

CANDIA SCHOOL BOARD MEETING

Thursday, January 2, 2020 – 6:00 p.m.

LOCATION OF MEETING Henry W. Moore School Media Center

AGENDA

- I. CALL TO ORDER:** Matthew Woodrow, Board Chair
 - A. Pledge of Allegiance – Samuel Martin (Grade 8) and Lasailley Martin (Kindergarten)
- II. PROOF OF POSTING** – Superintendent, William Rearick
- III. PINKERTON ACADEMY LIAISON** – Michelle Sangillo
- IV. APPROVAL OF MINUTES**
 - A. Minutes of the Candia School Board Meeting on December 5, 2019*
- V. OPPORTUNITY FOR THE PUBLIC TO ADDRESS THE BOARD**
- VI. SUPERINTENDENT’S UPDATES*** – William Rearick
- VII. REPORTS**
 - A. Administrator’s Reports*
 - B. Reports of Standing Committees
- VIII. OLD BUSINESS**
 - A. Goals*
 - B. Clarification of Substitute Rate of Pay
 - C. Teachers Contract Approval 7/1/20-6/30/23
- IX. NEW BUSINESS**
 - A. Approval of Warrant Articles*
 - B. Food Service Pay Rate Increase (discussion)
- X. FINANCE/OPERATIONS**
 - A. Manifest Approval
- XI. POLICIES**
 - A. 2nd Reading* JLCC JLCC-R Communicable Diseases/Head Lice, EFAA Meal Charging, DAF Administration of Federal Grant Funds, IHAMA Teaching About Alcohol, Drugs, and Tobacco, IKB Homework, JLIA Supervision of Students, JLCF Wellness, and JLDBA Behavior Management and Intervention
 - B. 1st Reading* JLDBB Suicide Prevention and Response, KED Facilities or Services-Grievance Procedure, IFA Instructional Needs of Students with Different Talents, IHCA Summer Activities, IMAH Daily Physical Activity, KA and IJO School, Community, and Home Relations, and IKE Promotion and Retention of Students
- XII. PERSONNEL (as necessary)**
 - A. Ratification of Superintendents Nominations* (approve separately)

XIII. NON-PUBLIC SESSION RSA 91-A 3 Sections II c

XIV. INFORMATIONAL ITEMS AND CORRESPONDENCE

NHSBA 2020 Delegate Assembly

XVI. ITEMS FOR NEXT/FUTURE AGENDA

Moderator and School District Clerk
Discussion on Superintendent's Evaluation

XVII. OPPORTUNITY FOR PUBLIC TO ADDRESS THE BOARD

XVIII. ADJOURNMENT

The next regularly scheduled Candia School Board Meeting will be held on Thursday, January 30, 2020 at 6:00 p.m. at the Henry W. Moore School Media Center.

The Candia School District Deliberative Session #1 will be held on February 5, 2020 at 6:00 p.m. at the Henry W. Moore School.

There will be an SAU Board meeting on Wednesday, February 19, 2020 at 6:30 p.m. at the Auburn Village School Media Center.

**Materials enclosed for Board review prior to meeting*

GUIDELINES FOR PUBLIC COMMENT AT CANDIA SCHOOL BOARD MEETINGS

Guidelines when addressing the Candia School Board under OPPORTUNITY FOR THE PUBLIC TO ADDRESS THE BOARD section of the Candia School Board meeting agenda:

Appropriate time will be set aside for citizens to address the Board.

Any individual desiring to speak shall give his or her name, address, and the group, if any, that is represented. The presentation should be as brief as possible. Written remarks are encouraged.

Speakers may offer comments on such school operations and programs as concern them. In public session, however, the Board will not hear personal complaints of school personnel nor complaints against any person connected with the school system. Other channels are provided for Board consideration and disposition of legitimate complaints involving individuals, which should be referred to the Superintendent for appropriate action.

**CANDIA SCHOOL BOARD MEETING
THURSDAY, DECEMBER 5, 2019 AT 6:00 P.M.
HENRY W. MOORE SCHOOL MEDIA CENTER**

These minutes have not been approved.

Matt Woodrow, Chair, called the meeting to order at 6:00 p.m. Those in attendance were Board members Stephanie Helmig, Dana Buckley, Kristina Ickes, and Mark Chalbeck; Principal, Becky Wing; Assistant Principal, Michelle Lavallee; Director of Student Services, Kathryn Duncan, Technology Director, Chris Jamrog; and Assistant Superintendent, Marge Polak..

