: CARES Student Recognition at FRES (*Assertion*)

March 28, 2025: Professional Development Day

April 1, 2025: NH SAS Begins...5th Grade Science.

## FRES and LCS February 2025 Highlights



Valentine's Day Math in Ms. Lawner's Room



Pancakes and PJs in Ms. Rourke's Room



Recess Fun at FRES

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**WILTON-LYNDEBOROUGH COOPERATIVE SCHOOL DISTRICT**  
**CALENDAR FOR 2025-2026 - 174 days (includes 3 early release days) + 6 Professional Days**

<b>AUGUST- 4 days</b>	M	T	W	T	F		<b>FEBRUARY- 15 days</b>	M	T	W	T	F
	11	12	13	14	15		Feb. 3- Early Release Teacher Workshop	2	3	4	5	6
Aug. 18-19 New Teacher Orientation Aug. 20-22 Teacher Workshop	18	19	20	21	22			9	10	11	12	13
<b>First Day of School</b>	25	26	27	28	29			16	17	18	19	20
Aug. 29- No School							Feb. 23-27 Mid-Winter Break	23	24	25	26	27
<b>SEPTEMBER- 21 days</b>	M	T	W	T	F							
Sept. 1- Labor Day	1	2	3	4	5							
	8	9	10	11	12							
Sept. 19- Early Release Teacher Workshop	15	16	17	18	19		<b>MARCH- 21 days</b>	M	T	W	T	F
	22	23	24	25	26			2	3	4	5	6
	29	30						9	10	11	12	13
								16	17	18	19	20
<b>OCTOBER- 22 days</b>	M	T	W	T	F		March 23- Teacher Workshop	23	24	25	26	27
			1	2	3			30	31			
Oct. 10- Early Release Teacher Workshop	6	7	8	9	10							
Oct. 13- Columbus Day	13	14	15	16	17		<b>APRIL- 18 days</b>	M	T	W	T	F
	20	21	22	23	24				1	2	3	
	27	28	29	30	31			6	7	8	9	10
								13	14	15	16	17
<b>NOVEMBER- 15 days</b>	M	T	W	T	F			20	21	22	23	24
							April 27-May 1 Spring Break	27	28	29	30	
Nov. 10 No School	3	4	5	6	7							
Nov. 11- Veteran's Day	10	11	12	13	14							
	17	18	19	20	21		<b>MAY- 18 days</b>	M	T	W	T	F
Nov. 26-28 Thanksgiving Day Recess	24	25	26	27	28							1
								4	5	6	7	8
<b>DECEMBER- 17 days</b>	M	T	W	T	F			11	12	13	14	15
	1	2	3	4	5		May 22- Teacher Workshop	18	19	20	21	22
	8	9	10	11	12		May 25-Memorial Day	25	26	27	28	29
	15	16	17	18	19		May 29-Potential Graduation					
Dec. 24- Jan. 2/ Holiday Recess	22	23	24	25	26							
	29	30	31				<b>JUNE- 4 days</b>	M	T	W	T	F
							*June 11 - Last day with 5 snow days	1	2	3	4	5
2026								8	9	10	11	12
<b>JANUARY- 19 days</b>	M	T	W	T	F			15	16	17	18	19
Holiday Recess/New Years Day				1	2			22	23	24	25	26
	5	6	7	8	9			29	30			
	12	13	14	15	16							
Jan 19- Martin Luther King, Jr. Civil Rights Day	19	20	21	22	23							
	26	27	28	29	30							
<b>AUGUST through DECEMBER (79 Days)</b>						<b>JANUARY through JUNE (95 Days)</b>						
Aug. 18-19	New Teacher Orientation					Jan. 1-2	Holiday Recess/New Years Day					
Aug. 20-22	Teacher Workshop Full Day					Jan. 19	Martin Luther King, Jr. Civil Rights Day					
Aug. 25	First Day of School					Feb. 3	Early Release-Teacher Wkshp.					
Aug. 29	No School					Feb. 23-27	Mid-Winter Break					
Sept. 1	Labor Day					March 23	Teacher Workshop Full Day					
Sept. 19	Early Release-Teacher Wkshp.					April 27-May 1	Spring Break					
Oct. 10	Early Release-Teacher Wkshp.					May 22	Teacher Workshop Full Day					
Oct. 13	Columbus Day					May 25	Memorial Day					
Nov. 10	No School					May 29	Potential Graduation					
Nov. 11	Veteran's Day					*June 11	*Last Student Day w/ 5 Snow Days					
Nov. 26-28	Thanksgiving Day Recess											
Dec. 24-31	Holiday Recess											

## EBCH - CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

*Category: Required*

*Related Policies: EBCA & EBCH-E*

- A. **Purpose.** The Wilton Lyndeborough Cooperative School Board's objective is to help ensure a healthy, clean, and safe learning and work environment for students, employees, and others present on school property. The policy accomplishes this in two ways. First, it establishes standards regarding the use and handling of toxic chemicals for cleaning and pest control. Second, it directs the creation of a chemical hygiene and safety plan (the "Plan") for managing hazardous substances on District property and responding to any emergencies resulting from hazardous substances. This Plan shall include all points where hazardous substances might be used and or stored on district property, including, but not limited to, materials used in connection with: chemistry and other science labs, art rooms, shop classes, food services, facilities and grounds keeping, or custodial services.

"Hazardous substances" as used in this policy shall mean and include any material specifically designated as hazardous by state or federal law, or any other substance or mixture of substances, which may be explosive, ignitable, corrosive, reactive, or toxic.

- B. **Plan Preparation and Contents.** The Board directs the Superintendent or designee to prepare a Chemical Hygiene Plan that complies with all local, state, and federal laws and regulations, which pertain to the proper management of hazardous materials. When necessary, the District shall contact the U.S. Environmental Protection Agency (EPA) and/or the New Hampshire Department of Environmental Services (NHDES) to obtain relevant information regarding hazardous substances.

Additionally, the Plan shall address at least the following:

1. Identification and inventory of hazardous materials - describing a process by which hazardous substances will be identified and inventoried, and may include a classification system for grouping hazardous materials for purposes of acquisition, storage, use, disposal, record-keeping, and emergency response.
2. General provisions outlining response Hazardous Substance Emergencies, with such items as responsible personnel, required resources, decision making ladders, message-specific templates, parental notification, media plans, etc.; these provisions shall be incorporated into the District Crisis Prevention and Response Plan and site-specific Emergency Operations Plans prepared under Board policy EBCA;
3. Special provisions for specific substances, e.g., and as pertinent:
  - a. Criteria for acquisition
  - b. Storage
  - c. Use
  - d. Disposal
  - e. Incident prevention
  - f. Special provisions relative to accidental release or other emergency;

## EBCH - CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

4. Provisions to minimize the use of toxic chemicals for cleaning or pest control, including the prohibition of staff bringing cleaning products or pesticides onto district property without prior approval from the administration;
5. Procedures required for staff to obtain approval from school administration in order to bring cleaning products or pesticides onto district property;
6. Protocols and procedures relative to implementation of the Plan, including staff responsibilities by individual position and/or generalized;
7. Provisions relative to staff training, including such items as individualized and general training, who is responsible for ensuring training is conducted and updated, frequency, how and by whom training syllabi are established; Additionally, employees receiving such training will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the generation of such substances;
8. Provisions proposing consequences and/or remedies for employees who fail to adhere to the Plan or established procedures;
9. Provisions relating to student training and proposed sanctions/remedies/interventions to be included in applicable Student Handbook;
10. Protocols for reporting general non-emergency concerns regarding hazardous substances on district property.

See NH Ed 320, specifically Ed 320.02(b)(8), for additional guidance on chemical hygiene Plan content.

- C. **Prohibition of Introduction of Cleaning Products or Pesticides by School Staff.** No employee or designated volunteer may bring any cleaning products or pesticides onto District property without prior approval of the school administration, or as specifically provided in the Plan.
- D. **Biennial Review and Update.** The Superintendent and/or designee shall ensure that the Plan and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. The copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year. Recommendations requiring Board policy changes should be brought to the Board as soon as reasonably practicable.

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### **District Policy History:**

***First reading:***

***Second reading/adopted:***

***District revision history:***

## EBCH - CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

### **Legal References:**

XXX

**Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

NH Dept. of Ed Regulation	Description
N.H. Code Admin. Rules Ed 320	<u>School Facility Approval Process</u>

## **KFD - USE and LOCATION of AUTOMATED EXTERNAL DEFIBRILLATORS**

### ***Category: Required***

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use.

The use/administration/maintenance of the AED is subject to the following conditions:

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#### **1. Location of the AED (s)**

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s). At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies, and shall not be located in an office or be stored in a location that is not easily and quickly accessible.

#### **2. Authorized Employees/Training of Users**

AEDs will only be administered by those employees designated by the principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the school nurse or his/her designee, or from another source acceptable to the school nurse.

#### **3. Maintenance**

AEDs will be maintained by the school nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The school nurse will maintain a record of all maintenance which has been performed on the AED(s)

#### **4. Registration of AED(s)**

In accordance with RSA 153-A:33, the school nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms at NH Dept. of Safety - AED Registration Information & Links.

#### **5. Incident Reporting**

The school nurse, or his/her designee, shall promptly report all instances of AED use to the principal, who shall communicate the information to the Superintendent.

#### **6. Liability Limited**

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

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## KFD - USE and LOCATION of AUTOMATED EXTERNAL DEFIBRILLATORS

### **District Policy History:**

*First Reading: September 14, 2010*

*Second Reading: October 12, 2010*

*Final Adoption: October 12, 2010*

*Revision:*

### **Legal References:**

Legal	Description
Bureau of Emergency Medical Services, 271-4568	State of NH
NH Statutes	Description
RSA 153-A:28-33	<u>Automated External Defibrillation</u>

**Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.



## IMBA - DISTANCE EDUCATION

*Category: Required*

*Related Policies: IHBH, IHBI, IMBC, JICL*

“Distance education” means and includes any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

Under rules of the N.H. Department of Education, distance education may be offered only:

1. When inclement weather, makes it unsafe to safely transport students to or from in-person instruction (i.e., remote learning day); or
2. As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses).

### **A. District/School-Wide Distance Education During Inclement Weather.**

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the District or school may elect to provide instruction remotely. **Distance education will only count toward required instructional days/time when conducted in accordance with N.H. Dept. of Education Rule Ed 306.22.**

### **B. Individualized Distance Education.**

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education.

1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.
2. Alternative Credit Options. If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options, will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.
3. Pre-conditions for Online Enrollment. The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.
4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student

## IMBA - DISTANCE EDUCATION

evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
6. Staff supervision. The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.
7. Privacy and Confidentiality. Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.
8. Safeguards. The school district will provide safeguards for students participating in online instruction activities, and Policy JICL-School District Internet Access for Students, will apply.
9. Earning of Credit. Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.

### **C. Educational Progress and Policy Violations.**

If a student participating in distance education is not making educational progress, as determined by educational assessments, the option to participate in distance education may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 306.22(f).

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

## IMBA - DISTANCE EDUCATION

### **District Policy History:**

*First Reading: September 14, 2010*

*Second Reading: October 12, 2010*

*Final Adoption: October 12, 2010*

### **Legal References:**

<b>NH Dept of Ed Regulation</b>	<b>Description</b>
N.H. Code Admin. Rules Ed 306.04(a)(12)	<u>Distance Education</u>
N.H. Code Admin. Rules Ed 306.18(a)(7)	<u>School Year</u>
N.H. Code Admin. Rules Ed 306.22	<u>Distance Education</u>

**Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

# JLP - PARENTAL NOTIFICATION OF AND INVOLVEMENT IN STUDENT WELFARE

**Category:** *Required*

**Related Policies:** *IHBCA, JLDDB*

Pursuant to New Hampshire RSA 186:11, IX-e, the District will not adopt policies, procedures, or student support forms that prohibit district personnel from answering questions from a parent/guardian about that parent's/guardian's student's mental, emotional, or physical health or well-being, sexuality, or a change in related services or monitoring, or that have the effect of encouraging a student to withhold from a parent/guardian such information.

District personnel will not discourage or prohibit parental/guardian notification of and involvement in critical decisions affecting that parent's/guardian's student's mental, emotional, or physical health or well-being.

The Superintendent is authorized to adopt procedures that permit district personnel to withhold any of the above information from a parent if a reasonably prudent person would believe that such disclosure would result in abuse, abandonment, or neglect of a student or other child as those terms are defined in RSA 169-C:3.

To the extent that any other school board/district/school/class policy, procedure, rule or regulation, conflicts with the above, this policy shall supersede - but not otherwise impact - such policy, procedure, rule or regulation

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## **District Policy History:**

***First reading:***

***Second reading/adopted:***

***District revision history:***

## **Legal References:**

<b>NH Statutes</b>	<b>Description</b>
RSA 169-C:3	<a href="#"><u>Definitions</u></a>
RSA 186:11, IX-e	<a href="#"><u>Notice to Parents/Guardian Required</u></a>

**Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this

## **JLP - PARENTAL NOTIFICATION OF AND INVOLVEMENT IN STUDENT WELFARE**

policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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## BA - SCHOOL BOARD SELF EVALUATION and GOAL SETTING

***Category: Recommended***

***Related Policies:***

The Board will attempt to conduct an annual self-evaluation. Co-extensive with the Board's self-evaluation, the Board will attempt to establish annual goals and objectives. The Board believes that establishing annual goals and objectives will serve as a benchmark and criteria for the annual self-evaluation.

The following areas of Board operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Relationship with the Superintendent
2. Community relations
3. Board meetings
4. Staff and Personnel Relationships
5. Relationship to Instructional Program
6. Financial Management of Schools
7. Policy development
8. Risk management
9. Other areas the Board determines should be evaluated

While the Board may decide to do so, it is not expected that every area listed above will necessarily be annually reviewed.

The Board desires that the annual self-evaluation and goal setting will clarify the Board's role within the school community, address areas for the Board to improve, and address areas for which the Board should be commended.

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### **District Policy History:**

***First reading:***

***Second reading/adopted:***

***District revision history:***

### **Legal References:**

XXX

**Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

**Category:** *Required*

**Related Policies:** *DJ, DJB, DJB-R, DJE, DID*

### TABLE OF CONTENTS

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:

<b>DAF-1</b>	<b>ALLOWABILITY</b>
<b>DAF-2</b>	<b>CASH MANAGEMENT AND FUND CONTROL</b>
<b>DAF-3</b>	<b>PROCUREMENT</b>
<b>DAF-4</b>	<b>PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM</b>
<b>DAF-5</b>	<b>CONFLICT OF INTEREST AND MANDATORY DISCLOSURES</b>
<b>DAF-6</b>	<b>INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS</b>
<b>DAF-7</b>	<b>TRAVEL REIMBURSEMENT – FEDERAL FUNDS</b>
<b>DAF-8</b>	<b>ACCOUNTABILITY AND CERTIFICATIONS</b>
<b>DAF-9</b>	<b>TIME AND EFFORT REPORTING / OVERSIGHT</b>
<b>DAF-10</b>	<b>GRANT BUDGET RECONCILIATION</b>
<b>DAF-11</b>	<b>SUB-RECIPIENT MONITORING AND MANAGEMENT</b>
<b>DAF-12</b>	<b>REPORTING ON REAL PROPERTY</b>
<b>DAF-13</b>	<b>WHISTLEBLOWER: NOTIFICATION, RIGHTS &amp; REMEDIES</b>

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

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

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

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

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

### DAF-1 **ALLOWABILITY**

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

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

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
  - a. To determine whether a cost is “reasonable”, consideration shall be given to:
    - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;
    - ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;
    - iii. market prices for comparable goods or services for the geographic area;
    - iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
    - v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a



## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

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

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

- 7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
- 8. Be adequately documented:
  - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

- 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 CFR 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 benefited, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

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

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

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

- a. Administrative or clerical services are integral to a project or activity.

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

- 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 recipient or subrecipient during the same or a future period.

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

When the obligation is for:

- 1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
  - 2. Personal services by an employee of the District – when the services are performed.
  - 3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
  - 4. Public utility services – when the District received the services.
  - 5. Travel – when the travel is taken.
  - 6. Rental of property – when the District uses the property.
  - 7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR 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

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

performance is generally identified in the GAN.

Pre-award costs are those incurred prior to the effective date of the Federal award or subaward directly pursuant to the negotiation and in anticipation of the Federal award where such costs are necessary for efficient and timely performance of the scope of work. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the *initial* Federal awarding agency or of the NHDOE or other pass-through entity.

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 time frame are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

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

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

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

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

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

The Superintendent or 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. 1693-1693 r).

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.

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

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

### **DAF-3     PROCUREMENT**

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

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

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-327) 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

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

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

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

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

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

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

1. unreasonable requirements on firms in order for them to qualify to do business;
2. any arbitrary action in the procurement process.
3. 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
4. organizational conflicts of interest;
5. noncompetitive contracts to consultants that are on retainer contracts;
6. unnecessary experience and excessive bonding requirements;

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

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

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

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

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

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

1. **Micro-purchases**

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

2. **Small Purchases (Simplified Acquisition)**

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property which is acquired above the *aggregate dollar* micro-purchase threshold and not exceeding the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

3. **Sealed Bids**

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

- a. In order for sealed bidding to be feasible, the following conditions shall be present:
  - i. a complete, adequate, and realistic specification or purchase description is available;



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

#### 4. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source 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 consider



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

### 5. Noncompetitive Proposals

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

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

### D. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms: The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms, including, without limitation, Veteran-Owned Small Businesses (VOSBs) or Service-Disabled Veteran-Owned Small Businesses (SDVOSBs) are used when possible ("target businesses"). Affirmative steps must include:

1. Placing qualified target businesses on solicitation lists;
2. Assuring that target businesses are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by target businesses;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by target businesses;
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.

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- 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 200.324). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

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

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

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

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

- G. **Suspension and Debarment:** 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

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covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at [www.sam.gov](http://www.sam.gov) (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Subpart 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/screenshot, 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. **Clause for Remedies Arising from Breach:** For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. **Termination clause:** 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. **Anti-pollution clause:** 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. **Anti-lobbying clause:** 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 (I).
5. **Negotiation of profit:** 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 200.324(b)).
6. **"Domestic Preference" Requirement:** The District must provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States, to the greatest extent practicable. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on

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the District's behalf (e.g. subcontractor, food service management companies, etc.). It also generally applies to all purchases, even those below the micro-purchase threshold, unless otherwise stipulated by the Federal awarding agency. See also additional "Buy American" provisions in DAF-4.C regarding food service procurement.

7. **Huawei Ban**: The District may not use Federal funds to procure, obtain, or enter into or renew a contract to procure or obtain equipment, services, or systems which substantially use telecommunications equipment or services produced by Huawei Technologies Company or ZTE Corporation, or any of their subsidiaries.
- 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 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 debarment/suspension queries or actions. Such records shall be retained consistent with District Policy EHB and District Administrative Procedures EHB-R .

### **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;

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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 NHD OE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.
- C. **“Buy American” Requirement:** NOTE - See DAF-3.H.6 regarding “domestic preference” requirements for procurements other than for food service.

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

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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 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.

No employee, board member or other District officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict - or apparent conflict - of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, (collectively a "covered individual") has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

Additionally, no employee, board member or other District officer, or agent may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. This prohibition, however, shall not apply to gratuities of de minimis value, which, for purposes of the policy, are individual gifts, favors, or other items of monetary value, worth \$50 or less and which have no bearing on the selection, award or administration of a Federal award.

*The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the recipient or subrecipient.*

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

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Employees who violate this provision are subject to disciplinary consequences up to and including dismissal. Agents or contractors acting on behalf of the District are subject to contract termination. School board members or other District officers are subject to such actions as are within the authority of the School Board or district. Violations will also be reported to law enforcement in appropriate circumstances.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, and to the Federal awarding agency whenever the Superintendent has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in Title 18 of the United States Code or a violation of the civil False Claims Act (31 U.S.C. 3729-3733). The notice to the Federal awarding agency shall be directed to that agency's Office of Inspector General. 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 \$10,000.00, 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 designee shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. **Inventory:** No less than once every two years, the Superintendent or designee shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records. Except as otherwise provided in this policy DAF-6, 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:



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

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

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

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

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

The validity of payments for travel costs for all district employees and school officials shall be determined by the Superintendent or 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 designee shall maintain sufficient records to justify that:

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

### **DAF-8 ACCOUNTABILITY AND CERTIFICATIONS**

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

### **DAF-9 TIME-EFFORT REPORTING, OVERSIGHT & AUDIT REQUIREMENTS**



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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:**

1. Time and effort reports – general standards. Such reports shall:
  - a. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
  - b. be incorporated into the official records of the District;
  - c. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
  - d. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
  - e. comply with the District's established accounting policies and practices;
  - f. 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.

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2. Individual employee time and effort reporting. Timesheets and required periodic certifications shall include at a minimum:

- a. Employee name;
- b. Grant information;
- c. Time spent on grant;
- d. Period of performance
- e. Signature of employee, and dated after period of performance;
- f. Signature of employee's supervisor who has direct knowledge of the work performed, and dated after period of performance; and
- g. Certifying statement that information is true (can be placed above signatures).

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entities as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent or 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.

- C. **Audit Requirements:** The District is required to have a single or program-specific audit conducted for any fiscal year in which the District expends \$1,000,000 or more. A single audit must be conducted in accordance with 2 CFR 200.514, and must cover the entire operations of the entity, or a series of audits that includes all departments, agencies and other organizational units that expended or otherwise administered Federal awards during the audit period. A program-specific audit must be conducted in accordance with 2 CFR 200.501(c).

For any year that the District expends less than \$1,000,000 during the District's fiscal year in Federal awards, the District is exempt from Federal audit requirements for that year, except as noted in 2 CFR 200.503, but records must be available for review or audit by appropriate officials of the Federal agency, the New Hampshire Department of Education or other pass-through entity, and the Government Accountability Office (GAO).

### DAF-10 **GRANT BUDGET RECONCILIATION AND GRANT CLOSEOUT**

- A. **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.

- B. **Grant Closeout Requirements:** At the end of the period of performance or when the Federal awarding agency determines the District has completed all applicable administrative actions and

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all required work under the grant, the agency will close out the Federal award. If the award passed-through the State, the District will have 90 days from the end of the period of performance to submit to the State all financial, performance, and other reports as required by the terms and conditions of the award.

Failure to submit all required reports within the required timeframe will necessarily result in the Federal awarding agency reporting the District's material failure to comply with the terms of the grant to the Office of Management and Budget (OMB), and may pursue other enforcement actions.

The District must maintain all financial records and other documents pertinent to the grant for a period of three years from the date of submission of the final expenditure report, barring other circumstances detailed in 2 CFR 200.344.

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

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

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

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

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

- a. 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
- b. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
- c. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
- d. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
- e. Requirements that the District and its auditors have access to the subrecipient records and financial statements..
- f. 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:

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

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

- f. In conducting regular oversight and monitoring, the District project managers will:
    - a. Verify invoices that include progress reports.
    - b. Raise any concerns to the Superintendent.
    - c. Initial the progress report and invoice confirming review and approval prior to payment.
    - d. Review subrecipient match tasks for eligibility.
    - e. Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
    - f. Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
    - g. Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.
    - h. Review progress reports to ensure the project is progressing appropriately and on schedule.
  - g. The Superintendent or designee upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
  - h. Payments will be withheld from subrecipients for the following reasons:
    - a. Insufficient detail to support the costs billed;
    - b. Incomplete work or work not completed in accordance with required specifications.
    - c. Ineligible costs; and/or
    - d. Unallowable costs;
  - i. 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;

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

- d. Interim and final products; and
  - e. Copies of other applicable project documents as required, such as copies of contracts or MOUs.
- D. **Audit Requirements.** A Single Audit is required when a subrecipient expends \$1,000,000 or more in Federal awards during the fiscal year. 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:

- a. Issue a management decision on audit findings pertaining to the Federal award.
  - b. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through the 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 200.339 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; and/or
- f. Take other remedies that may be legally available.

### **DAF-12      REPORTING ON REAL PROPERTY**

The District will annually submit reports on forms provided by the New Hampshire Department of Education (NHED) and in accordance with the Rules or procedures of NHED of any real property in which the Federal Government retains an interest.

### **DAF-13      WHISTLEBLOWER PROTECTIONS: NOTIFICATION, RIGHTS & REMEDIES**

In accordance with the Federal Uniform Grant Guidance, the District is committed to maintaining the highest standards of integrity and transparency in its operations. This policy encourages and protects employees, contractors, and other stakeholders who report, in good faith, any instance of fraud, waste, abuse, or any other misconduct related to federally funded programs. The District will not retaliate against any individual who, in good faith, reports concerns related to financial irregularities, fraud, or any violation of law or policy involving federally funded programs. Retaliation against a whistleblower may result in disciplinary action, up to and including termination.

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

The Superintendent shall ensure that all employees and contractors are notified in writing of their whistleblower rights and remedies under 41 U.S.C. § 4712, including the protection against retaliation for reporting misconduct.

Methods of notification may include:

- Employee handbooks, training materials, and/or other onboarding resources;
- Contracts with employees and or third party contractors;
- Periodically distributed to all employees via email or other communication channels; or
- Displayed prominently in the District's internal communication platforms and in common areas of the workplace.

Individuals may report suspected violations through the following methods:

- Directly to the Superintendent or Business Administrator, via email or in writing.
- Reporting directly to Office of Inspector General for the Federal awarding agency

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### **District Policy History:**

***First reading:*** February 4, 2025

***Second reading/adopted:***

***District revision history:***

*\*Note: this policy had previously been broken down into individual policies (DAF-I through DAF-11) and the content and language has been consolidated into this new DAF policy.*

### **Legal References:**

<b>Federal Regulations</b>	<b>Description</b>
2 CFR 200.317-200.326	<u><a href="#">2 CFR Part 200.317-200.326</a></u>
2 CFR 200.344	<u><a href="#">Retention Requirements for Records</a></u>
2 CFR 200.501	<u><a href="#">Audit Requirements</a></u>
2 CFR 200.503	<u><a href="#">Relation to Other Audit Requirements</a></u>
2 CFR Part 180	<u><a href="#">2 CFR Part 180</a></u>
2 CFR Part 200	<u><a href="#">2 CFR Part 200</a></u>
2 CFR Part 200 Appendix II	<u><a href="#">2 CFR Part 200 Appendix II</a></u>

## DAF - ADMINISTRATION OF FEDERAL GRANT FUNDS

2 CFR Part 200.0-200.99	<u>2 CFR Part 200.0-200.99</u>
2 CFR Part 200.305	<u>2 CFR Part 200.305</u>
2 CFR Part 200.313(d)	<u>2 CFR Part 200.313(d)</u>
2 CFR Part 200.403-200.406	<u>2 CFR Part 200.403-200.406</u>
2 CFR Part 200.413(a)-(c)	<u>2 CFR Part 200.413(a)-(c)</u>
2 CFR Part 200.430	<u>2 CFR Part 200.430</u>
2 CFR Part 200.431	<u>2 CFR Part 200.431</u>
2 CFR Part 200.458	<u>2 CFR Part 200.458</u>
2 CFR Part 200.474(b)	<u>2 CFR Part 200.474(b)</u>
7 CFR 210	<u>7 CFR Part 210 National School Lunch Program</u>
7 CFR Part 210.16	<u>7 CFR Part 210.16</u>
7 CFR Part 210.19	<u>7 CFR Part 210.19</u>
7 CFR Part 210.21	<u>7 CFR Part 210.21</u>
7 CFR Part 215.14a	<u>7 CFR Part 215.14a</u>
7 CFR Part 220.16	<u>7 CFR Part 220.16</u>

<b>Federal Statutes</b>	<b>Description</b>
41 U.S.C. 4712	<u>Enhancement of contractor protection from reprisal for disclosure of certain information</u>
42 USC 1751 – 66	<u>National School Lunch Act</u>

**Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.



DRAFT

## **For Withdrawal**

### **JLCG - EXCLUSION OF STUDENTS FROM SCHOOL FOR ILLNESS**

A student may be excluded from the classroom when he/she exhibits symptoms of a contagious or communicable illness. The school nurse is responsible for determining whether a student should be excluded from school for such an illness. Parents will be notified if their child is excluded from school for such an illness and provided with criteria for readmission.

Criteria for excluding students from school under this policy are found Appendix JLCG-R.

#### **Legal References:**

*RSA 200:39, Exclusion from School*

*Appendix JLCG-R*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

### JLCG-R

#### EXCLUSION OF STUDENTS FROM SCHOOL FOR ILLNESS

The following is adapted from the 2006 Red Book, 27th Edition, American Academy of Pediatrics, Report of the Committee on Infectious Diseases, “Students in Out-of-Home Student Care: Recommendations for Inclusion or Exclusion.” These recommendations are to be used by the school nurse for guidance when determining whether to exclude a student from school for an illness.

Students need not be excluded from school except for the following illnesses:

- Illness that prevents the student from participating comfortably in school activities.
- Illness that results in a greater need for care than the school staff can provide without compromising the health and safety of others.
- The student has any of the following conditions suggesting possible severe illness: fever accompanied by other signs or symptoms of illness, lethargy, irritability, persistent crying, difficult breathing, spreading rash, or other manifestations of possible severe illness.
- Diarrhea or stools that contain blood or mucus.
- Shiga toxin-producing *Escherichia coli*, including *E coli* 0157:H7 infection, or shigella infection, until diarrhea resolves and two stool cultures are negative.
- Salmonella infection, until diarrhea resolves and 3 stool cultures test negative for *Salmonella typhi*; other types of *Salmonella* infection do not require negative stool culture results.
- Vomiting within the previous 24 hours, unless the vomiting is determined to be caused by a non-communicable condition and the student is not in danger of dehydration.
- Mouth sores associated with drooling, unless the student's health care provider or local health department authority states that the student is noninfectious.
- Rash with fever or behavior change, until a health care provider has determined the illness is not communicable.
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge, often with matted eyelids after sleep and eye pain or redness of the eyelids or skin surrounding the eye), until 24 hours after effective treatment by a health care provider has been initiated.
- Tuberculosis, until the a licensed health care provider provides written documentation that the student is non-infectious.
- Impetigo, until 24 hours after treatment has been initiated.
- Streptococcal pharyngitis (strep throat), until 24 hours after treatment has been initiated.
- Head lice, at the end of the program or school day and until after the first treatment.

## **For Withdrawal**

- Scabies, until after treatment has been completed.
- Varicella, until all lesions have dried and crusted (usually 6 days after onset of rash).

Zoster lesions must be able to be covered until crusted.

- Persistent abdominal pain (continues for more than two hours) or intermittent abdominal pain associated with fever, dehydration, or other systemic signs or symptoms.
- Rubella, until 6 days after onset of rash.
- Pertussis, until 5 days of the appropriate antibiotic therapy has been completed.
- Mumps, until 9 days after onset of parotid gland swelling.
- Measles, until 4 days after onset of rash.
- Hepatitis A virus infection, until 1 week after onset of jaundice or illness (if symptoms are mild).

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## For Withdrawal

### DAF-1 ALLOWABILITY

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

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

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

## For Withdrawal

- v. the cost addresses program goals and objectives and is based on program data.
- c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
- 2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
- 3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
- 4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- 5. Be determined in accordance with generally accepted accounting principles.
- 6. Be representative of actual cost, net of all applicable credits or offsets.

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

- 7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
  - 8. Be adequately documented:
    - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
    - b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.
- B. Selected Items of Cost:** The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.
- C. Cost Compliance:** The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.
- D. Determining Whether A Cost is Direct or Indirect**

## For Withdrawal

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

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

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

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

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

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

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

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

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

- E. Timely Obligation of Funds:** Obligations are orders placed for property and services, contracts and sub awards 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:

## For Withdrawal

When the obligation is for:

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

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

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

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

***First Reading:*** August 10, 2021

***Second Reading:*** August 24, 2021

***Final Adoption:*** August 24, 2021



## For Withdrawal

### DAF-2 – CASH MANAGEMENT AND FUND CONTROL

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

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

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

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

The Superintendent or 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.

## For Withdrawal

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.

***First Reading:*** August 10, 2021

***Second Reading:*** August 24, 2021

***Final Adoption:*** August 24, 2021

## For Withdrawal

### DAF-3 PROCUREMENT

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

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

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

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

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

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

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

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

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

1. unreasonable requirements on firms in order for them to qualify to do business;
2. unnecessary experience and excessive bonding requirements;
3. noncompetitive contracts to consultants that are on retainer contracts;

## For Withdrawal

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 offerer shall fulfill and all other factors to be used in evaluating bids or proposals.

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

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

1. Micro-purchases

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

2. Small Purchases (Simplified Acquisition)

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

3. Sealed Bids

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

## For Withdrawal

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
111. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

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

- i. Bids shall be solicited in accordance with the provisions of State law and DJE . Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
- v. The Board reserves the right to reject any and all bids for sound documented reason.
- vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.1.

#### 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.

## For Withdrawal

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

### 5. Noncompetitive Proposals

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

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

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

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

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

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

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed,

## For Withdrawal

the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

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

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

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

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

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

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

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

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

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

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

## For Withdrawal

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*

***First Reading:*** August 10, 2021

***Second Reading:*** August 24, 2021

***Final Adoption:*** August 24, 2021



## For Withdrawal

### 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.

## For Withdrawal

### 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 Food Service Director, 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.

**First Reading:** October 26, 2021

**Second Reading:** November 9, 2021

**Final Adoption:** November 23, 2021

## **For Withdrawal**

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

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

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

The Superintendent or designee 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).

***First Reading: January 21, 2020***

***Second Reading: February 4, 2020***

***Final Adoption: February 4, 2020***

# For Withdrawal

## 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 shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. **Inventory:** No less than once every two years, they shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records. Except as otherwise provided in this policy DAF-6, 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; andto ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

### Legal References:

42 USC 1751 - 66 National School Lunch Act

2 CFR Part 180

2 CFR Part 200; 200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406;

200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b); 200 Appendix II

7 CFR Part 210; 210.16; 210.19; 210.21; 215.14a; 220.16

**Legal References Disclaimer:** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

**First Reading:** August 8, 2023

**Second Reading:** August 22, 2023

**Final Adoption:** August 22, 2023

## **For Withdrawal**

### **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 Business Administrator.

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 Business Administrator shall maintain sufficient records to justify that:

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

***First Reading: January 21, 2020***

***Second Reading: February 4, 2020***

***Final Adoption: February 4, 2020***

**For Withdrawal**

## **DAF-8 ACCOUNTABILITY AND CERTIFICATIONS**

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

***First Reading: January 21, 2020***

***Second Reading: February 4, 2020***

***Final Adoption: February 4, 2020***

## For Withdrawal

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

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

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

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

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

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

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

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Business Administrator 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.

***First Reading: January 21, 2020***

***Second Reading: February 4, 2020***

***Final Adoption: February 4, 2020***

## For Withdrawal

### 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.

***First Reading:*** August 10, 2021

***Second Reading:*** August 24, 2021

***Final Adoption:*** August 24, 2021



## For Withdrawal

### DAF 11– SUB-RECIPIENT MONITORING AND MANGEMENT

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

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

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

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

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

## For Withdrawal

5. Requirements that the District and its auditors have access to the subrecipient records and financial statements..
6. Terms and conditions for closeout of the sub-award.

### **B. Subrecipient Monitoring Procedures.**

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

Subrecipient monitoring procedures include:

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

## For Withdrawal

7. The Superintendent, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
8. Payments will be withheld from subrecipients for the following reasons:
  - a) Insufficient detail to support the costs billed;
  - b) Unallowable costs;
  - c) Ineligible costs; and/or
  - d) Incomplete work or work not completed in accordance with required specifications.
9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

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

- a) Project proposal;
- b) Project scope;
- c) Progress reports;
- d) Interim and final products; and
- 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 200.339 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; and/or
- f) Take other remedies that may be legally available.

## For Withdrawal

### **Legal References:**

42 USC 1751 - 66 National School Lunch Act

2 CFR Part 180

2 CFR Part 200; 200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b); 200 Appendix II

7 CFR Part 210; 210.16; 210.19; 210.21; 215.14a; 220.16

**Legal References Disclaimer:** *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

***First Reading:*** August 8, 2023

***Second Reading:*** August 22, 2023

***Final Adoption:*** August 22, 2023

## For Withdrawal

### GBGBA - USE OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)

The Wilton-Lyndeborough Cooperative School Board authorizes the use of Automatic External Defibrillators (AED) in emergency situations. The use, administration, and maintenance of the AED is subject to the following conditions:

1. **Location of the AEDs:** The Superintendent, building principal and school nurse shall select and approve the locations for the AEDs.
2. **Authorized Employees/Training of Users:** AEDs will be administered only by those employees designated by the principal, in consultation with the school nurse. Employees will be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use. Such training may be provided by the school nurse or from another source acceptable to the school nurse and principal.
3. **Maintenance:** AEDs will be maintained by the school nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The school nurse will maintain a record of all maintenance that has been performed on the AEDs.
4. **Registration of AEDs:** In accordance with RSA 153-A:33, the school nurse or designee shall register the AEDs with the New Hampshire Department of Safety. Sample registration forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).
5. **Incident Reporting:** The school nurse or designee shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).
6. **Liability Limited:** The Wilton-Lyndeborough Cooperative School District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153-A:31, as well as other sources of law.

All employees of the District are expected to comply with the administration of this policy. Any violation of this policy shall constitute grounds for disciplinary action, up to and including termination of employment.

#### **Legal References:**

*RSA 153-A:28-33, Automated External Defibrillation*  
*State of NH, Bureau of Emergency Medical Services, 271-4568*

*Appendix KFD-R*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## **For Withdrawal**

### **JLCEA - USE OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)**

The Wilton-Lyndeborough Cooperative School Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The use/administration/maintenance of the AED is subject to the following conditions:

#### **1. Location of the AED (s)**

The Superintendent, working with the building principal and school nurse, shall select and approve the location(s) for the AED(s).

#### **2. Authorized Employees/Training of Users**

AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the School Nurse or his/her designee, or from another source acceptable to the School Nurse.

#### **3. Maintenance**

AEDs will be maintained by the School Nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The School Nurse will maintain a record of all maintenance which has been performed on the AED(s).

#### **4. Registration of AED(s)**

In accordance with RSA 153-A:33, the School Nurse, or his/her designee, shall register the AED(s) with the New Hampshire Department of Safety. See sample registration forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).

#### **5. Incident Reporting**

The School Nurse, or his/her designee, shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).

#### **6. Liability Limited**

The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

#### **Statutory Reference:**

*RSA 153-A:28-33, Automated External Defibrillation*

*Further Information: State of NH, Bureau of Emergency Medical Services, 271-4568*

*Appendix KFD-R*

*Cross reference: Policy EBBB, Accident Reports*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

**EMERGENCY PLANS**

**CHECKLIST FOR DEVELOPING A SCHOOL EMERGENCY PLAN**

The following checklist is designed primarily to help school Administrators reveal gaps as they develop their school disaster plans.

Yes

1. Obtain a resolution from the Wilton-Lyndeborough Cooperative School Board.  
\_\_\_\_\_
2. Appoint a school district disaster coordinator. \_\_\_\_\_
3. Contact advisory personnel regarding development of  
plan. \_\_\_\_\_
4. Correlate plan progress with local emergency operations  
plan. \_\_\_\_\_
5. Compile information for plan into a written document. \_\_\_\_\_
6. Review plan with local officials (civil defense, police,  
others). \_\_\_\_\_
7. Obtain legal advice concerning the status of school  
personnel and property in the event of disaster. \_\_\_\_\_
8. Present plan to School Board for approval. \_\_\_\_\_
9. Notify parents of plan. \_\_\_\_\_
10. Conduct drills as outlined in school disaster plans.
  - a. Drills on building evacuation. \_\_\_\_\_
  - b. Drills on moving personnel to shelter area. \_\_\_\_\_
11. Evaluate drills for efficiency. \_\_\_\_\_
12. Evaluate warning system when used in drills. \_\_\_\_\_
13. Train teachers in disaster preparedness classes. \_\_\_\_\_
14. Integrate emergency training into curriculum. \_\_\_\_\_

*Reference Policy: EBCA*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

**EBCB-R**

**FIRE EXIT DRILLS IN EDUCATIONAL OCCUPANCIES**

**Saf-C 6008.04 Adoption of Life Safety Code.**

- (a) Pursuant to RSA 153:5, NFPA 101, “Life Safety Code”, 2003 edition, shall hereby be adopted as a rule, except as modified by Saf-C 6008.05.
- (b) All persons constructing, reconstructing, modifying, maintaining or operating any structure and all owners or occupants of existing structures or premises shall comply with the requirements of NFPA 101.

Source. #6339, eff 9-25-96; ss by #7052, eff 7-2-99; ss by #7776, eff 10-9-02; ss and moved by #8180, eff 9-23-04 (from Saf-C 6008.03)

**Saf-C 6008.05 Modification to Life Safety Code.**

- (a) Sections 12.2.5.4.1 and 13.2.5.4.1 of NFPA 101, “Life Safety Code”, adopted in Saf-C 6008.04(a) shall be amended to read as follows:
  - (1) Festival Seating, as defined in 3.3.188.1, shall be prohibited within a building, unless otherwise permitted by the following:
    - (A) Festival Seating shall be permitted in assembly occupancies having occupant loads of 250 or less,
    - (B) Festival seating shall be permitted in assembly occupancies where occupant loads exceed 250 and an approved life safety evaluation has been performed.”
- (b) Sections 12.7.5.1, 12.7.5.2, 13.7.5.1 and 13.7.5.2 of NFPA 101, “Life Safety Code”, adopted in Saf-C 6008.04(a) shall be amended to read as follows:
  - (1) Assembly occupancies shall be provided with a minimum of one trained crowd control manager or crowd manager supervisor. Where the occupant load exceeds 250, additional trained crowd managers or crowd manager supervisors shall be provided at a ratio of 1 crowd manager/supervisors for every 250 occupants unless otherwise permitted by the following:
    - (A) This requirement shall not apply to assembly occupancies used exclusively for religious worship with an occupant load not exceeding 2000.
    - (B) The ratio of trained crowd managers to occupants shall be permitted to be reduced where, in the opinion of the authority having jurisdiction, the existence of an approved, supervised automatic sprinkler system and the nature of the event warrant.
  - (2) The crowd manager shall receive approved training in crowd management techniques.”
- (c) Section 12.3.5.1 of NFPA 101, “Life Safety Code”, adopted in Saf-C 6008.04(a) is amended to insert a new section 12.3.5.1 to read as follows and renumber the existing sections 12.3.5.1 and 12.3.5.2 accordingly as sections 12.3.5.2 and 12.3.5.3:
  - (1) “The following assembly occupancies shall be protected throughout by an



## For Withdrawal

approved, supervised automatic sprinkler system in accordance with Section 9.7:

- (A) Bars
- (B) Dance Halls
- (C) Discotheques
- (D) Nightclubs
- (E) Assembly occupancies with festival seating”

(d) Section 13.3.5.1 of NFPA 101, “Life Safety Code”, adopted in Saf-C 6008.04(a) is amended to insert a new section 13.3.5.1 to read as follows and renumber the existing sections 13.3.5.1 through 13.3.5.3 accordingly as sections 13.3.5.2 through 13.3.5.4:

(1) “Where occupant loads exceeds 100, the following assembly occupancies shall be protected throughout by an approved, supervised automatic sprinkler system in accordance with Section 9.7:

- (A) Bars
- (B) Dance Halls
- (C) Discotheques
- (D) Nightclubs
- (E) Assembly occupancies with festival seating”

(e) Sections 12.7.1, 13.7.1 and of NFPA 101, “Life Safety Code”, adopted in Saf-C 6008.04(a) are amended to insert a new section 12.7.1 and 13.7.1 to read as follows and to renumber existing sections 12.7.1 through 12.7.11 and 13.7.1 through 13.7.11 accordingly:

### **12.7.1 Means of Egress Inspection**

12.7.1.1 The building owner or agent shall inspect the means of egress to insure it is maintained free of obstructions, and correct any deficiencies found, prior to opening of the building to the public.

12.7.1.2 The building owner or agent shall prepare and maintain records of the date and time of each inspection on approved forms, listing any deficiencies found and actions taken to correct them.

### **13.7.1 Means of Egress Inspection**

13.7.1.1 The building owner or agent shall inspect the means of egress to insure it is maintained free of obstructions, and correct any deficiencies found, prior to opening of the building to the public.

13.7.1.2 The building owner or agent shall prepare and maintain records of the date and time of each inspection on approved forms, listing any deficiencies found and actions taken to correct them.”