Becky Wing introduced Keido Tamanaha (Grade 3), and Emi Tamanaha (Grade 1), who led the attendees in the Pledge of Allegiance.

PROOF OF POSTING

Marge Polak provided proof of posting.

PINKERTON ACADEMY LIAISON

Michelle Sangillo reported to the board with activities at Pinkerton Academy that included:

- VEX Robotics Tournament (NH & VT)
- Mack Plaque
- Upcoming mid-terms
- Career Awareness
- 'Almost Main' play at the Stockbridge Theater
- Holiday Concerts
- Theater Class Production
- Dance Club
- Winter Sports
- Alpine Skiing
- Indoor Track

APPROVAL OF MINUTES

Motion by Matt Woodrow, seconded by Kristina Ickes, to accept the minutes of the Candia School Board Meeting on November 7, 2019, and the motion carried unanimously.

Motion by Stephanie Helmig, seconded by Matt Woodrow, to accept the minutes of the Candia School Board Budget Meeting Minutes on November 20, 2019, and the motion carried unanimously.

OPPORTUNITY FOR PUBLIC TO ADDRESS THE BOARD

None

SUPERINTENDENT UPDATES

Marge Polak summarized Mr. Rearick's report.

REPORTS

Administrator's Reports

Reports of the administrators were reviewed.

Reports of Standing Committees

Matt Woodrow stated that the NHSBA is offering numerous workshops.

Mark Chalbeck stated that the facilities committee will meet after receiving the results of the audit being done by ENE, which are expected to be available in February.

OLD BUSINESS

Goals

The goals were reviewed.

Marge Polak stated that any goals with changes have been marked with an asterisk.

20/21 Budget

Matt Woodrow said the board met with the budget committee last night who cut the proposed budget by \$133,000. Stephanie Helmig stated that they committee made mention that the board gave back money for the past few years, so they felt comfortable with making cuts up front. Matt Woodrow stated he received clarification that the board has the authority to expend trust fund money, which allows for a financial cushion. Matt said he felt confident that the board goals could be achieved.

Motion by Stephanie Helmig, seconded by Dana Buckley, to approve the Candia School Budget for the 2020/2021 school year in the amount of \$8,996,747.00, and the motion carried unanimously.

NEW BUSINESS

Warrant Articles

Marge Polak handed out draft warrant articles. They will be before the board at their January 2, 2020 meeting for board approval.

Hourly Rate of Pay for Teachers and Food Service Substitutes

Becky Wing handed out a list of rates for local teacher substitutes. Brief discussion ensued.

Motion by Dana Buckley, seconded by Mark Chalbeck, to increase the daily rate of pay for teacher substitutes to \$75 a day for those uncertified, and \$80 a day for those certified, with the stipulation of an additional \$5 per day after 20 days per academic year, effective immediately, and the motion carried unanimously.

Discussion ensued relative to the daily food service substitute rate of pay.

Motion by Mark Chalbeck, seconded by Matt Woodrow, to increase the food service substitute daily rate of pay to \$10 per hour, and the motion carried unanimously.

Hooksett Pre-School Space

Matt Woodrow explained that because Hooksett is looking at possible full-day kindergarten, it was mentioned at the SAU Board meeting that they made need space, and asked if Candia would consider renting out space for Hooksett's preschool program. Marge Polak stated that after further review, there is no longer an immediate need for this consideration. Stephanie Helmig stated that she was happy to see that Hooksett reached out to Candia and Matt Woodrow commended Bill Rearick on thinking globally among SAU schools.

Expendable Trust Fund Discussion

Matt Woodrow stated that the board has verified that they are agents for two trust funds, and can expend appropriately.

Tentative Agreement with Candia Teacher's Association

Matt Woodrow stated that negotiations went well and were generally positive. Kristina Ickes stated that it was her first year doing this and that she felt both teams were communicative. Matt agreed, saying both sides worked collaboratively.

Motion by Stephanie Helmig, seconded by Matt Woodrow, to approve the collective bargaining agreement between the Candia Education Association and the Candia School Board for 2020/2023, and the motion carried unanimously.

FINANCE/OPERATIONS

Expenditure Report and Manifest Approval

Motion by Matt Woodrow, seconded by Dana Buckley, to approve the December 5, 2019, manifest in the amount of \$555,385.88, and the motion carried unanimously.

Revenue Report

The revenue report was reviewed.

POLICIES

Policies EEA-Student Transportation Services, JFABD-Education of Homeless Children and Unaccompanied Youth, JFABE-Education of Children in Foster Care, JIA-Student Due Process, JICD-Student Discipline and Due Process and JLF-Reporting Child Abuse or Neglect were reviewed as a second reading.