(f) Section 14.7.2.2 and Section 15.7.2.2 of NFPA 101, “Life Safety Code”, adopted in Saf-C 6008.04(a) are amended to read as follows:

“Emergency egress and relocation drills shall be conducted as follows:

## **For Withdrawal**

(1) At least one emergency egress and relocation drill shall be conducted every month the facility is in session;

*a. Exception No. 1: In climates where the weather is severe, the monthly emergency egress and relocation drills shall be permitted to be deferred provided that the required number of emergency egress and relocation drills is achieved and at least 4 are conducted before the drills are deferred; and*

*b. Exception No.2: With the approval of the local fire official, no more than 2 of the required emergency egress and relocation drills may be eliminated and replaced by drills that test emergency response to hazards such as earthquakes, hurricanes, floods, bomb threats, and domestic terrorism. No required emergency egress and relocation drills shall be replaced by hazard drills unless an emergency response plan is submitted to the local fire official and the New Hampshire Office of Emergency Management;*

(2) All occupants of the building shall participate in the drill; and

(3) One additional emergency egress and relocation drill, other than for educational occupancies that are open on a year-round basis, shall be required within the first 30 days of operation.

Source. #6339, eff 9-25-96; ss by #7052, eff 7-2-99; rpld by #7892, eff 5-21-03; rpld by #8013, eff 12-19-03; ss and moved by #8180, eff 9-23-04 (from Saf-C 6008.04)

*See Policy EBCB*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## For Withdrawal

### ICA - SCHOOL CALENDAR

*The school calendar will be developed by the Superintendent and approved by the Wilton-Lyndeborough Cooperative School Board. Any exceptions or revisions to the calendar must be approved in advance by the Board.*

The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, regional special education programs, and other districts in the SAU.

**Legal Reference:**

*NH Code of Administrative Rules, Section Ed. 306.19, School Calendar*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## For Withdrawal

### IHBG-R

#### HOME EDUCATION/DUAL ENROLLMENT

The Wilton-Lyndeborough Cooperative School Board acknowledges the right of every parent to choose to home educate their child(ren) in compliance with RSA 193-A or to send their child(ren) to a nonpublic school. Recognition of home education and nonpublic school programs will be limited to students ages 6 to 16 years.

##### I. Participation in Classes/Activities

All requests by home educated or nonpublic school student for participation in an educational program or co-/extra-curricular activity shall be made in writing by the parent/guardian, in duplicate to the principal of the appropriate school and to the Superintendent. After consulting with the principal (who shall consult with appropriate staff), the superintendent or his/her designee shall, in writing, grant or deny the request.

A request by a home educated or nonpublic school student for the following related services of physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, etc., and/or other special education services shall generally be denied.

Resident home educated or nonpublic school students may enroll in specific classes or activities provided the following conditions are met:

##### A. General Participation

1. There is space available in the class/activity.
2. The admission of the student will not have an adverse affect on the class/activity.
3. There are no extra costs incurred by the district.
4. The class/activity is deemed to be developmentally and academically appropriate.
5. Prerequisite class/activity requirements are met.
6. Transportation, other than regularly scheduled school bus service, is provided by the parent/guardian.
7. No substantial administrative or staff burden is created.
8. There are no other factors impacting why the request should be granted or denied.

##### B. Participation in Regular Class

1. Notification of desire to participate is received by the Superintendent and school principal at least thirty (30) days in advance of the first class meeting. Requests will be processed on a first come first served basis. In case of a tie, requests will be accepted by drawing lots.
2. Attendance is regular, behavior is appropriate, and the parent/guardian and student demonstrate a willingness to follow the district's/school's rules and regulations.
3. The student completes all assignments and tests as are required of other students

## **For Withdrawal**

in the class.

4. Credit/grade is granted only after the successful completion of the class.
5. Enrollment is for a full semester only and not so extensive to warrant full-time participation.

### **C. Participation in Co-Curricular Activities**

(Field trips, assemblies, science fairs, etc.)

1. Prior written permission has been given by the parent/guardian.
2. Prior written permission has been given by the principal.
3. The student has agreed to abide by the same code of conduct as the regularly enrolled students participating in the activity.
4. The parent/guardian accepts responsibility for transportation to and from the school and/or activity.
5. The parent/guardian agrees to chaperone an event if deemed advisable by the applicable principal.
6. Requests for participation in activities which are purely social, such as school dances, will be determined in accordance with the school's guest policies or practices.

### **D. Participation in Extra-Curricular Activities**

(OM, band, chorus, school clubs, intramural sports, etc.)

1. The student meets the same academic, physical examination, age and eligibility requirements and standards as regularly enrolled students (documentation of such must be provided when requested by the principal).
2. The transfer student from a home education or nonpublic school program meets the same eligibility requirements enrolled transfer students.
3. The student maintains the same code of behavior as required of other regularly enrolled school participants.
4. The student must travel to and from team events with the team.
5. The student may not be enrolled in another public school.

## **II. Use of Facilities and Equipment**

Students may use school facilities and equipment on the same basis as regularly enrolled students provided the following conditions are met:

- A. The use does not disrupt regular student, staff, or special program use.
- B. The use has been approved by the building principal prior to use.
- C. The use will not create additional expense to the school district.
- D. The use is directly related to the home instruction educational program.

## **For Withdrawal**

- E. The use does not involve removing furniture or equipment from the school premises.

### **III. Use of School Texts and Library Books/Materials**

Students may be permitted to use school texts and library books/materials provided the following conditions are met:

- A. Sufficient copies are available.
- B. The text is appropriate to the student's age and grade.
- C. The text is signed out to the student and/or parent/guardian for a period of no longer than one year.
- D. Library books are signed out according to the library loan policy.
- E. The student and/or parent/guardian agree to pay the school district for all lost, damaged and/or non-returned texts and/or library books. The District may require a security deposit.

### **IV. Eighth Grade Diploma Eligibility**

Nonpublic school or home educated students are not eligible to receive a School diploma.

### **V. Evaluation**

Students being home educated may participate in regularly scheduled, standardized testing program administered by the district or annual evaluation services provided the following conditions are met:

- A. The parent/guardian notifies the building principal as to the intention to participate at least three (3) months in advance of the testing dates.
- B. The student attends the scheduled testing sessions/dates.
- C. The parent/guardian complies with state standards for home school annual evaluations.

*See Policy IHBG*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## **For Withdrawal**

### **IJNDB - SCHOOL DISTRICT INTERNET ACCESS FOR STUDENTS**

The rich sources of information available on the Internet hold the promise of greatly enhancing the quality of education available to all students. Therefore, Internet access will be made available to students in the Wilton-Lyndeborough Cooperative School District for the purposes of communication, research, and education.

District personnel will monitor student Internet use and the degree of access to the Internet will be dependent upon the age of students.

#### **SAFETY PROCEDURES AND GUIDELINES**

The Superintendent shall develop and implement appropriate procedures to provide guidance for access and use of electronic media. See EGA-R.

Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

1. Implementation of a District Internet Acceptable Use Procedures.
2. Implementation of a District Internet Code of Conduct.
3. Rules for Internet use to be included in all student handbooks.
4. All student Internet users must obtain an Internet account, including parental permission.
  - A. Compliance with the District Internet Acceptable Use Procedures is condition for the account.
  - B. Internet training will be provided, including training on personal responsibility, ethical and courteous behavior, and the Acceptable Use Procedures and the Code of Conduct.
  - C. Parents or guardians are asked to review the Code of Conduct and the Acceptable Use Procedures with their children. Parent or guardian permission is required for student access. All students and staff must have a signed District authorization form for an account.
5. Training for staff to increase their skills in working with students on the Internet.
6. Methods of controlling access by minors to inappropriate matter on the Internet and World Wide Web.
7. Measures designed to address safety and security of minors when they are using electronic mail, chat rooms, and other forms of electronic communications.

## **For Withdrawal**

8. Rules to prevent unauthorized access, including "hacking" and other unlawful activities by students.
9. Rules to prohibit unauthorized disclosure, use, and dissemination of personal information regarding minors.
10. Measures designed to restrict minors' access to materials harmful to them.

## **AUDIT OF USE**

The Superintendent/designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. This process shall include:

1. Utilizing technology that blocks or filters Internet access, for both minors and adults, to certain visual depictions that are obscene, involve child pornography, or are otherwise harmful to minors.
2. Monitoring online activities of minors.

## **PUBLIC HEARING**

The District shall provide reasonable public notice of and hold at least one (1) public hearing or meeting to address and communicate its Internet safety policy prior to adoption of said policy.

### **Legal References:**

*RSA 194:3-d, School District Computer Networks*

*Pub. L. No. 106-554, Children's Internet Protection Act ([www.ifea.net/cipa.html](http://www.ifea.net/cipa.html))*

*Appendix: EGA-R*

***First Reading: May 11, 2010***

***Second Reading: June 2, 2010***

***Final Adoption: June 2, 2010***



## For Withdrawal

### JIA - STUDENT DUE PROCESS RIGHTS

Students facing discipline will be afforded all due process rights given by law. The Superintendent or his/her written designee is authorized to suspend any student for ten days or less for violations of school rules or policies. Should the Superintendent desire to suspend a student for more than ten days, such student will be afforded a hearing before the school board. In addition to the provisions of this policy, the Wilton-Lyndeborough Cooperative School Board recognizes the application of all pertinent provisions of RSA 193:13 and associated Department of Education rules.

Student due process rights shall be printed in the Parent-Student Handbook and will be made available in another language or presented orally upon request.

#### **Legal References:**

*RSA 189:15, Regulations*

*NH Code of Administrative Rules, Section Ed 306.04(a)(3), Policy Development, Discipline*

*NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline*

*NH Code of Administrative Rules, Section Ed 317.04(b), Disciplinary Procedures*

*Appendix: JICD - R*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## For Withdrawal

### JIE - PREGNANT STUDENTS

*Also IHBCA*

Maternal or paternal status shall not affect the rights and privileges of students to receive a public education.

Pregnant students shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The Wilton-Lyndeborough Cooperative School Board may require a physician's statement of activity limitations.

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## For Withdrawal

### JLI - SAFETY PROGRAM

The Superintendent will cause the formation of the Joint Loss Management Committee as required by RSA 281-A:64, III, and a Crisis Management Plan that conforms to the national Incident Command System.

The practice of safety shall also be considered a facet of the instructional plan of the Wilton-Lyndeborough Cooperative School District schools by incorporating educational programs in traffic and pedestrian safety, driver education, fire prevention, emergency procedures, and others, appropriately geared to students at different grade levels.

Each Principal shall be responsible for the supervision and implementation of a safety program for his/her school. General areas of emphasis shall include, but not be limited to: in-service training; accident recordkeeping; plant inspection; driver and vehicle safety programs; fire prevention; catastrophe planning; and emergency procedures and traffic safety problems relevant to students and employees. The principal shall be responsible for developing student safety procedures to be used on school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources. The safety plan will be on file in each district building and in the SAU office.

#### **Legal References:**

*RSA 200:40, Emergency Care*

*RSA 281-A:64, III, Worker's Compensation, Safety Provisions; Administrative Penalty*

*NH Code of Administrative Rules, Section Ed 306.04(a)(2), School Safety*

*NH Code of Administrative Rules, Section Ed 306.04(d), School Safety Procedures*

***First Reading: June 2, 2010***

***Second Reading: July 13, 2010***

***Final Adoption: August 10, 2010***

## For Withdrawal

### JRA-R – ANNUAL NOTIFICATION OF RIGHTS UNDER “FERPA”

The Family Education Right and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

They are:

**1. The right to inspect and review the student’s educational records within 45 days of the day the School District receives a request for access.**

Parents or eligible students should submit to the building principal or the principal’s designee a written request that identifies the record(s) they wish to inspect. The building principal or his/her designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

**2. The right to request the amendment of the student’s education records that the parent or eligible student believe are inaccurate or misleading.**

Parents or eligible students may ask the School District to amend a record generated by the School District that they believe is inaccurate or misleading. They should write the building principal or his /her designee, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School District decides to not amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. If the parents request a hearing, it shall be conducted by the Superintendent of Schools or his/her designee.

**3. The right to consent, or to deny consent, to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, which permits disclosure without consent of a parent or eligible student, is disclosure to “school officials with a legitimate educational interest”. A school official is a person employed by the school as an administrator, supervisor instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The School District may disclose without consent “directory information”, which is information not generally considered harmful or an invasion of privacy if disclosed. Directory information includes:

Name of the student

Participation in officially recognized teams or activities

Student’s class designation

Name of the school the student is attending

Achievements, awards and honors

## **For Withdrawal**

Parents may request, in writing to the building principal by February 15, that the School District refrain from making all or some of the directory information on their child available to the public. Upon request, the School District discloses education records without consent to officials of a school district in which a student seeks or intends to enroll.

### **4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.**

The office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-8520

See Policy JRA

***First Reading: January 13, 2015***

***Second Reading: February 17, 2015***

***Final Adoption: February 17, 2015***

## For Withdrawal

### KDA - PUBLIC INFORMATION PROGRAM

The Wilton-Lyndeborough Cooperative School Board will do its best to keep the people informed of the affairs of the district. To achieve its goals for good school-community relations and maintenance of open two-way channels of communication with public, the Board authorizes the Superintendent to:

1. Prepare or guide the preparation of informational materials including the annual report, newsletters, articles for periodicals, newspapers and/or radio releases, special pamphlets and other assigned material, and to maintain close liaison with news media and publicity organizations.
2. Provide staff members with resources for preparation of material for community and staff distribution to include but not be limited to the district website, handbooks, information leaflets, etc.
3. Organize or assist in development of speakers' bureaus and speaking engagements with civic, PTA, church and other groups.
4. Assist in coordinating work with civic and other groups which support the school system.

The Board expects that "affairs of the district" will include by not be limited to school performance, student progress, personalized learning strategies, and academic opportunities.

#### **Legal References:**

*NH Code of Administration Rules, Section Ed. 306.04(a)(11), Policy Development*  
*NH Code of Administration Rules, Section Ed. 306.04(k), Policy Development*

***First Reading: September 14, 2010***

***Second Reading: October 12, 2010***

***Final Adoption: October 12, 2010***

## **For Withdrawal**

### **KED - FACILITIES OR SERVICES - GRIEVANCE PROCEDURE (SECTION 504)**

1. Any qualified handicapped person, or persons, who feels subject to discrimination with respect to Section 504 of the Rehabilitation Act has the right to file a formal grievance.
2. Any qualified handicapped person, or persons, who has a grievance shall discuss it first with the appropriate building Principal in an attempt to resolve the matter informally at that level.
3. If, as a result of the discussion, the matter is not resolved to the satisfaction of the aggrieved party within five (5) school days, the aggrieved party shall set forth the grievance in writing to the Principal. The Principal shall communicate his/her decision to the aggrieved party in writing within five (5) school days of receipt of the written grievance.
4. The aggrieved party, no later than five (5) school days after receipt of the Principal's decision, may appeal the Principal's decision to the Section 504 Coordinator. The appeal to the Coordinator must be made in writing reciting the matter submitted to the Principal and the aggrieved party's dissatisfaction with decisions previously rendered. The Coordinator shall meet with the aggrieved party to attempt to resolve the matter as quickly as possible, but within a period not to exceed five (5) school days. The Coordinator shall communicate his/her decision in writing to the aggrieved party and the Principal not later than five (5) school days after the meeting.
5. If the grievance is not resolved to the aggrieved party's satisfaction, the aggrieved party, no later than five (5) school days after receipt of the Coordinator's decision, may submit a written request for a hearing with the Wilton-Lyndeborough Cooperative School Board regarding the alleged discrimination through the Superintendent of Schools. The hearing will be held within thirty (30) calendar days of the written request. The School Board must provide the aggrieved party with a written decision on the appeal within ten (10) calendar days after the hearing.
6. Between the date the aggrieved party requests the hearing and the date the hearing is held, the aggrieved party and the Wilton-Lyndeborough Cooperative School District may continue to negotiate. If the School District and aggrieved party agree on a mutual solution to the alleged discrimination, the hearing would be canceled.
7. The decision of the School Board is final pending any further legal recourse as may be described in current local district, state or federal statutes pertaining to Section 504 of the Rehabilitation Act of 1973.

#### **Legal References:**

*Section 504 of the Rehabilitation Act of 1973*

***First Reading: June 2, 2010***

***Second Reading: July 13, 2010***

***Final Adoption: August 10, 2010***

**WILTON-LYNDEBOROUGH COOPERATIVE  
SCHOOL BOARD MEETING  
Tuesday, February 18, 2025  
Florence Rideout Elementary School  
6:30 p.m.**

The videoconferencing link was published several places including on the meeting agenda. Online voice comment was not available, audio only going one-way. Online comments can be made through the chat feature.

Present: *Dennis Golding, John Zavgren, Michelle Alley, Tiffany Cloutier-Cabral, Darlene Anzalone, Geoffrey Allen (7:21pm online/7:40pm present), Diane Foss (6:38pm), and Jonathan Lavoie*

*Business Administrator Kristie LaPlante, Principals Tom Ronning and Principal Bridgette Fuller, Director of Student Support Services Ned Pratt, Technology Director Nicholas Buroker, Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler*

**I. CALL TO ORDER**

Chairman Golding called the meeting to order at 6:31pm.

**II. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was recited.

**III. ADJUSTMENTS TO THE AGENDA**

Mr. Pratt requested to add student recognition and to move the policy discussions in item VII to the March 4, 2025 meeting.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to accept the adjustments to the agenda. Voting: all aye, motion carried.*

**• STUDENT RECOGNITION**

Ms. Amber Brewster, Athletic Director provided a couple of winter sports updates. The girls' varsity basketball senior night was held last night, it was a great success and they recognized a student there. The rest of the winter sports are wrapping up besides varsity basketball. Girls swimming was offered this year, which was fantastic! They are hoping to grow that program through Milford a little more. They offered indoor track too. Tomorrow is the boy's senior night. She honored a student, Ben Jacob on the boys' varsity basketball team who hit 1000 points, a huge accomplishment. He is a great worker and role model on our team and to the rest of the kids. His father, Chris Jacob who is also present, is a WLC alumnus who also hit 1000 points. Congratulations were expressed and a round of applause was given. This may be the first father and son duo at WLC. Ben will be given a ball that will sit in the trophy case next to his fathers.

**IV. PUBLIC COMMENTS**

The public comment section of the agenda was read.

Mr. Adam Lavallee, Lyndeborough, voiced that he knows that some of the school board members are aware of this and others may not, but at our budget hearing that is coming up, there will be a motion made by a member of the public to cut the budget by nearly a half a million dollars. He hopes this school board is prepared to address that because going through the budget, he is not seeing anywhere where this school can still function well and lose a half a million dollars. He thinks what you are looking at is eliminating transportation for high school students, which is not legally required and full day kindergarten, which is not legally required and sports are not legally required. There is a notion that just closing LCS would save us this giant pile of money, but it would not because we would still have to rent offices and other spaces to put the SAU. We would still have to educate the students that are there. They would just be moving to this building. He thinks that it would be only those areas that he just mentioned where you could dig that kind of money out. We've already had to cut 2.5 teachers in order to get to below 4% where we are now. He hopes that the whole Board thinks about this and when this motion is made, they are prepared. He knows that on the Budget Committee they are also hoping to be able to address this in a way that people understand there just isn't a half a million dollars in overspend from what he can tell. We are spending 4% or 3.97% on insurance that's more expensive and costs that have been shifted down from the state because we choose small government, which good, bad or indifferent, that's how we choose to fund our schools in this state and now we have to live with those consequences. He doesn't think that subsidizing people's tax bills by sacrificing our children's education and school experience is an acceptable thing to do. Mr. Zavgren questioned, does this \$500,000 number come with any justification? Mr. Lavallee responded that he has heard it is simply to reduce tax burden, that's what he has heard. People cannot take the tax burden. The truth of it is cutting a half a million dollars you're still going to have high property taxes because you live in a state that has no sales tax, that has no income tax and he personally prefers it that way. Pay property taxes and get over it.



## V. BOARD CORRESPONDENCE

### a. Reports

#### i. Business Administrator's Report

Ms. LaPlante reported all the board members received a copy of the federal fiscal monitoring report from the DOE. Every year districts are rated as far as risk levels to figure out where you come in with an audit. Ours was the equivalent of a desktop audit; they look at select activities, look at all the documentation, and figure out if we are in compliance. The black and white of it is we aren't in compliance but the reality is we are. They gave us 4 findings, 1 was our time and effort documentation for our project; there are specific time sheets that are required for any type of payroll that is paid through grant funds. She will work with the curriculum coordinator to make sure that we are using the proper paperwork for that. Some of our Title 1 tutors submitted the proper paperwork but it didn't have the signature from their supervisor. We have to create and maintain procedures for inventory management and time and effort. We had an audit, she thinks, 4 years ago and these things did not come up. She believes this new finding statewide. The 3<sup>rd</sup> one has to do with contracts in excess of \$10,000 but less than \$250,000. We did issue an RFP to get these costs, the activities that they referenced all had RFP's or were tied to a student that was already in the existing establishment. She has sent all the information to the state. The 4<sup>th</sup> one was just making sure that we have the preference to buy US document services, supplies, materials, things like that. We have put that on our purchase orders. She has sent all the information back to them today and has copied board members. It is just general housekeeping things. She took her time to tie out the time and effort things, she wants to make sure we have the most updated documents and our procedure matches what other districts are doing so we are not reinventing the wheel. It will be completed by June 30 she believes. She doesn't want anyone to think we are significantly noncompliant or are at risk of losing any current or future funding. She spoke about the YTD report. The format of our YTD reporting takes our budget, minus what we have already spent, and then includes the encumbrances and gives us a number at the end where we think we might be at year-end. The last 3 years we have been short staffed and had a very healthy balance at this point in the year and at the end. This year for the 1<sup>st</sup> time in her tenure and in the Superintendents, we are fully staffed which means we don't have that reserve. If we were to spend absolutely everything, we would be overspending the budget by close to \$50,000. That is not going to happen. She includes things in the encumbrances such as the nurse at LCS, we do not have a nurse there but she still encumbered the wages because if we got someone tomorrow that is an obligation we have to pay. Our coaches is another example, we are not going to fully spend what we have left there and will still have at least \$10,000-\$12,000 left. In addition, some of our professional development costs, the LCS student coordinator position, things like this that she fully encumbers wages for and legally binding contracts or SPED services. She anticipates at the end of the year returning between \$75,000-\$100,000. The Board will be updated on that especially as we get closer to the end of the year and looking for any encumbrances we can free up. She wanted to explain that because it appears we are in the negative but in reality we won't be in the negative and that is why. A question was raised if it is common practice for her to give the worst-case scenario. Ms. LaPlante responded she gives the Board and community the most realistic scenario, which is sometimes the worst-case scenario. Because we have a couple of positions that we have not been able to maintain for the full school year we will have reserves there. She wanted to be transparent; it could be very lean and wanted to provide an update. Her biggest fear is that we have a SPED student move in and have to pay those costs for March through the year-end. She does not want to come to the Board saying we were already tight and now we're even tighter, she would rather provide an update now. Ms. Foss voiced that she appreciates Ms. LaPlante going over that and feels she does a great job keeping them informed of things and thinks it is a good idea to show the worst-case scenario and be sure to provide clarity that it looks like we will have \$75,000-\$100,000 in the end. Ms. LaPlante commented she knows it is not the surplus we have had in the last several years. She expressed if anyone has any questions she is happy to work with them and show them what we are paying for is attached to all of our students.

#### ii. Director of Student Support Service's Report

Mr. Pratt reported on a couple of questions asked during the budget preparation. The 1<sup>st</sup> was regarding SPED rates from the last 5-6 years. He provided a table in his report and the most interesting data point would be in the yearly percentage difference between our rate and that of the state rate. Every year we continue to narrow the gap between those. He spoke of a couple factors, including the identification rate is going up, it is a natural situation that has been happening since COVID and it is a natural progression with having a higher number of SPED students with a lower number of total students. He pointed out that the national SPED rate is still below both our rate, the state's rate, that is a phenomenon he has talked about before and many states have a very low SPED percentage. Some states are considered gatekeeper states where it is very, very hard to get eligibility for special education. New Hampshire is a little higher in the nation and no surprise that California is one of the highest. The second chart he provided is regarding transportation cost, which includes 20-21 to 2025-2026. There have been many discussions from the Board and Budget Committee about transport and it is a beast, we have been trying to reign in for years. It's one of the costs that as a SPED director is most problematic. Even when we come up with contracts, for example, we have a contract in district for SPED but we are limited to 18 students to a bus and if we go over that amount, it is another \$80,000 for another bus. We can't really increase the size of the buses based on the contract. One of the issues we are facing is we may be coming to an apex where the projected number of bus riders next year for our 2 buses is 36. Now it is February and these things change all the time. We are projecting a worst-case scenario for bus riding. Typically, over the summer, we will hear from parents saying the student that was in kindergarten riding the SPED bus, wants to try the big bus when they get to 1<sup>st</sup> grade. We have those conversations all the time but in terms of in district costs, even if we have a contract we often times have to add a monitor on the bus based on some issues happening on the bus. Those can be short and long-term. The 2<sup>nd</sup> piece, which is the real driver, is our out of district transportation. A good example is the bump we had last year from the budgeted cost of \$260,000 but actually cost \$337,000. We had a student move in that had an insane bus contract, they were paying way more than what they negotiated for which is why

we were able to do that. We have had conversations that sometimes the cost for a bus can equal the cost of tuition and there are not a lot of bus companies lining up either. We had an inquiry last week that they were starting a new bus company. That is great but the out of district cost they said most likely would be \$400-\$500 a day. Even people coming in are taking advantage that there is just a shortage of buses. He has these conversations with Ms. LaPlante all the time. There has been some discussions about self-funding the buses but he leaves that for Board discussion at some point. He notes we are trying to make sure we do next years estimate to cover all the transportation costs the best we can. Eight to nine months ahead of time, it is always a brief snapshot of both of those pieces of data. That was the data that had been previously requested and hopes it makes sense. A question was raised that every year it looks like the cost is quite a bit more than budgeted, do we have a sense for this year where we will end up, will it be close to the \$267,000. Mr. Pratt responds He doesn't know, he has been speaking with Ms. LaPlante about it and we have had some bus movement but the number he is feeling good about is the budget for next year. He is hopeful it will be pretty close to what we had this year but does not have that figure. A question was raised if this is something we can present with the budget, as it is important for people to see. We don't have a choice we can't cut this. If we cut half a million dollars that transportation cost still is spent. It is important to show the people these are costs that we can't not pay. Mr. Pratt responded it is a great point, when it comes down to talk about the district presentation one of the items that he, the Superintendent, and Ms. LaPlante have been talking about is that specific piece. What kind of very succinct but meaningful data point can we use in a slide to show this is money we will spend; it's not as if we are not going to spend this. Ms. Anzalone commented that even tuition that we are paying, it is important that people are seeing why the budget so high, we have costs like this and just overall maybe proactively start out with there is not a lot of wiggle room in the budget. Mr. Pratt added, in terms of privacy we can put a range.

### **iii. Curriculum Coordinator's Report/Data Presentation**

Ms. Dignan presented data for the winter 2025 reviewing each slide (presentation is attached to these minutes). She reviewed our vision of a graduate, "The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen". This presentation includes iReady reading, math, the growth our students have made, and some bonus data. She will present how the students are progressing toward their annual growth goal and stretch goals. We have a cycle of continuous improvement, always looking at taking assessments, collecting data, analyzing and creating action plans and providing instruction. She reviewed when the assessments are taken and what the different colors mean on the graphs. The deep red indicates that students are 3 or more grade levels behind. Red indicates students are 2 or more grade levels behind. Yellow is 1 grade level behind. Green is on grade level and dark green or "stripy" green is the mid-grade level or above. At this point in the year, our goal is to be shrinking the yellow. We talked at the beginning of the year that having a large area of yellow is okay. We're trying to narrow the yellow and get more into the two greens. She spoke of iReady math first. She showed the 10<sup>th</sup> grade math, they have had a decrease of on or above grade level by 9%. The math and science team reviewed this data on the professional development day to see what they will do to impact this data during W.I.N. and class time. They have come up with a plan for this to get us more on track with it. We have 21% on grade level in math. The 9<sup>th</sup> grade shows an increase in on or above grade level in math. That means we have 44% of 9<sup>th</sup> graders on grade level. She had mentioned in prior presentations that grades K-8 have nationally normed and state normed data. They don't have that for the H/S because there are not enough students across the state and across the nation taking this assessment to norm that data. We can't compare how we're doing to other schools. The next slide shows that data in grades 6-8, our data in the 1<sup>st</sup> column, 2<sup>nd</sup> column is NH data and 3<sup>rd</sup> column is national data for each grade. Grade 6 in each set, we are either right around the state or nation or outperforming the state and nation. Eighth grade growth shows an increase in on or above grade level by 9%. Seventh grade increased on or above grade level by 17%. Sixth grade increased on or above by 15%. In M/S, grades 7, 8, 9, last year we had just hired the 2<sup>nd</sup> math teacher. The things we did since then have really impacted this. Grades 2-5, this graph shows we are scoring fairly consistently above the state and nation. Fifth grade, math shows a decrease of 2 below grade level by 10%, with 36% on or above grade level. Fourth grade shows an increase in on or above grade level by 21%. Third grade shows an increase in on or above grade level by 8%. Second grade math shows an increase in on or above grade level by 18%. Grades K-1 math shows we are on track or above the nation. The 1<sup>st</sup> grade has zero students in 2 grades below they are doing awesome. First grade from fall to now shows a 45% increase in on or above grade level, which means 54% of the students are on grade level and we got rid of the 2 or more grades below. Kindergarten shows an increase in on or above grade level by 53%, which means 65% are on or above grade level. That is the highest increase in the district K-10 math. A question was raised if there were any surprises and what is the driving factor or have they not pinned that down yet regarding the 10<sup>th</sup> grade decreased scores. Ms. Dignan responded they have not been able to pinpoint anything in particular. Principal Ronning voiced that it may be attributed to students not being interested in the test. They do try to put meaning into it for them but the 10<sup>th</sup> grade in his experience is always the toughest grade. They don't always take it seriously but start to in the 11<sup>th</sup> grade because of the SAT's and they are looking toward graduation. Ms. Dignan has seen this as well. She confirms that they changed the W.I.N. format in the MS and HS but more drastically in the MS and it was implemented last year. They do iReady things during that period but in the HS, unless they are at an 8<sup>th</sup> grade level they cannot access it but Ms. Erickson is providing SAT and PSAT prep. She confirms the assessments are not a requirement but when they started this they started with K-12 and the seniors were not taking it seriously and needed to figure out what skills they need and we use it inform our instruction. Mr. Zavgren gave some pointers on showing presentations. Ms. Dignan confirms that STAR 360 did not provide any HS data, the first time they had data was through iReady for the HS. There was a discussion regarding iReady assessments not showing the full picture and grades should be included for a fuller picture. Ms. Dignan reported they have had conversations about this and if it doesn't align with the grades, why, but they had not talked about sharing that out. It was noted people who complain about our schools would say this is terrible and we could have another piece of data to show the public. There was a brief discussion regarding this. It was noted it doesn't show a great outcome but what is their GPA, lets

average that out, do we see growth in the GPA; from the other graphs, we have seen a pretty good increase. It would be good data to share a more concrete story. Ms. Dignan reminded the group this is a snapshot of data. A question was raised if there is a jump in the curriculum in 10<sup>th</sup> grade; it seems there are jumps at other times such as 4<sup>th</sup> grade and maybe 7<sup>th</sup> too. Ms. Dignan responds that testing aligns with the state standards and that could be why. Freshman take Algebra 1, sophomores take Geometry, and they are very different content areas. That is what is being tested in math. Also, students in 8<sup>th</sup> grade took Algebra 1 and the freshman took Geometry. This is assessing students following a typical track and it could be that. It was also noted that there can be a lot going on in their development, sophomore time is tricky, you are getting your driver's license, first job, it's a big transition year and all of that plus knowing this test doesn't matter. You may not put your energy toward it when you need to put your energy into your driver's test and grades. Ms. Dignan moved on to iReady reading. Grade 10 shows an increase in on or above grade level by 12%. Grade 9 shows an increase in on or above grade level by 8%. The next graph is set up as the previous one, grades 6-8 reading, shows the percentage of our students is consistently higher than the state or nation and our 2 or more below is consistently below the state and nation. Grade 8 shows an increase in on or above grade level by 6%. Grade 7 shows an increase in on or above grade level by 29% and grade 6 shows 57% on or above grade level, this is the 2<sup>nd</sup> largest increase in reading. She confirms the yellow range is okay because we are not at the end of the year yet. The goal is to get the yellow to shrink. There is a ton of material the kids have not been taught yet because it is not in the curriculum yet. FRES, grades 2-5 are fairly consistently at or above the state and nation. Grade 5 has increased in on or above grade level by 4% and in the 4<sup>th</sup> grade; they increased in on or above grade level by 3% and have 54% on or above grade level. She wanted to share that the teachers wanted to be sure she mentions that they are piloting a new ELA program in grades 3-5 and the 4<sup>th</sup> grade teachers did not see the progress they typically would see at this point in the year. They usually start informational text earlier in the year than they did this year because of the pilot and they have started the informational text now. They think that was part of why they didn't have a drastic increase. They do have plans to do a sort of a mini-iReady with them. There's another component that we can assess kids with just to make sure that after they finish their informational text unit, that students have made progress toward those goals. The 2<sup>nd</sup> grade kept the same number of students as before on or above grade level but moved their on grade level to all above grade level now and they are shrinking that 2 or more grade levels below by 23%. Kindergarten and 1<sup>st</sup> grade has zero students in the 2 or more grade levels below and the state and nation both have students in those categories; we are outperforming the state and nation. First grade shows 48% are on or above grade level. The 1<sup>st</sup> grade increased on or above grade level by 36% and Kindergarten has increased on or above grade level by 44%. Principal Fuller spoke about what they have done at FRES and LCS. Grade level teams continue in conjunction with W.I.N. and create targeting intervention plans for students. Due to the snow days, LCS has not met yet and hope to meet this Thursday; their data is spectacular. There are monthly meetings to align math with specialist teams, arts, music and PE teachers are coming to those grade level meetings and looking at data and how they can support the instruction in their spaces. We're using an intentional focus on evidence-based practices in all of our classrooms and our observations are documenting all of those evidence-based practices that the teachers are leveraging in each of their lessons. As Ms. Dignan said we're piloting a knowledge building reading and writing program this year for grades 3-5 and a couple of our teachers put together a writing club for 4<sup>th</sup> and 5<sup>th</sup> grade students. She believes at least 20 students took advantage of that opportunity. Principal Ronning spoke that in addition to that information we continue to work at the MS/HS level. We started conversations about we are Wilton and are often compared to other schools like Hinsdale and Hillsborough but cannot be compared to Sunapee for example, higher scoring schools and we wonder what their work looks like. We had a meeting in the MS, he brought a 6<sup>th</sup> and 8<sup>th</sup> grade essay from other schools, and they talked about how it compared to other schools, it was not even close. It is important to compare data with other students in the same grade in other schools. He stays in contact with other teachers from other districts. He spoke of the essays being of high caliber, which inspired some good conversation. He spoke briefly about this. We are doing a good job, he is not saying we are not but there is always room to improve and how can we take that step. We continue to look and grow doing other things to make sure our teachers have things to look at and they grow as well and can translate that to the students. Mr. Zavgren provided some additional presentation tips. Ms. Dignan provided some highlights of bonus data. Grades K-8 how much progress are we making in math, she showed a graph that breaks it down. Our median students, if you lined up all of our students K-8 from highest amount of growth, the middle student, right in the middle is at 54% toward their typical growth goal. That is the goal that iReady set for them, saying this is something that somebody who scored like this in the fall should be able to attain with typical class instruction. Our middle student is 54% of the way through. They are just slightly above where they should be for this point of the year. Fourteen percent of our students are mid to above grade level from 4% at the beginning of the year and our on grade level is 23% from 14% at the start of the year. If you look at our two or more grade levels below our regular red there we had 14% in the fall and our "stripy" red that three or more grade levels below has had 13% and now has 8%. We are moving students in the right direction K-8 in math. The next slide shows grades 6-8 same graph. The first column is that middle student how much progress they have made so far toward their goal. The next column is the percentage of students that have met their goal so far this year. For example, 7<sup>th</sup> grade, 42% of their students have already met their annual growth goal. Then there is the stretch growth goal. If you are really ambitious, you are providing students with just beyond their content grade level instruction, you're giving them interventions or they are doing work outside of school, they're getting tutoring, or whatever it is, that annual stretch growth goal is a really ambitious goal that iReady sets based on the same information the score the student received in the fall. Sixth grade, the middle student is 30% of the way there. 2% have already met their stretch growth. The next column is the students with improved placements, meaning they have gone from one grade level below the yellow to the regular green on grade level. That's 37% of our 6<sup>th</sup> graders have moved placements. The last number is the total number of students assessed. We have the same information for reading. Our median student K-8 is 75% of the way toward their typical growth goal, that's quite a large amount who actually passed where they should be at this point in the year. At the beginning of the year, we had 17% of students mid or above

grade level and now, we have 25%. We had early on grade level at 20% and now we have 24%. We had 38% one grade level below and now have 33%. At the beginning of the year, we had 13% two or more grade levels below and now have 8%. In addition, 12% at the beginning of the year for 3 or more grade levels below and now have 9%. Again we are moving our students in the right direction overall K-8. The stretch annual growth goal chart is set up the exact same way. She reviewed the data plus grades 1-5. Ms. Cloutier-Cabral expressed she thinks the bonus data is really good and would like to see the stretch growth data in the presentation and Mr. Pratt's data also. It really goes to show why we shouldn't cut the budget because we have made these investments, they are really paying off, and all these reports show that. Our students are thriving no matter what people say on Facebook or try to shake their fist about it. They come to these meetings and they pay attention to what's going on and read the minutes, they are going to see that there is progress and not just little progress. These little steps have become huge milestones. She congratulated everyone.

## **VI. YTD REPORTING**

Ms. LaPlante had reviewed this during her administrator's report. Chairman Golding asked if anyone had any questions, none heard.

## **VII. PREPARE FOR DISTRICT MEETING PRESENTATION**

Chairman Golding voiced that the Superintendent is working on the SRO presentation, which Ms. Anzalone and Ms. Cloutier-Cabral will speak to at district meeting. He asked if Ms. Cloutier-Cabral and Mr. Allen would be speaking to the facilities article. Ms. Cloutier-Cabral thinks that would be appropriate, we will talk about what has been done and what needs to be done and answer any questions. Chairman Golding is sure that the Superintendent will have the slides completed before the next meeting and it will be on the agenda. He asked if there were any questions or anyone feels we should present or touch upon for the budget. Ms. Alley spoke that what Mr. Lavallee talked about we should probably speak to. Chairman Golding responded it will come up and once we have a better feel of where we sit with the presentations and most of us can speak to those questions, as far as what we are doing with our money, why we shouldn't cut it etc. Mr. Zavgren voiced that there is this boogeyman used frequently in these meetings like inflation. Inflation is a statistic that is measured from data. It has geographic significance and time significance and could also be broken down by economic sector, could be the transportation sector or energy sector etc. It is a very complicated topic. When someone comes to a meeting like this and says they are really disappointed that your budget was higher than the rate of inflation, he thinks we need to be ready to address that.

Mr. Lavoie spoke if you look at our four years budget and we see it's pretty flat the last let's say 3 or 4 years, we haven't really grown much. Ms. LaPlante added anything we've grown we cut to get a cost to pass. Mr. Lavoie voiced what we have this year is a drastic increase mainly due to the voting that we did last year which included the CBA support. We did what the people said and what we are seeing is an increase due to that. If you take inflation and you factor that in from the past 3-4 years, where we didn't grow with the rate of inflation and all of a sudden, we might be a little over. Ms. LaPlante confirms last year we were at 2.35% and then the warrant for the teachers and the year before that was transportation related. There was discussion regarding the rate of inflation and if there is a way to project what next years inflation rate would be. Ms. LaPlante responded that would be tricky, we have the support staff CBA and transportation contract. Discussion was had regarding it being important to show things like SPED cost that you have to pay regardless, showing some of those larger costs, and explaining where it is coming from and remind them they voted to pay the teachers more and we want to have good teachers. Ms. Anzalone noted they are talking about it in Merrimack too; we are not the only district that is going through this. It is not like sending our kids to another district our cost will drop. Mr. Zavgren voiced that he was at the public hearing and had a hard time seeing it. The sound should be spot on as well. You only have 1 chance to do this and it has to be effortless, no AV friction. Chairman Golding voiced that the Budget Committee will answer most of the budget questions, any outliers where our costs come in we will answer those, and Ms. LaPlante and the Superintendent can answer too. Ms. LaPlante adds they have already started talking about if funds are cut what the impact is going to be. We have done such heavy lifting over the last several years really segregating out what our expenses are and really understanding where we have any push to reduce these that at this point we have reduced everything we can since FY 23 and the only place to go right now is staffing. She says that and wants to be open and honest because she has seen what other district are doing. Jaffrey-Rindge for example has a three million dollar cut. We have no other places to cut and as Mr. Lavallee said at this point, it is getting pretty significant of where we even go to save that money. Obviously, whatever the voters choose to do is their prerogative and we'll implement whatever budget they give us but unfortunately, at this point it's really looking at staffing if it goes that deep. Ms. Cloutier-Cabral spoke that there have been some years and one in particular that was chaos, we hear grumblings but these are our neighbors and they care about their community. When we talk to them and tell them what is going on almost always they vote for the district and she has confidence in them again and we will tell them what has been done and talk to them honestly. Mr. Allen voiced that he is always uncomfortable with these types of discussions because it always seems we are trying to find a way to sell something and he doesn't think we should sell anything, the growth in our school speaks for itself. The budget as well, they put thought and work into it. The community has been screaming to do a deep dive into our schools and see what our facilities need to look like and the things that we originally organized as a coop. We discussed that briefly at the Strategic Planning Committee last week and we owe it to the people to do that. He voiced the staff, teachers put their faith in us, and he doesn't accept the fact that we have to do staff cuts we can be creative. Legally we are required to supply busing only in grades 1-8. Ms. LaPlante confirms this. Mr. Allen thinks there are other areas we may be able to find savings. Chairman Golding expressed that if it came to that we would probably do what we did before and set up a separate meeting. Mr. Zavgren spoke that we need a simple, positive presentation so when people come in they say this is great

and we understand the relationships between taxes etc., simple positive messages all over. Chairman Golding agrees it should look that way. Mr. Lavoie noted he was reading some notes in Milford about their bussing situation and they received reimbursements. He asked Ms. LaPlante if we received any reimbursement. Ms. LaPlante confirms we received \$11,000 in credits.

## **VIII. POLICIES**

### **a. 2<sup>nd</sup> Reading**

#### **i. DAF-Administration of Federal Grant Funds**

### **b. Withdrawals**

#### **i. JLCG-Exclusion of Students From School for Illness**

#### **ii. JLCG-R-Exclusion of Students From School for Illness**

#### **iii. DAF-1-Allowabilty**

#### **iv. DAF-2-Cash Management and Fund Control**

#### **v. DAF-3-Procurement**

#### **vi. DAF-4-Procurement-Additional Provisions Pertinent to Food Service Program**

#### **vii. DAF-6-Inventory Management-Equipment and Supplies Purchased with Federal Funds**

#### **viii. DAF-7-Travel Reimbursement-Federal Funds**

#### **ix. DAF-8-Accountability and Certifications**

#### **x. DAF-9-Time-Effort Reporting/Oversight**

#### **xi. DAF-10-Grant Budget Reconciliation**

#### **xii. DAF-11-Sub-Recipient Monitoring and Management**

Policies have been moved to the March 4, 2025 meeting.

## **IX. SCHOOL BOARD FEEDBACK DRAFT 25-26 DISTRICT CALENDAR**

Mr. Pratt reported there has been one proposed change to move the professional development early release day on May 15 to September 19 so that we can do some front loading of (PD) time with staff. We already have a full professional development day in May. Our intention is to bring the calendar back on March 4 with any adjustments. Chairman Golding asked if we have a graduation date. Principal Ronning responded, he has spoken with the Superintendent and we have not set the graduation date because we were waiting on the number of snow days because technically the seniors should only have 5 days less than the rest of the school. With the number of snow days that we have had and want to hold off until possibly the first meeting in March. Potentially the dates are the Friday before Memorial Day or the following Friday. Chairman Golding noted parents have concerns about getting things squared away with out of state relatives etc. It was noted some districts don't set the date until April 1. Last year it was not set until late.