Motion by Dana Buckley, seconded by Mark Chalbeck, to approve the policies as presented, and the motion carried unanimously.

Dana Buckley summarized policies JLCC JLCC-R Communicable Diseases/Head Lice, EFAA Meal Charging, DAF Administration of Federal Grant Funds, IHAMA Teaching about Alcohol, Drugs, and Tobacco, IKB Homework, JLIA Supervision of Students, JLCF Wellness, EEAEA Mandatory Drug/Alcohol Testing, and JLDBA Behavior Management and Intervention were reviewed as a first reading.

Dana stated that policy EEAEA applies only to bus drivers, and Candia School District does not hire drivers. Mark Chalbeck stated that federal law requires CDL drivers to submit to mandatory drug/alcohol testing.

Motion by Dana Buckley, seconded by Mark Chalbeck, to eliminate policy EEAEA, and the motion carried unanimously.

Motion by Dana Buckley, seconded by Mark Chalbeck, to approve the first reading of the policies as presented, with the exception of policy EEAEA, Mandatory Drug/Alcohol Testing, and the motion carried unanimously.

The Superintendent's evaluation process was discussed. The board will meet in a non-public session at their January 30, 2020 meeting.

NON-PUBLIC SESSION RSA 91-A: 3 Sections II (a-k) (if needed)

No need

NEXT / UPCOMING AGENDA ITEMS

Calendar Approval

Warrant Article Adoption

OPPORTUNITY FOR PUBLIC TO ADDRESS THE BOARD

Teacher Juliette Tourville thanked the board for increasing substitute pay.

Resident Jennifer Maurice asked when the Moderator and School District Clerk will be asked to be in attendance at the board meeting. It will be January 30.

ADJOURNMENT

Motion by Dana Buckley, seconded by Matt Woodrow, to adjourn the meeting at 7:07 p.m., and the motion carried unanimously.

The next regularly scheduled Candia School Board Meeting will be held Thursday, January 2, 2020 at 6:00 p.m. at the Henry W. Moore School Media Center.

Respectfully submitted,

Rebecca SJ McCarthy
Recording Secretary

Candia School District

Superintendent's Report

January 2, 2020

- On December 11th, I attended the Pinkerton Superintendents Meeting. Dr. Tim Powers informed us that the tuition increases for the 2020-21 school year were approved by the Pinkerton Board of Directors. The 3.06% budget increase will also include the addition of six new positions (Dean of Pupil Services, School Marshal, a CTE Teacher, Case Coordinator, and two Building and Grounds positions). Pinkerton plans to fill the School Marshal position with a retired police officer.
- The SAU 15 Administrative Council meeting was held on December 13th at Memorial School. Each principal provided updates on challenges and successes they were experiencing in supporting our teachers in their efforts to improve student learning outcomes at each of their schools. We then strategized on developing steps to address some of the challenges which the principals were experiencing.
- I held my first meeting with staff at the Henry Moore School on December 17th. The purpose of this meeting is a chance for teachers to speak with me and ask questions about any school related topic. I have found these meetings to be helpful in developing a positive working relationship with the teachers. I plan on having a second meeting sometime in the late spring.

**Candia School Board Meeting
Assistant Superintendent Report
1/2/2020**

Math In Focus Visit

- Jessica Kaminski will be in the district for two days during the week of January 13th. She will continue her work of consulting and coaching teachers in best practices in the pedagogy of Math In Focus.
- On January 16th, Becky Wing has arranged for Jessica along with teachers to conduct a Parent University/Math Night. The event will begin with a 30-minute general session by Jessica about the components of Math in Focus, why Singapore, and why math might look different. This will be followed by sessions that include: K-2, Number Bonds and Mental Math; Grades 3-6, Different Ways to Multiply and Divide; and Grades 2-8, Bar Modeling and Problem Solving. Although hosted in Candia, this event is open to parents throughout the SAU.

Middle School Curriculum Work Update

- Language Arts curriculum work will take place this month with the assistance of our LA consultant. The group will update grade level vocabulary and then work on determining literary resources, progression of skills, and rubric refinement.
- Chris Harper will complete science classroom visits on January 8th. The next step will be to work with grade level teachers throughout the SAU on unit design for the spring. The focus will be on engaging students in their learning using components of the IQWST and NGSX pedagogy including the anchor phenomena, driving question board, and summary board. Lesson design will focus on providing experiences for students to be active participants and to share their thinking with peers.