## **X. ACTION ITEMS**

### **a. Approve Minutes of Previous Meeting**

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Anzalone to approve the minutes of February 4, 2025 as written.*

*Voting: all aye, motion carried.*

## **XI. COMMITTEE REPORTS**

### **i. Budget Liaison**

Ms. Alley reviewed there were a lot of technology issues and it was frustrating to those especially online. It was worked out, it got going and were able to present. She recommends not having the slide show crooked for district meeting. It didn't seem to be organized. Chairman Jones gave the presentation and took questions there was some public comment.

### **ii. Policy Committee**

Chairman Golding reviewed that Ms. Lavalley did submit her report from the committee in the Board packet while she is not here we can look at it and decide if it is the official report for the committee.

*A MOTION was made by Ms. Cloutier-Cabral and SECONDED by Ms. Foss to accept the Policy Committee report as written.*

*Voting: all aye, motion carried.*

## **XII. RESIGNATIONS / APPOINTMENTS / LEAVES**

### **a. FYI-New Hire-Trinity Walker-FRES-ABA Therapist**

### **b. Resignation-Ashley Todesco-FRES-ABA Therapist**

Mr. Pratt reviewed the resignation and new hire.

## **XIII. PUBLIC COMMENTS**

The public comment section of the agenda was read. There was no public present but a written comment online.

Chairman Golding read the comment from Mr. Bill Crouse. "I wanted to request that the snow be removed from covering the granite WLC sign at the entrance to the high school and not be pushed there again in the future. To me it sends the wrong

message to the students and the community about the pride that we all have in our school system. Especially when we have visitors for sporting events, district meeting, and all the other events that happen at WLC. Thank you.”

#### **XIV. SCHOOL BOARD MEMBER COMMENTS**

Ms. Alley commented on what Mr. Lavallee had said regarding a \$500,000 budget cut. She has lived in 6 different states and 2 countries since having children and moving to Wilton. It was a dream of ours to come to NH, we have been really impressed with Wilton, and this was wonderful to see our boys at Wilton and become really good students. They didn’t like school and she really appreciates all the teachers and the work they put into helping them. She does believe the school is part of the fabric of the town and she understands we want to lower our taxes and not raise them too much but as a School Board member and being on the Budget Committee as well, we have gone through this and there isn’t any extras. It is very well done and well presented. She would hate to see anything cut from it.

Mr. Allen commented that he is amazed, from the staff to the students and community members. He is really proud of our small little community. Even coming in now there are parents downstairs helping with extracurricular stuff. There are teachers that stay late to help with things. His boys love all their teachers for the most part. They enjoy going to school here and he thinks they are doing well. He is impressed anytime he gets an email or call from a teacher that says, guess what your kid did today. It’s a good thing not just a bad thing. They are in tune and you don’t get that in most districts. He does think we can look at ways to do better, we should not ever think that we couldn’t do better both scholastically and financially. He doesn’t think we do that at the cost of the students ultimately. He thinks the staff here is a big part of that. He doesn’t see how we can get the success of our students without having the staff buy in and the staff putting in the hours and the extra stuff that they do day in and day out. It would be a travesty if that message wasn’t told and you can’t make people come and you can’t make people listen. He appreciates all of you and the community we live in.

Mr. Zavgren commented that the school is doing well. The teacher’s salary increases that happened are necessary and to use a farming metaphor, those seeds are producing, it was a good move. Personally, he finds it very strange that somebody would come to a meeting and just arbitrarily say lets take \$500,000 out of the budget. He thinks it’s weird and wonders why somebody doesn’t come to the meeting and say I propose an increase of a million dollars. Those kinds of statements in a public meeting seem to him arbitrary. He thinks if we go the meeting in good faith and people are receptive to the positive message we’ll do just fine.

Ms. Foss spoke that she sort of feels like the district has prepared itself as well as it can and our Budget Committee has prepared itself as well as it can. If people in the town don’t feel like they understand why the budget is as it is, that would suggest to her that maybe they haven’t come in and listed to board meetings. The communication has been very transparent. She is proud of that and we just have to keep doing the job we are doing and be grateful for the staff that we have.

Ms. Cloutier-Cabral commented that it was really cool to see Ben and Mr. Jacob come in tonight here tonight and talk about Ben’s 1000 points with his dad. That’s something that’s really special and unique about our community that we have that legacy here. His sister was also a great athlete and she is really proud of him and all the students. She always loves the curriculum coordinators report. It’s a report and a reflection on all of you and it gets better and better every time. She remembers the first one that was given and Ms. Dignan used the same quote about taking each little step. She thinks about that all the time. She knows when she opens the report she will see progress and we always do. Keep doing what you are doing. She thinks we should show it at district meeting because it tells a good story of what’s going on here.

Ms. Anzalone spoke that she is concerned about what Mr. Lavallee brought up. That is why she says the more information we can share with people about what the schools are doing the better. The more you could share what are costs are. She was speaking with Mr. Ronning and personally, she feels like the last 2 years have been a complete 180 and the way she looks at the school now is different. Two years ago, she was trying to get her kids out of here and is much happier now. She spoke of being proud of the work done on the teachers’ contract and we needed to do that. We have a lot of really good teachers here that deserved that and we want to keep them here. She has heard great things about FRES although she is not there as much as she has kids at WLC and she has seen the changes and her kids are happier here and doing well in school. It is important to point out and be prepared if someone stands up and says we have to cut this, okay but here is where it is going to come from because we are so lean, there is not a lot of fluff in the budget. Explain these are the things that will have to go and she doesn’t want sports to go but schools are to educate our kids and she is a parent of a soccer player. She doesn’t want to see the soccer team go but doesn’t think we should cut academic stuff at all. That is a big concern of hers going into the meeting and hopes people show up and hopes people are supportive. She doesn’t know what to expect from the meeting but the more information you share, the better.

Mr. Lavoie spoke that there is a school district not too far away from us almost in shambles. The towns that go to them are trying to leave because of their tax situation, which is much worse than ours is. We want to stay looking as attractive as possible because some of those towns border us. Getting that out to people who might want to attend the meeting is important. He does agree with Ms. Cloutier-Cabral, he thinks we will see a lot more support than we always expect. We remember when we did the teacher’s contract, we were all shaking in our boots about this failing and he thinks it passed by 95%. He also wanted to play a

434 bit of a pessimist for a minute. Speaking almost directly to Principal Ronning, the tennis thing seems to be garnering a lot of  
435 interest and a lot of excitement and the pessimist in him realizes that we're having one of the worst winters we've had in 5 to 10  
436 years. The base of the problem of that tennis court was it was never really solved. We put a Band-Aid over it. Talking with  
437 Buddy in a prior meeting, there is a lot of clay under that court and if the freeze goes down and creates those issues to rise and  
438 fall again, which creates the cracks in the court, we could be looking at a bad situation with the tennis courts. Let's take that  
439 tennis energy and that excitement and not let it go to waste and maybe start thinking of a backup plan in case that tennis court is  
440 not useable this year. He doesn't know what that would include but there are other courts around here. Maybe the tennis team  
441 can start to grow. We have excitement; let's not let it go to waste.

442  
443 Chairman Golding echoes the thoughts here tonight. What he has seen over the last 2 years this district has been nothing but a  
444 phenomenal turnaround. We say the words celebrate and growth more than we ever have the years before. It was always about  
445 the failures of the district and now it's about how far we've risen above that. We just need to keep that momentum going forward,  
446 keep requiring more from ourselves and keep doing better for all our students in this district.

447  
448 **XV. NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)**

449 *A MOTION was made by Mr. Allen and SECONDED by Mr. Lavoie to enter Non-Public Session to review the non-public*  
450 *minutes and discuss personnel matters RSA 91-A: 3 II (C) at 8:09pm.*

451 *Voting: via roll call vote, all aye, motion carried.*  
452

453 **RETURN TO PUBLIC SESSION**

454 The Board entered public session at 8:29pm.

455  
456 *A MOTION was made to seal the non-public session minutes RSA 91-A: 3 II (C) by Mr. Allen and SECONDED by Ms. Foss.*

457 *Voting: all aye, motion carried.*  
458

459 **XVI. ADJOURNMENT**

460 *A MOTION was made by Mr. Allen and SECONDED by Ms. Foss to adjourn the Board meeting at 8:29pm.*

461 *Voting: all aye, motion carried.*  
462

463 *Respectfully submitted,*

464 *Kristina Fowler*  
465

# SAU 63 Winter 2025 Data

Presentation

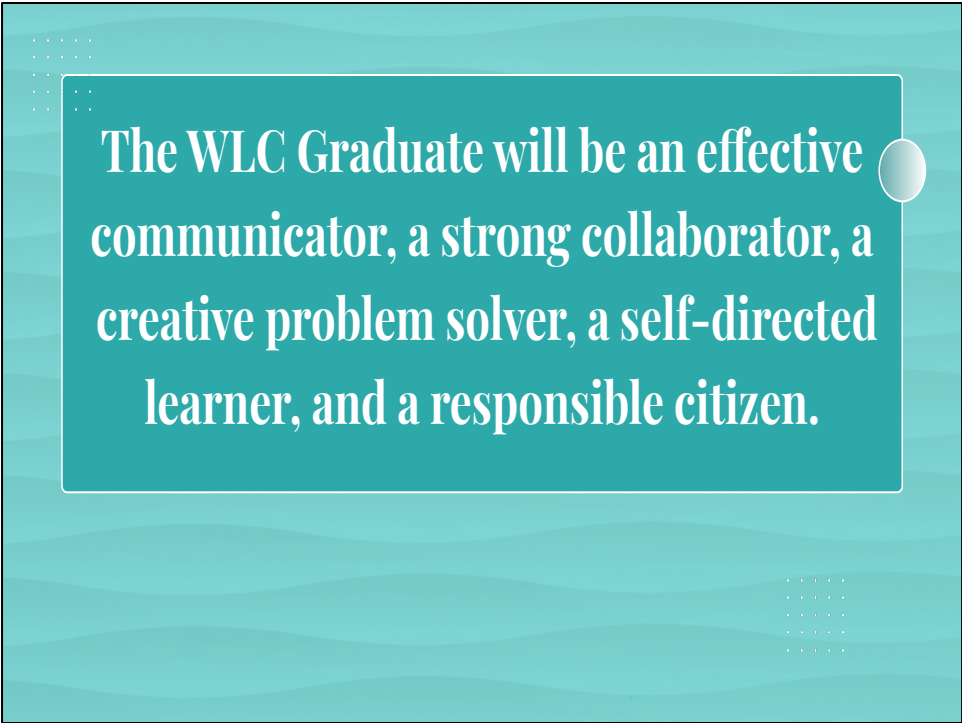




“Big things don’t always  
happen with a leap. Big things  
happen when we take the next  
best step over and over again.”

~Jill M. Siler

This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.



**The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.**

This is our Vision of a Graduate. It's important to keep this in mind as we review data.

# Agenda

1

## iReady Math

How did our students do compared  
to the fall?  
How did our students do compared  
to the state and the nation?

2

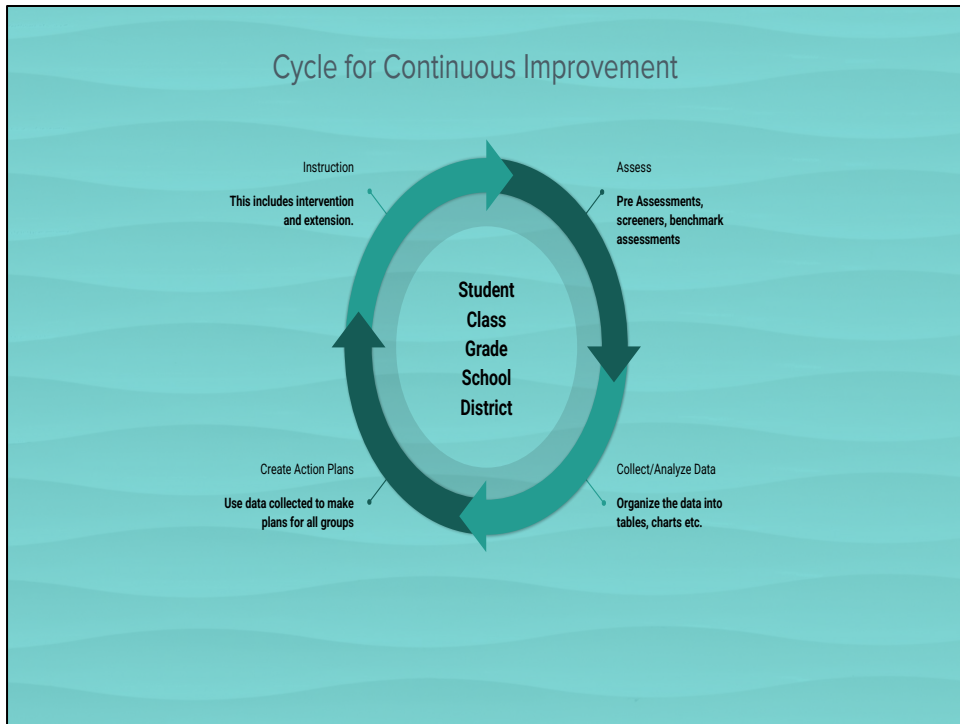
## iReady Reading

How did our students do compared  
to the fall?  
How did our students do compared  
to the state and the nation?

3

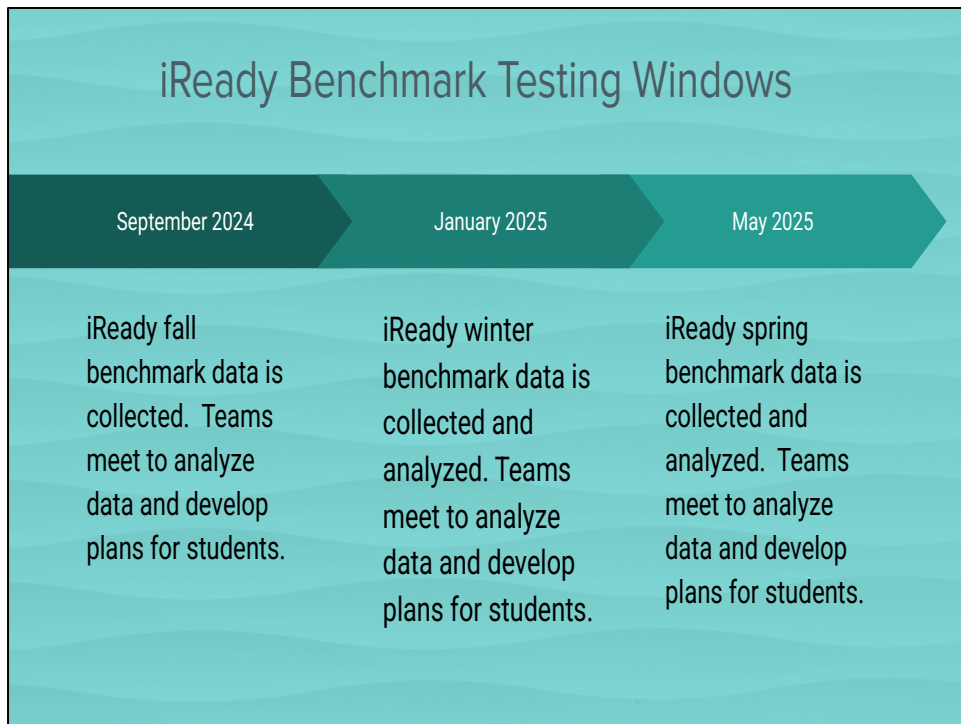
## iReady Growth

How have students  
grown so far this year?

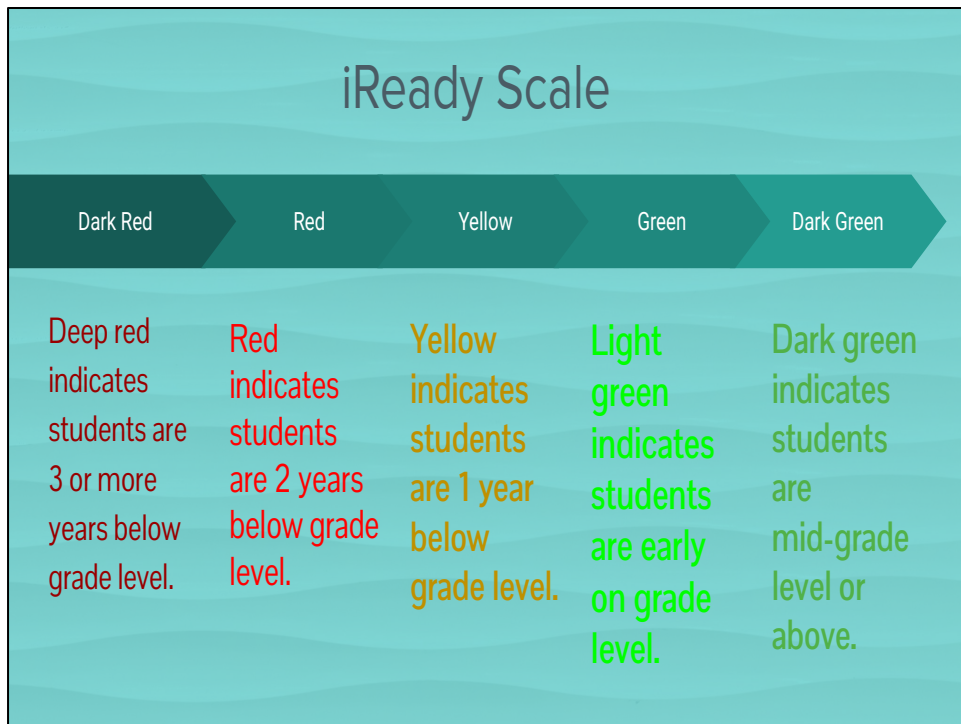


As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.





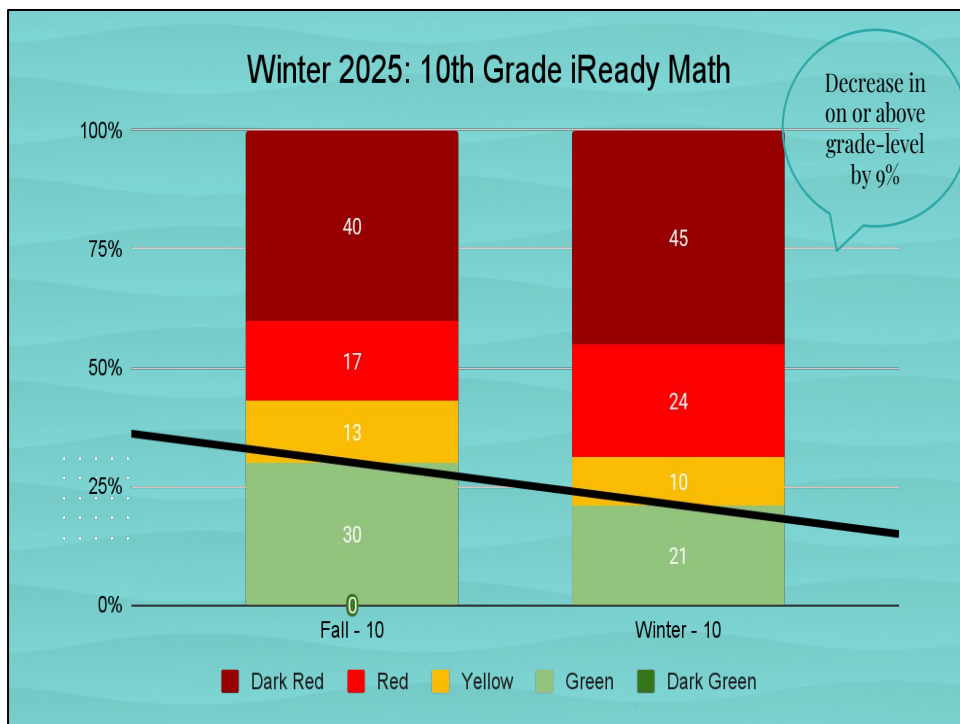
We take our iReady benchmark assessment three times a year.



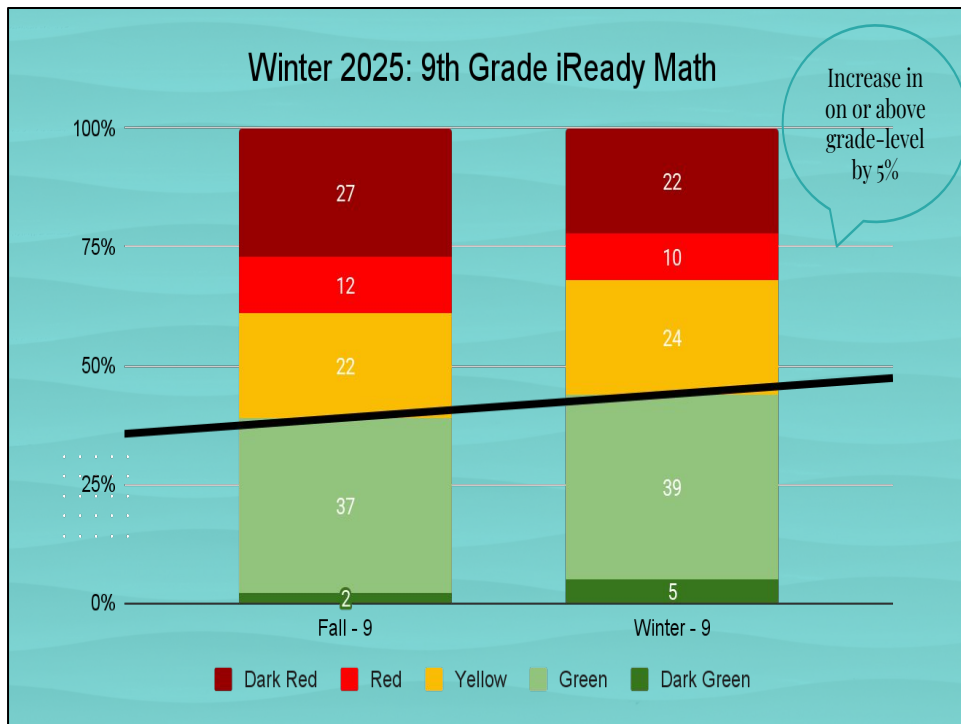
Just to review what each of our colors means.



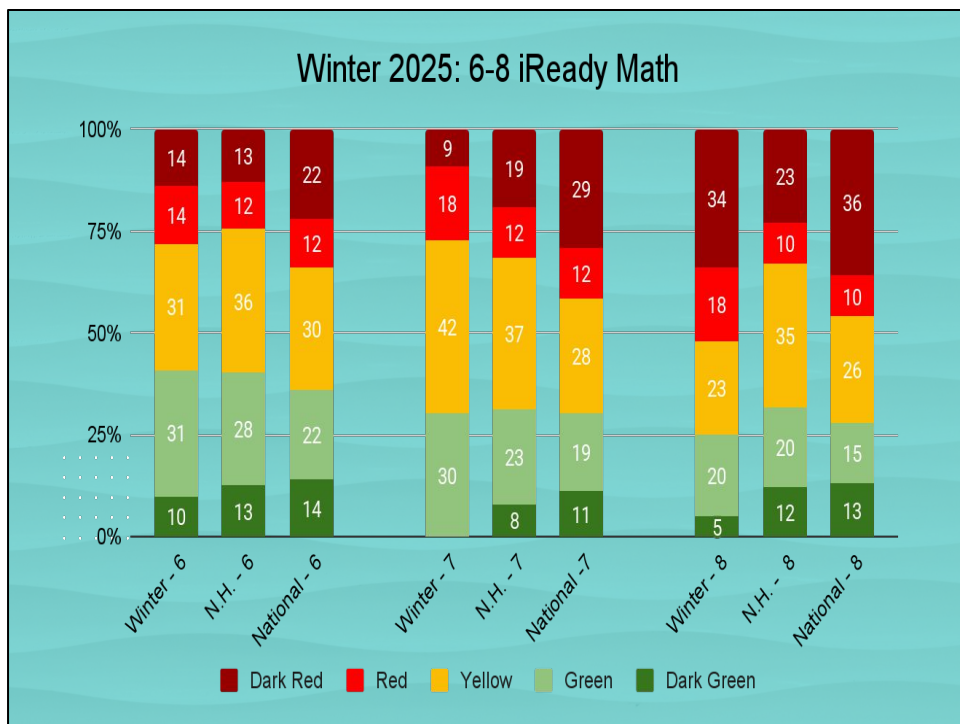




As you can see in math, our 10th grade students went down in math. This data was something that we were not expecting to see. At our most recent professional development ½ day, we took time to review all of the data at the high school level (iReady, SAT, NH SAS etc.) to develop action plans for each student in each content area. We hope that with these plans in place, it will change the trajectory of this date.

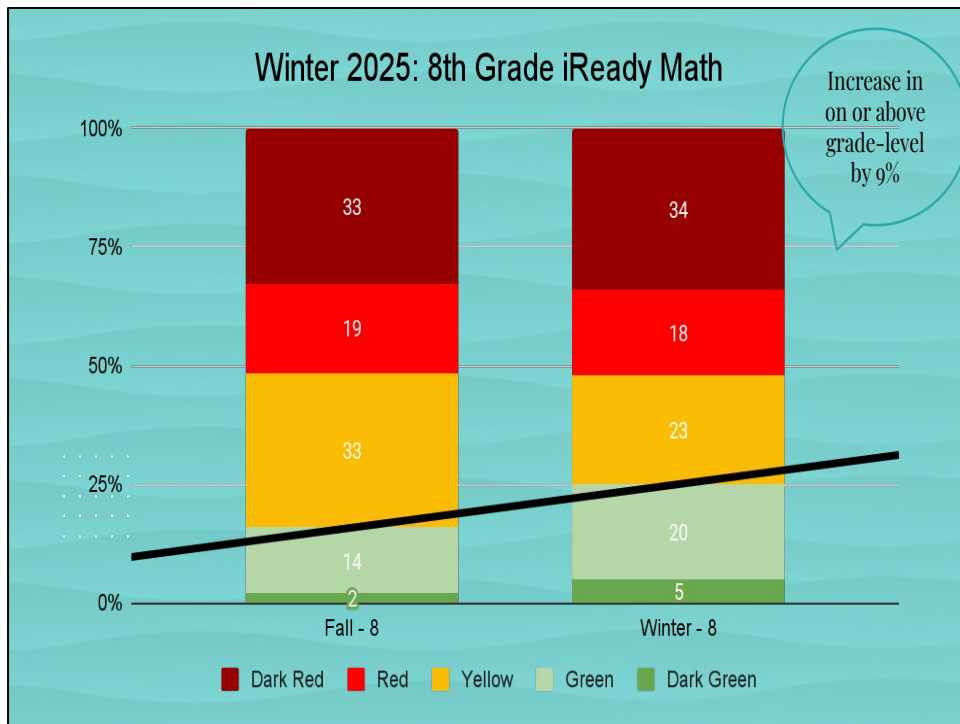


The freshman have not only increased the percentage of students falling in the on or above grade level, but the below grade-level is decreasing. They had a decrease of students in the below grade level categories by 7%. This group is moving in the right direction.

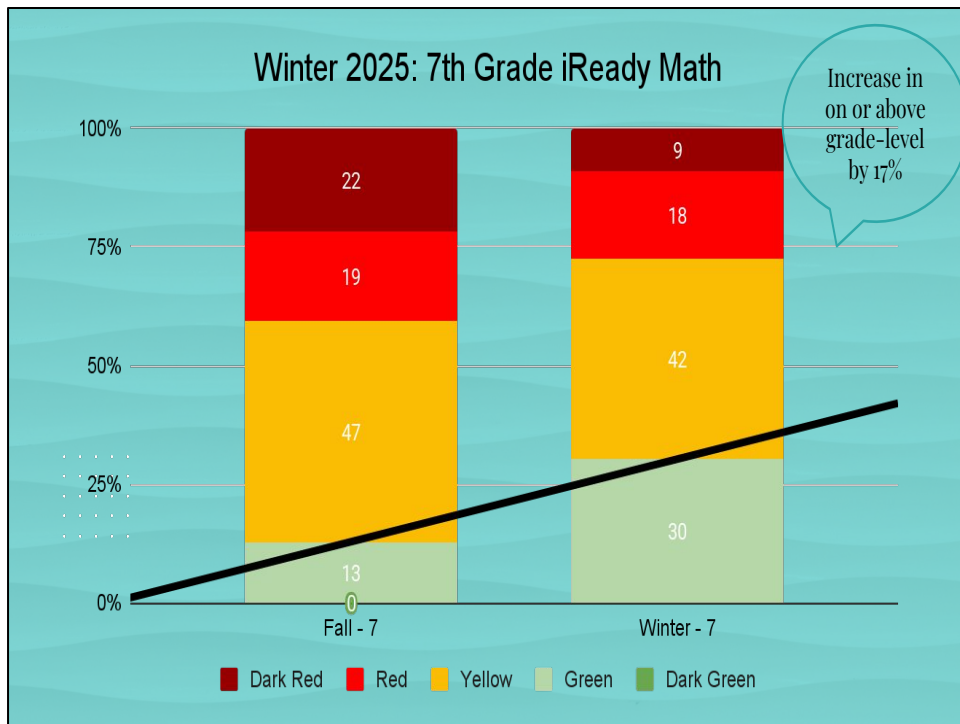


This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. The scores for our students are the first bar for each grade. The second graph in each set is the scores for the year to date data for the state of New Hampshire, and the final graph in each set is the scores for the year to date data for the nation.

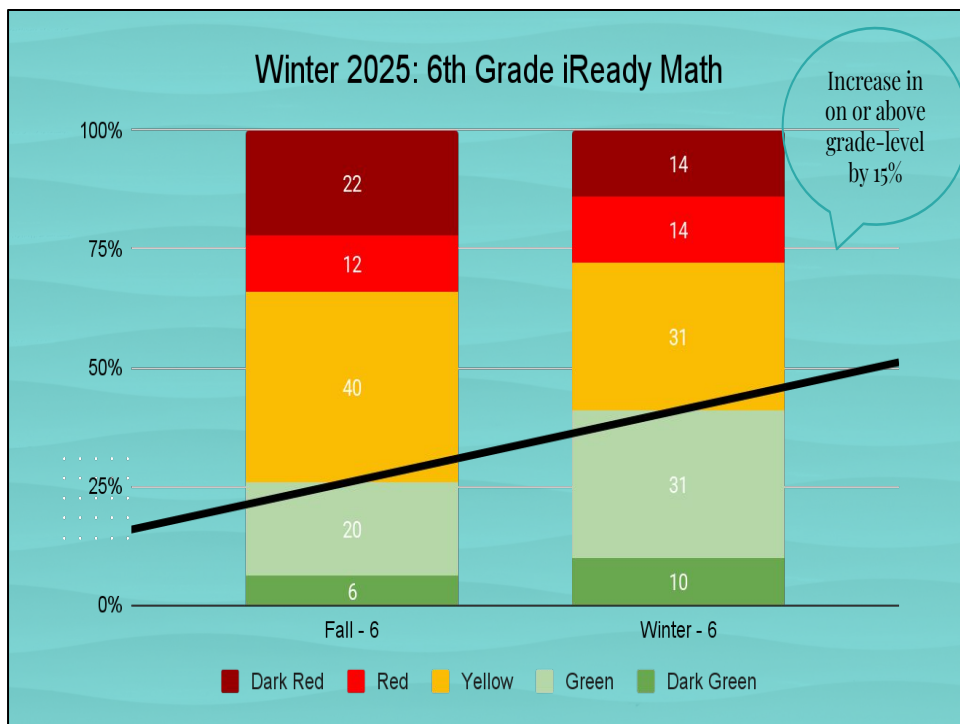
In the middle school we are scoring fairly consistently with the state and the nation, if not slightly better at this point in the year, specifically the percentage of students in the on or above grade level.



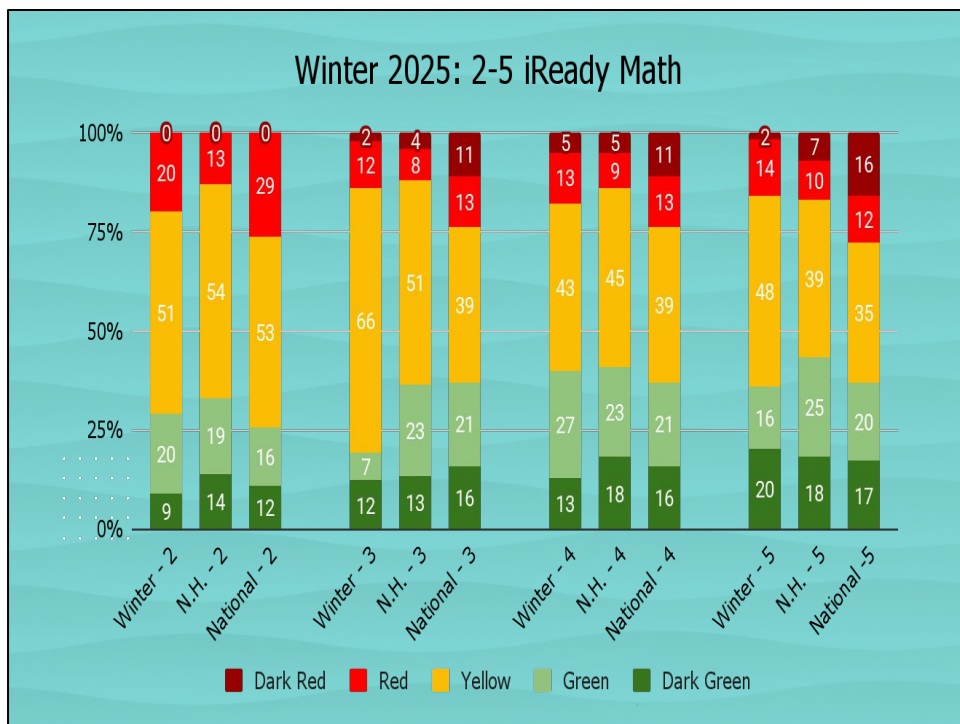
This year we have changed the way we implement our WIN period in the middle school. Students are grouped according to skills they need to continue to develop. Students are working in these skills 4 days a week, this could be a factor in the increase in the percentage of students on or above grade level and a decrease in the percentage of students below grade level in the middle school.



This shows the progress the seventh grade students have made so far this year. As you can see, these students are simultaneously increasing the percentage of students in on or above grade level range and decreasing the percentage of students in the below grade level range.

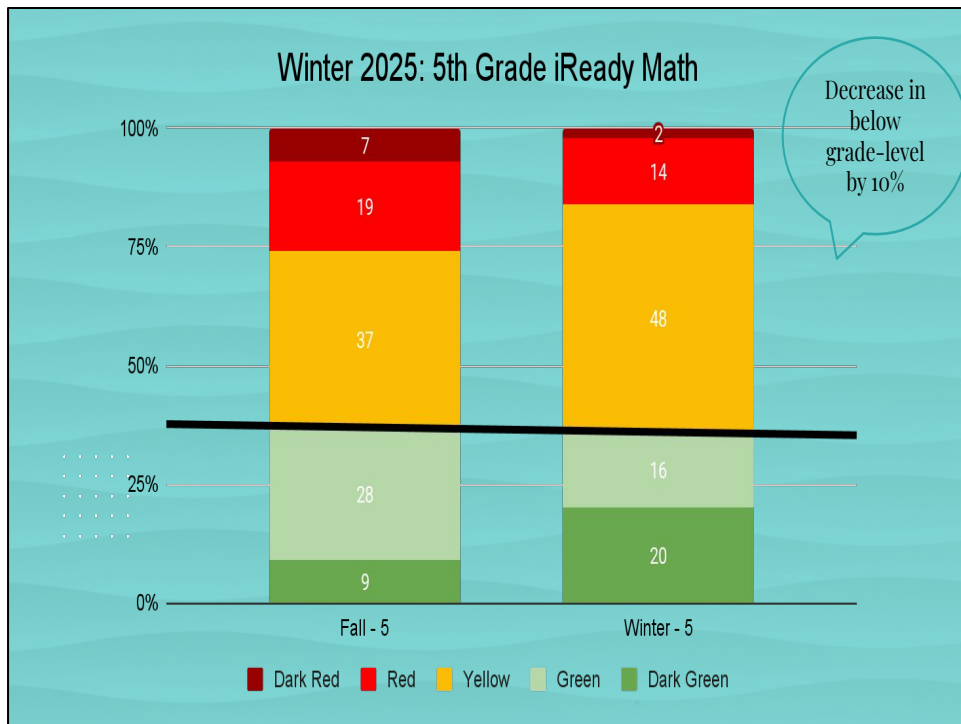


This shows the progress the sixth grade students have made so far this year. As you can see, the percentage of students in the three or more grade levels has decreased by 8%.



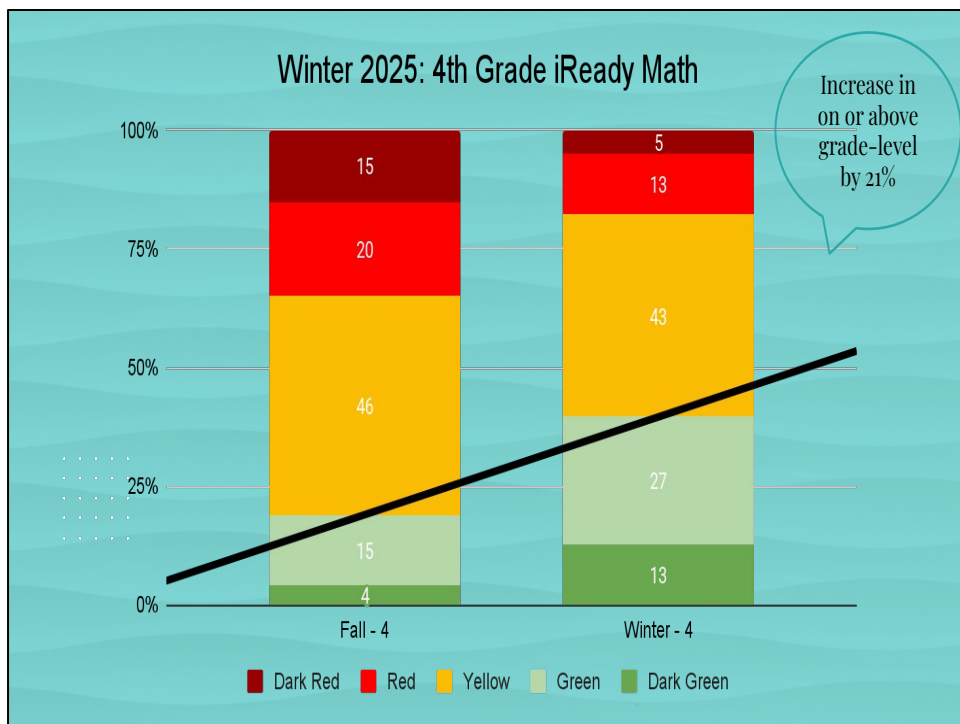
This graph is the same as the previous one for grades 2-5.

In grades 2-5, we are scoring fairly consistently above the state and the nation.

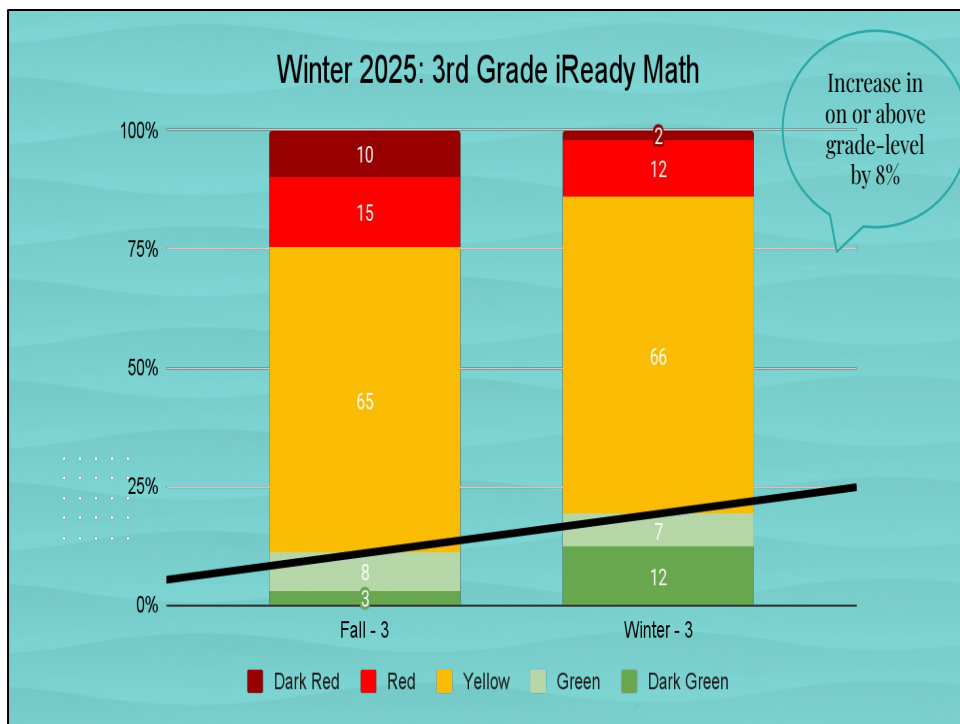


This shows the progress the fifth grade students have made so far this year. As you can see, the percentage of students in the below grade level range has decreased by 10%.

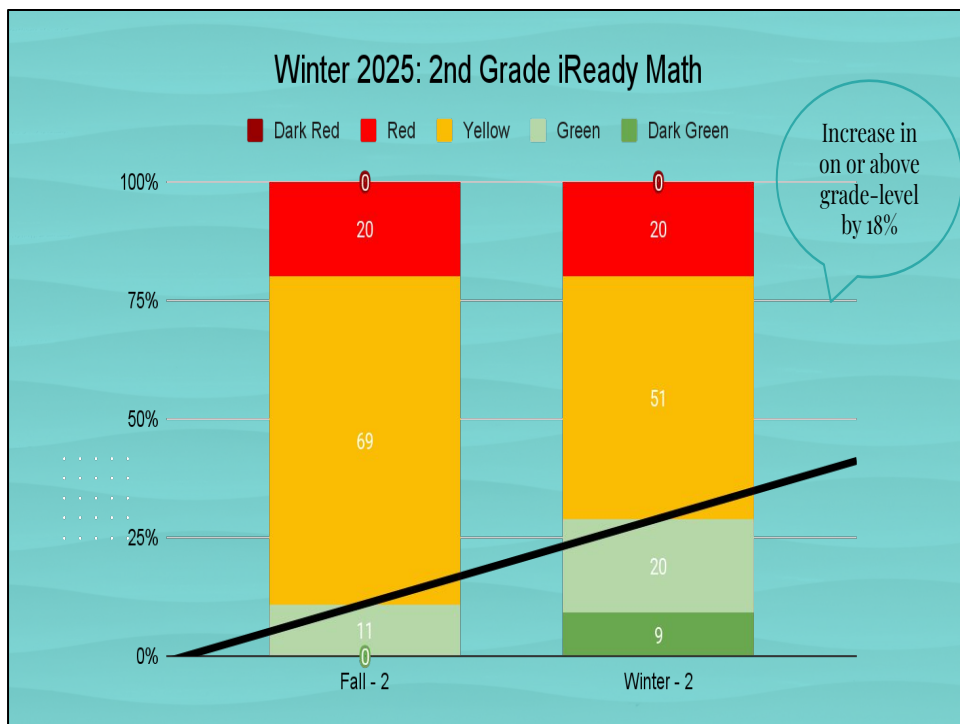




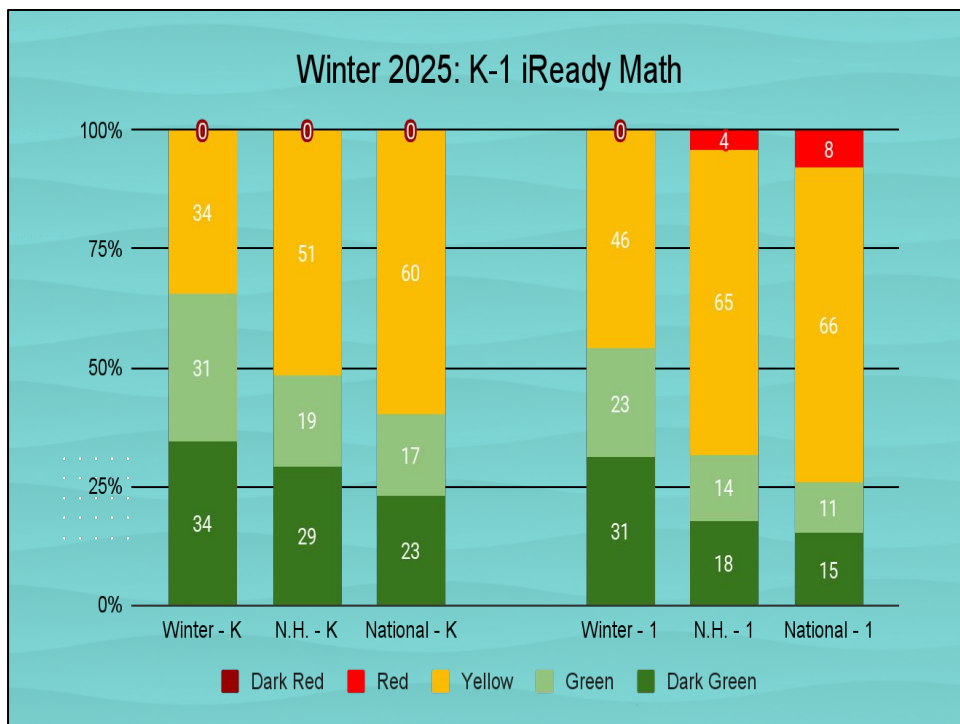
This shows the progress the fourth grade students have made so far this year. Fourth grade students are simultaneously increasing the percentage of students in the on or above grade level range while decreasing the below grade level range.



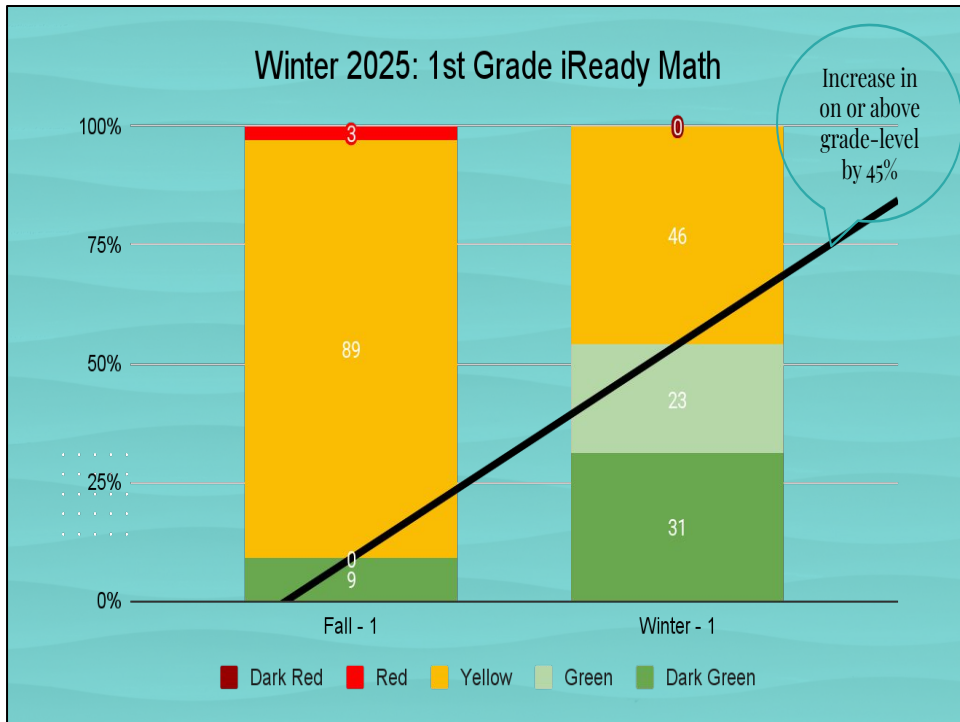
This shows the progress the third grade students have made so far this year. Third grade students are moving from 3 grade levels below to one or two grade levels below and also moving from on to above grade level.



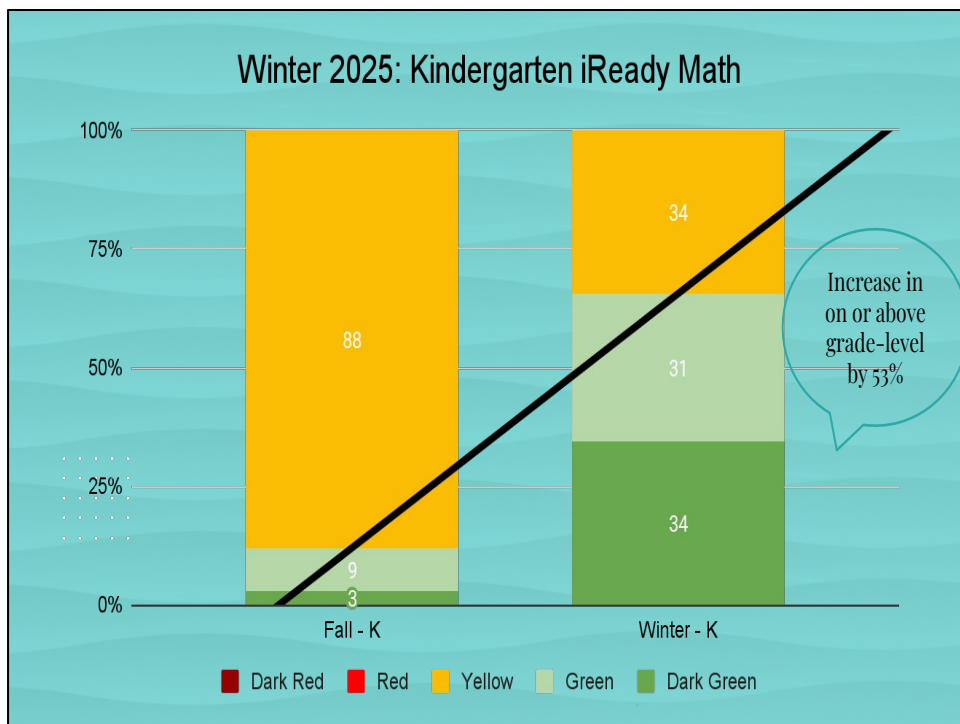
This shows the progress the second grade students have made so far this year. The percentage of our students performing on or above grade level has increased by 18% from the fall benchmark. In addition, the students in the above grade level range has increased from 0% to 9%.



This graph is our Kindergarten and grade 1 students. You can see we still have more students on, above, or ready to receive grade-level instruction than both the state and the nation.

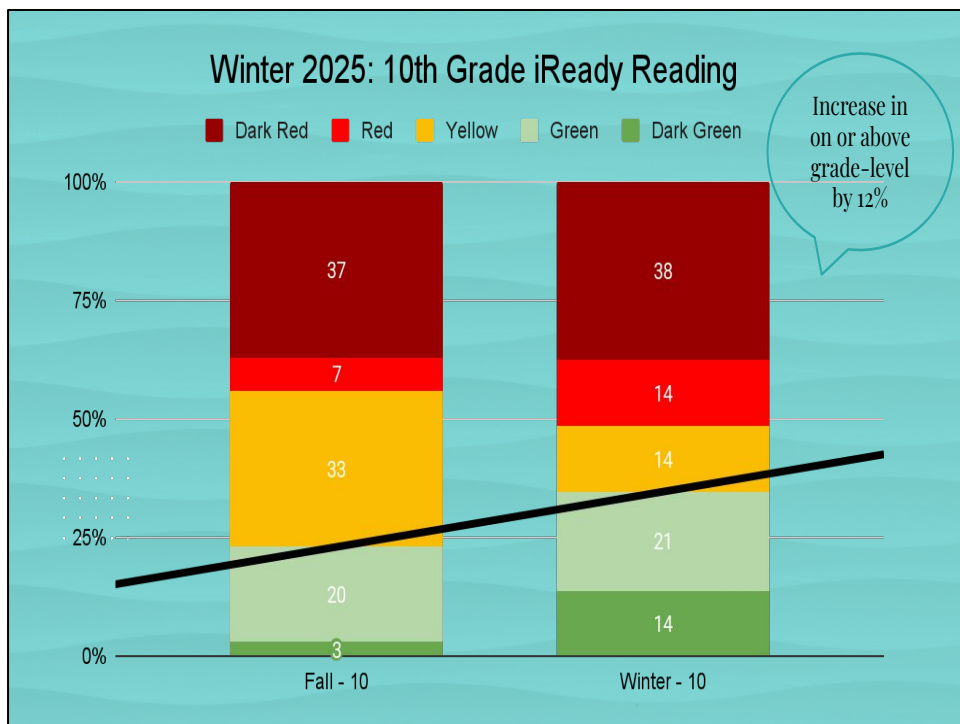


This shows the progress the first grade students have made so far this year. As you can see, there was a drastic increase in the percentage of students on or above grade level, and all students are out of the below grade-level range.



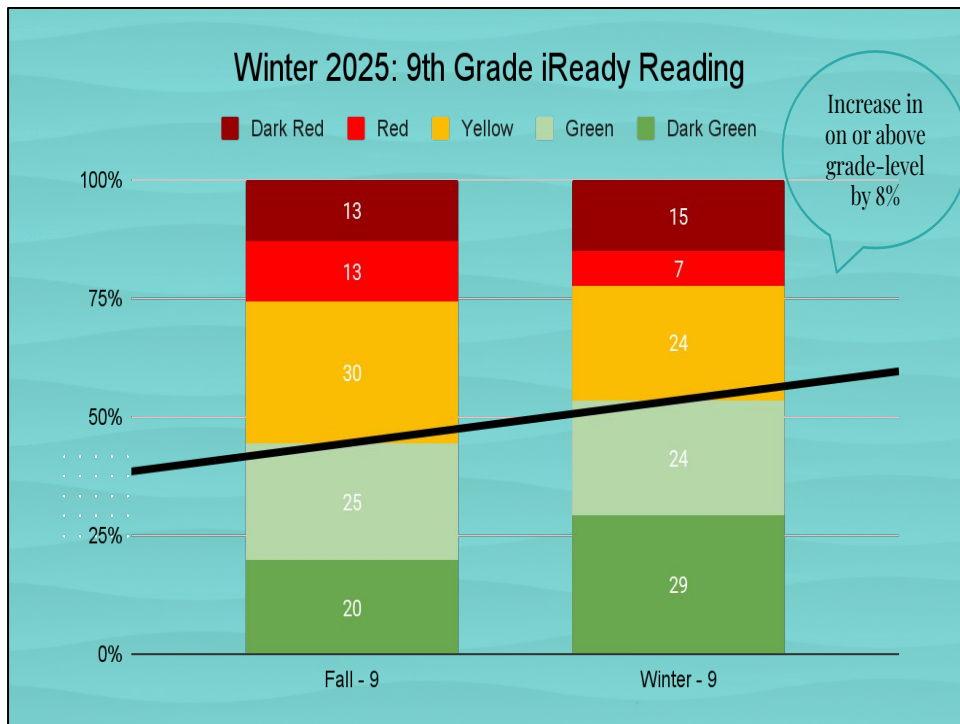
This shows the progress the kindergarten grade students have made so far this year. As you can see, there was a drastic increase in the percentage of students on or above grade level.



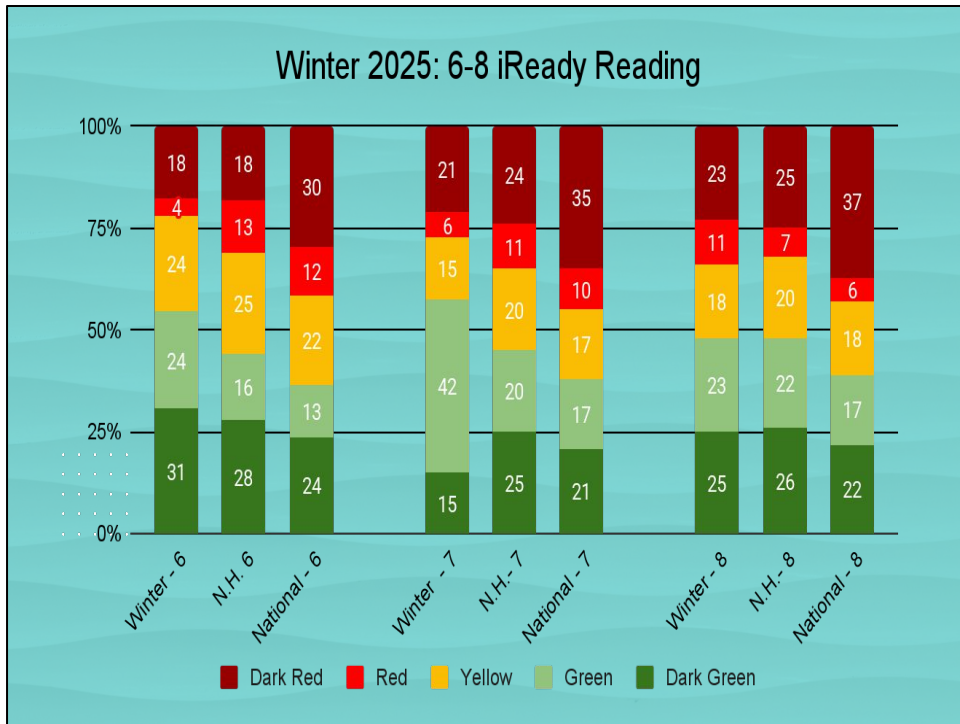


This shows the progress the sophomore students have made so far this year. The percentage of students in the on or above grade level has increased by 12%.

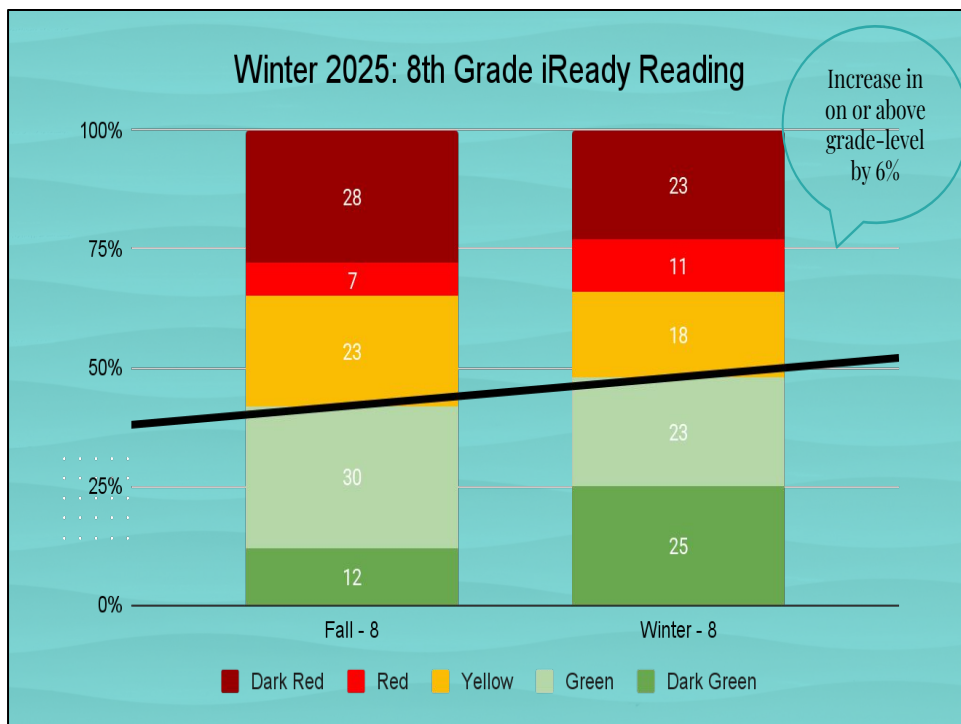




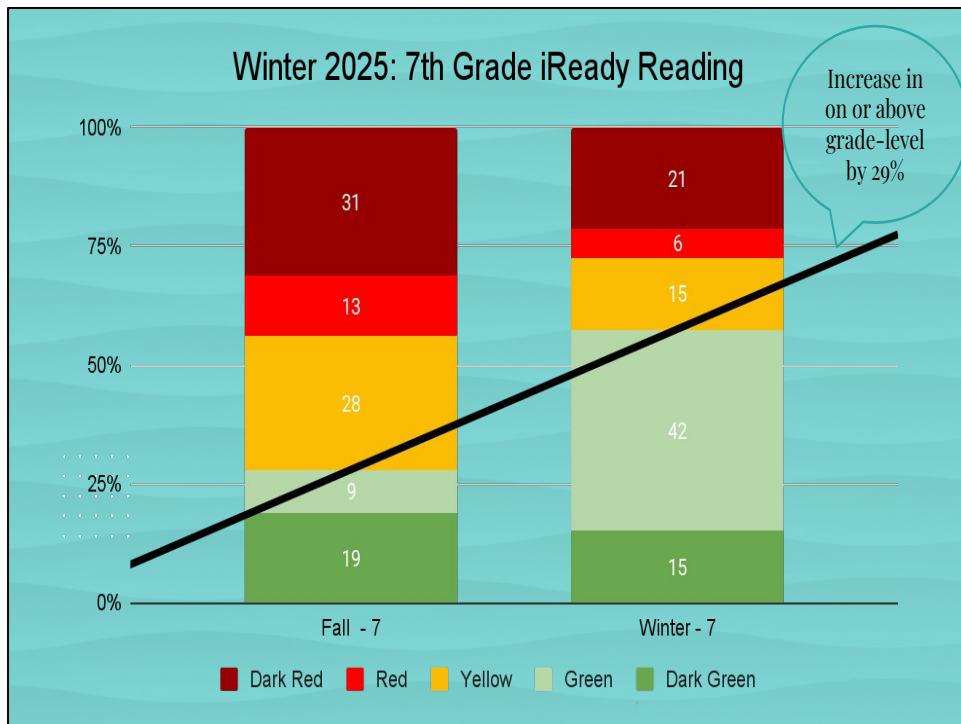
This shows the progress the freshman students have made so far this year. You will note that the percentage of students in the on and above grade level has increased by 8% while simultaneously decreasing the below grade level students by 4%.



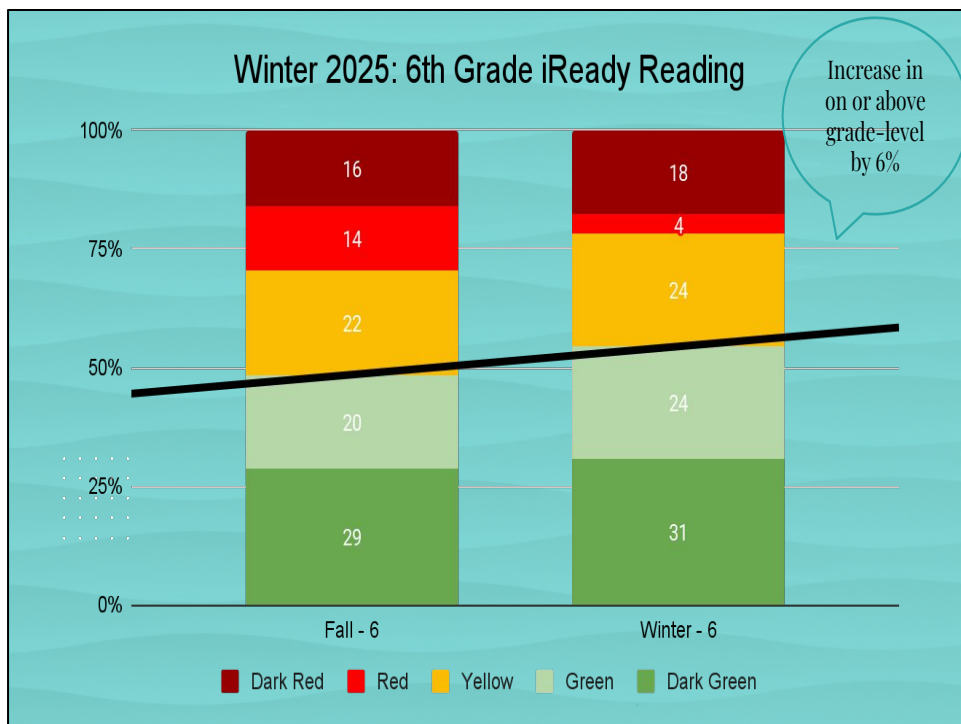
This graph mirrors the middle school math graph where the first column is our students, the second column is the Year to Date New Hampshire information, and the last column is the Year to Date National information for each grade-level. As you can see again, we are outperforming the state, and nation for our reading scores.



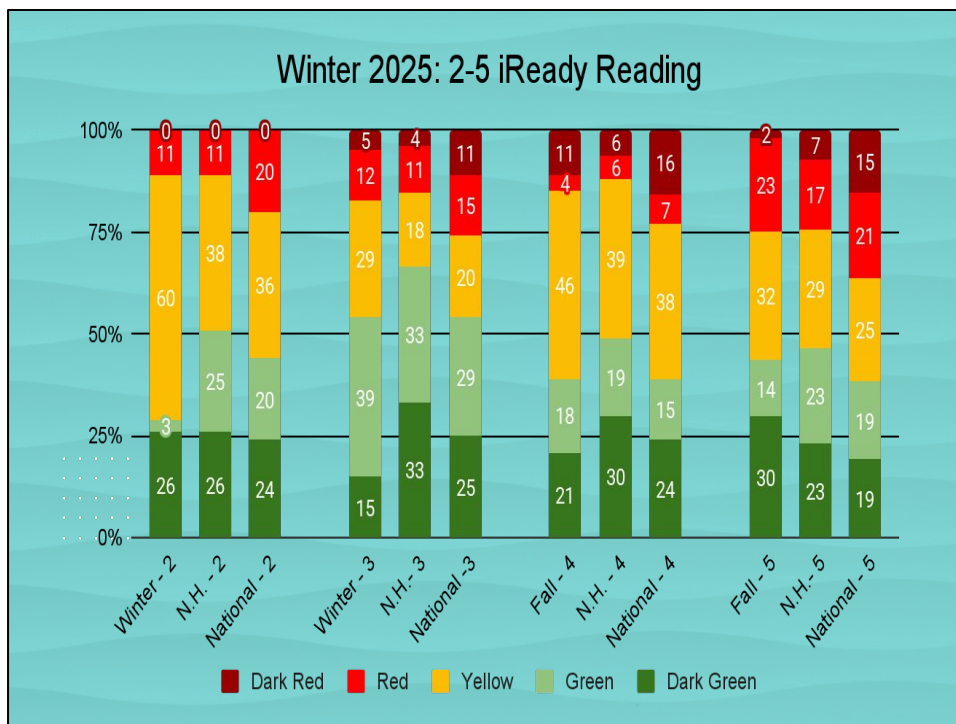
This shows the progress the eighth grade students have made so far this year.



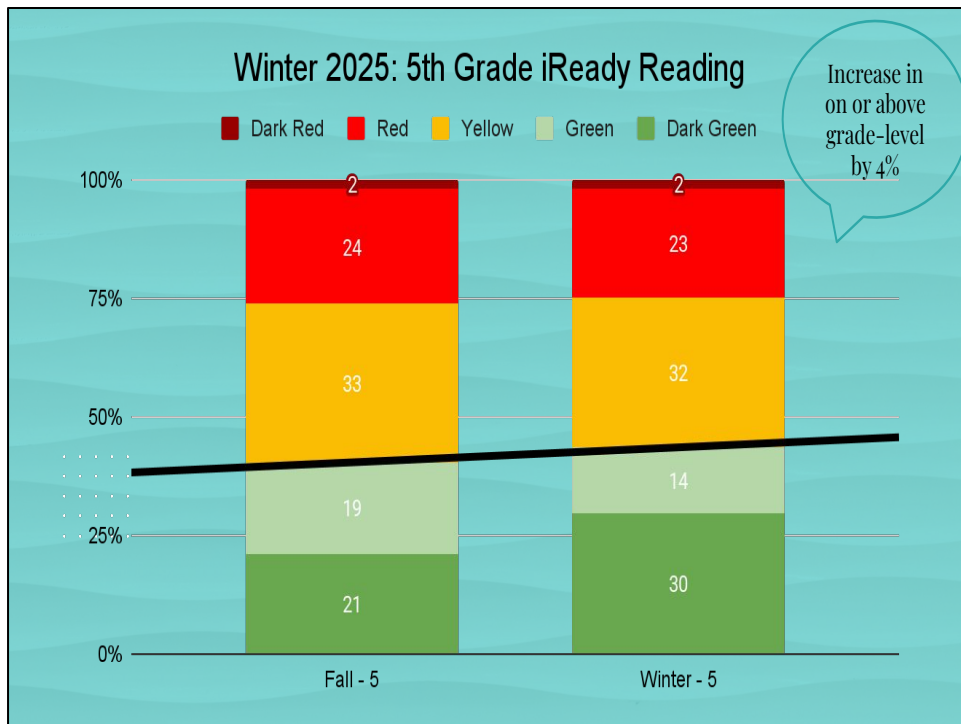
This shows the progress the seventh grade students have made so far this year. The percentage of students in the on or above grade level has increased by 29% while the percentage of students in the below grade level range has decreased by 17%.



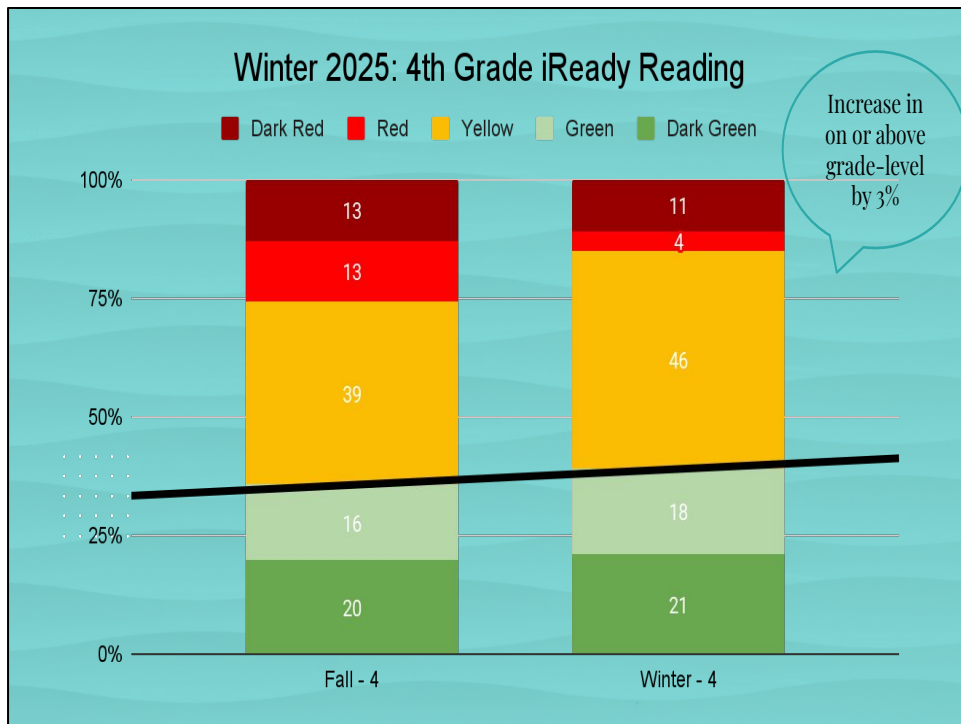
This shows the progress the sixth grade students have made so far this year.



We are scoring fairly consistently at or above the state and the nation.

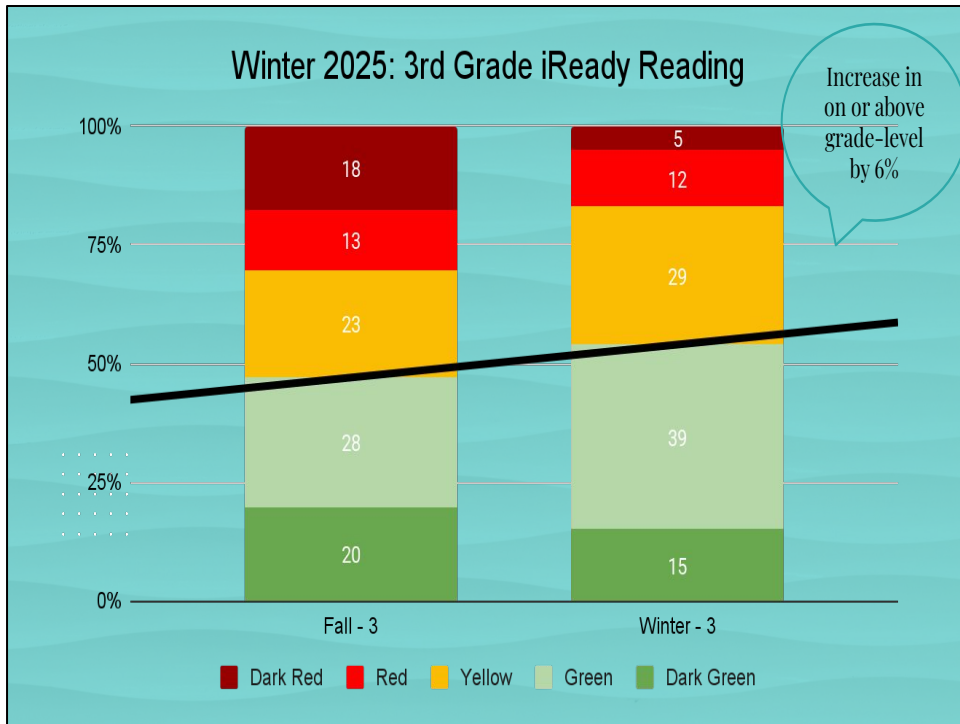


This shows the progress the fifth grade students have made so far this year. The percentage of students in the on or above grade level has increased by 4%.

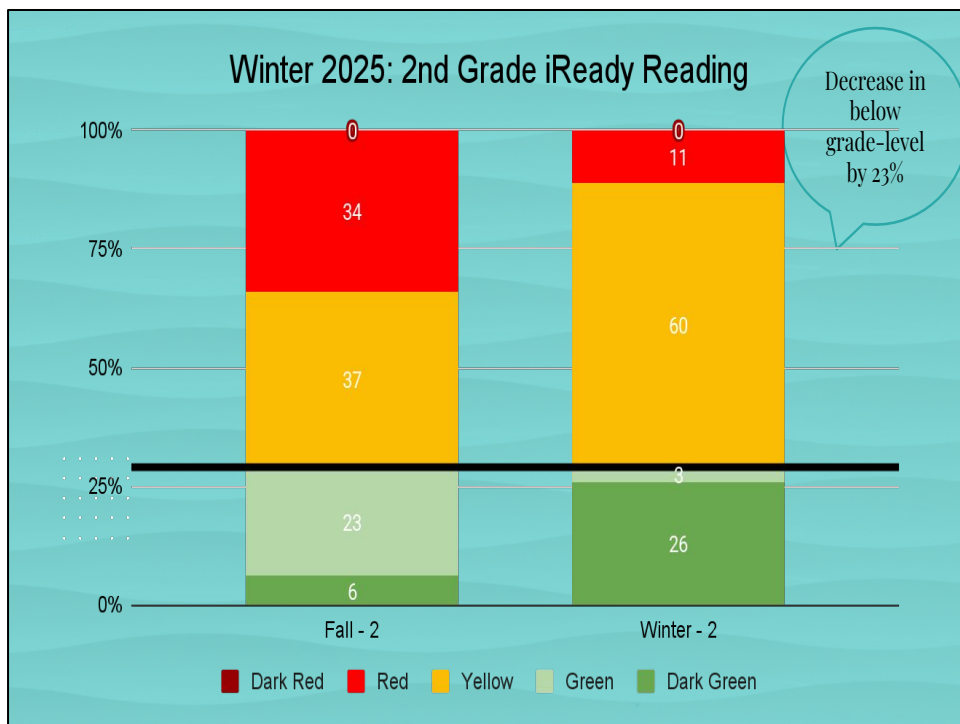


This shows the progress the fourth grade students have made so far this year. The percentage of students in the on or above grade level has increased by 3% and decreased the percentage of students in the below grade level by 11%.

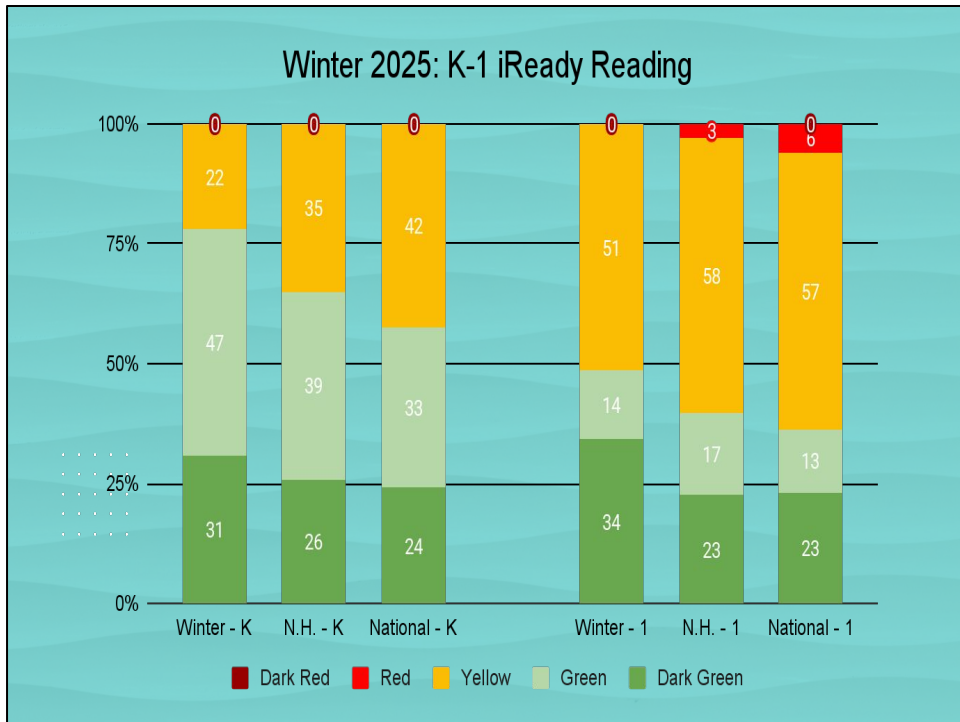




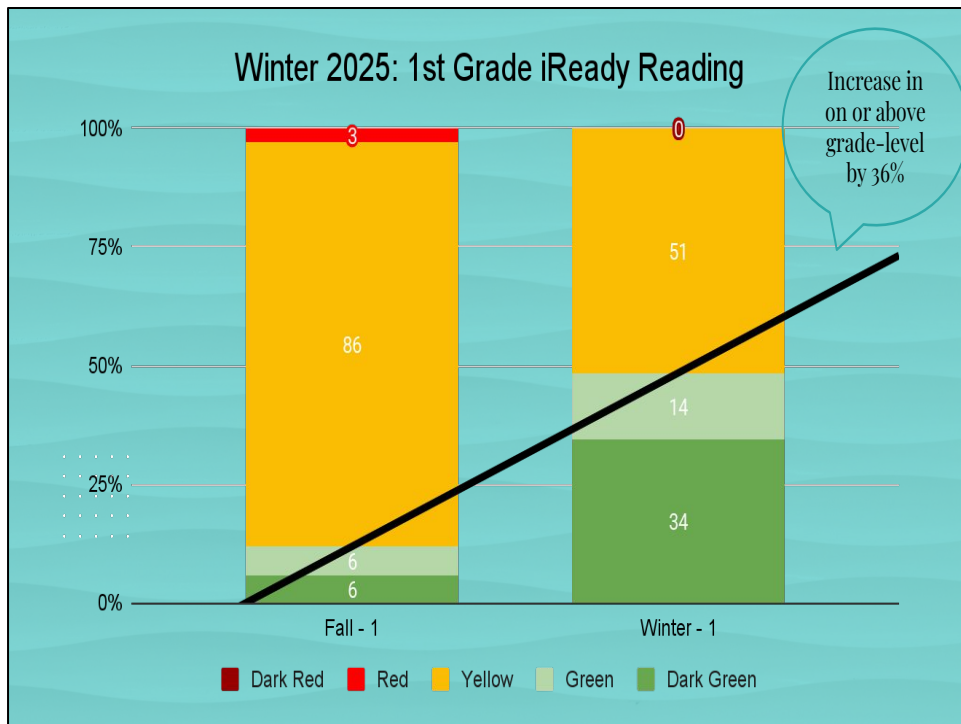
This shows the progress the third grade students have made so far this year. The percentage of students in the on or above grade level has increased by 6% and decreased the percentage of students in the below grade level by 14%.



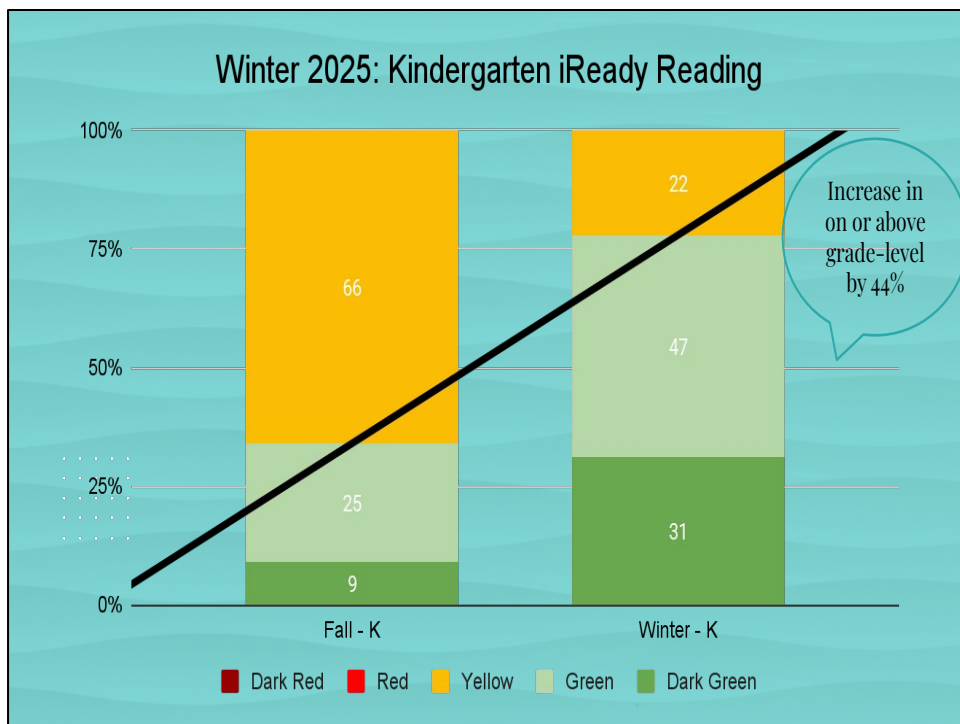
This shows the progress the second grade students have made so far this year. The percentage of students in the below grade level range has decreased by 23%.



Again, a higher percentage of our kindergarten and grade 1 student are on, above, or ready for grade-level instruction than both the state and the nation.



This shows the progress the first grade students have made so far this year. As you can see there are no longer students two or more grade levels below in second grade. In addition, the percentage of students in the on or above grade level range has increased by 36%.



This shows the progress the first grade students have made so far this year. In addition, the percentage of students in the on or above grade level range has increased by 44%.

## What have we done? FRES/LCS

- Teams continued to analyze data and create targeted intervention plans for students including enrichment and re-reaching opportunities.
- Monthly Co-curricular team meetings to align and enhance math, ELA, and Science/Social Studies instruction.
- Intentional focus on evidence based practices in all classrooms.
- Pilot of a Knowledge building Reading and Writing Program (3-5)
- Writing Club (grades 4 & 5)

## What have we done? WLC – MS/HS

- Students were placed in specific WIN groups to receive specific math and ELA interventions
- Students worked on iReady lessons/modules
- Teachers reviewed and updated classroom assessments to “mirror” iReady, NHSAS, SAT assessments
- Teacher discussions during PLC and Department meetings to collectively share best practices and utilized a DOK chart for midterm and final assessments
- Middle School is completing structured NH SAS Modular Assessments in math, writing, and ELA
- Weekly math tutoring continues on Mondays for MS and Thursdays for HS
- Data reviews & data chat meetings, including our special education department

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# BONUS DATA

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## iReady Math

How much progress are  
students making toward  
their Growth Goals?

2

## iReady Reading

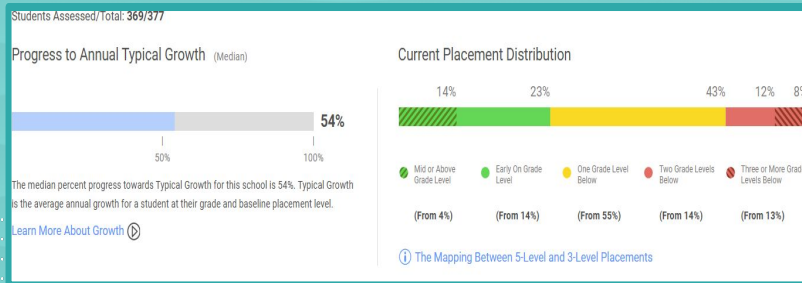
How much progress are  
students making toward  
their Growth Goals?

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## How much progress students are making in Math K-8?



The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 54% of the way to reaching their annual goal. At this point in the year, we would expect the median student to be 50% of the way to their annual growth goal.

## How much progress students are making in Math 6-8?

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 47%	27%	<div><div></div></div> 30%	2%	37%	51/51
Grade 7	<div><div></div></div> 67%	42%	<div><div></div></div> 35%	6%	42%	33/35
Grade 8	<div><div></div></div> 31%	32%	<div><div></div></div> 13%	9%	36%	44/45

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This is the breakdown for grades 6-8 on the progress students are making on their annual and stretch growth goals. This uses the same method of measuring student progress as the previous slide. If you line up all of the 6th grade students, the middle student is 47% of the way to their annual growth goal.

## How much progress students are making in Math 1-5?

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⚙	% Met ⚙	Progress (Median) ⚙	% Met ⚙		
Grade 1	55%	31%	43%	14%	49%	35/36
Grade 2	38%	12%	28%	0%	32%	34/35
Grade 3	57%	13%	39%	8%	35%	40/41
Grade 4	69%	21%	41%	0%	59%	56/56
Grade 5	36%	25%	22%	5%	34%	44/45

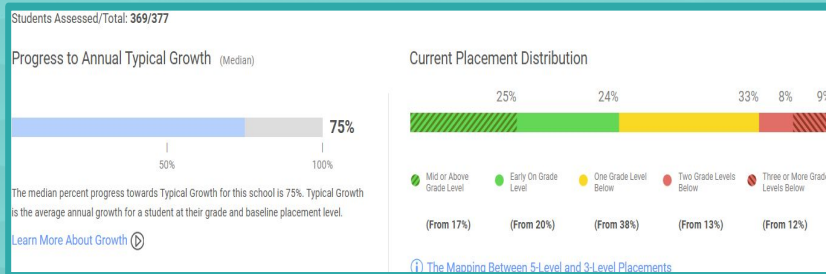
How much progress students are making in Math in Kindergarten?

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⬇	% Met ⬇	Progress (Median) ⬇	% Met ⬇		
Grade K	<div><div></div></div> 59%	16%	<div><div></div></div> 49%	6%	59%	32/33

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## How much progress students are making in Reading K-8?



The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 75% of the way to reaching their annual goal.

## How much progress students are making in Reading 6-8?

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	<div><div></div></div> 50%	41%	<div><div></div></div> 23%	22%	39%	51/51
Grade 7	<div><div></div></div> 150%	55%	<div><div></div></div> 49%	27%	52%	33/35
Grade 8	<div><div></div></div> 86%	45%	<div><div></div></div> 31%	16%	45%	44/45

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## How much progress students are making in Reading 1-5?

Grade	Annual Typical Growth <sup>1</sup>		Annual Stretch Growth <sup>8</sup> <sup>1</sup>		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	<div><div></div></div> 78%	34%	<div><div></div></div> 60%	9%	51%	35/36
Grade 2	<div><div></div></div> 88%	44%	<div><div></div></div> 48%	9%	53%	34/35
Grade 3	<div><div></div></div> 65%	30%	<div><div></div></div> 37%	5%	45%	40/41
Grade 4	<div><div></div></div> 59%	36%	<div><div></div></div> 37%	9%	32%	56/56
Grade 5	<div><div></div></div> 91%	48%	<div><div></div></div> 46%	23%	39%	44/45

How much progress students are making in Reading in Kindergarten?

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	<div><div></div></div> 60%	25%	<div><div></div></div> 42%	0%	63%	32/33

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Questions /  
Comments?