Administrators Meeting Update

- On 12/13/19, the superintendent and I met with the five SAU principals to review instructional priorities for the year as well as the focus for the second half of the year. Strategies specific to the Moore School will be highlighted at the school board meeting in March.
- We will reconvene in February to share strategies that have been effective in using assessment results to inform more effective instruction and increase student outcomes.

Winter Assessment Schedule	
DIBELS	1/13/20
NWEA MAP	1/21/20

NH ASCD Winter Conference - January 10th

- This session on differentiation and personalization will support teachers in developing skills to increase student engagement. Specific topics will include:
 - Understanding a process for facilitating choice effectively
 - Exploring key strategies that support the effectiveness of differentiation and personalization
 - Gaining practical strategies and skills for implementing choice effectively with students
 - Seeing examples of choice in action
 - Experiencing meaningful choice as a part of the workshop

Holiday Performance

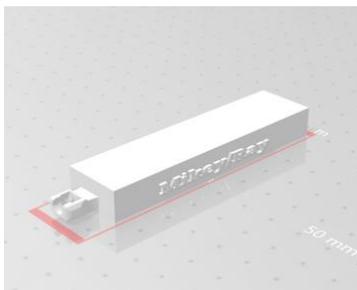


Students in the elementary chorus, guitar ensemble, and advanced band all performed at the Lights on the Hill annual Christmas celebration on Saturday, December 14. We are very proud of all who participated!

Student Services Update

The student service team has continued to support students across settings in a variety of targeted ways. Team members within the Moore School have met regularly about individual student progress in both reading and mathematics. They have participated in professional development activities to not only access student learning profiles but develop personalized learning plans within the general curriculum. There have been ongoing IEP team meetings for students within the Moore School as well as students attending high schools, charter schools, pre-schools, and out of district schools. Partnerships with community groups have continued with outreach to families in need around the holidays.

Technology Update



Mr. Jamrog met with the technology committee at the beginning of the month and finalized the changes to the Device Use Agreement for K-6, and 7-8th. They also continued their work on the Data Governance Manual with a focus on procedures for staff and students. Mr. Jamrog was approached by two VEX team members about a problem they wanted to solve. The students have a peg puller that they use on their builds that continued to break because it was too small. Their idea was to design a new one and 3D print it for all of the Henry Moore VEX teams. After only a couple of days they came back with their design and printed them with great success!

Classroom Updates

In science, third grade students have explored the flow of energy through food chains, how animals have adaptations that allow them to survive in their natural habitats, and motion. Currently, they are working to learn how force changes motion. Third graders recently completed an investigation where they discovered how increasing the slope of an inclined plane can change motion. They were excited to use Matchbox vehicles on the ramps.



Fifth grade science began the year with physical science and the properties of matter. They moved on to the basics of chemistry where students showed a lot of interest in the periodic table of the elements and the elements themselves. Experiments focused on chemical reactions so that students could learn the difference between chemical and physical changes.

Fifth grade students also explored the intricacies of different biospheres. They learned about how bears can change a river bank and how salmon get in trees!

Most recently they focused on photosynthesis and are moving into animal cells. Fifth graders have shown a particular interest in cell biology.



Armed Assailant Drill

The Town of Candia Emergency Services in conjunction with the NH Homeland Security and Emergency Management (HSEM) will be conducting training starting in January of 2020 for an armed assailant drill at the Moore School. This will be a yearlong process designed to develop and train on a plan in the event of an active shooter in the town. Mr. Rearick and I will be attending a meeting/workshop facilitated by NH HSEM on January 28th. This meeting will also include Candia emergency services and Rockingham Sheriff's Office. This is one of many meetings we will be having thought the year to prepare for a large-scale drill in October.

Respectfully Submitted,

Becky L. Wing, Principal

January Events
1/8: Principal Night, 5:30pm
1/10: PTO Family Movie Night, 6pm
1/14: PTO Meeting, 7pm
1/15: Spelling Bee, 6pm
1/16: Parent Math Night, 6pm
1/20: Martin Luther King Jr. /Civil Rights Day: No School
1/21: Gr 8 to Pinkerton Academy
1/22: Spelling Bee Snow Date, 6pm
1/24: Middle School Dance, 6:30pm
1/31: Middle School Dance Snow Date
1/21: Winter NWEA Assessment Begins



Students participated in Ugly Sweater Day during spirit week.

**Candia School District
School Board Goals 2019-2020
1/2/20**

In Process**Ongoing****Complete**

Long Range Planning	Curriculum, Instruction, Assessment & Programming	Communication & School Board Functions
Analyze enrollment data and identify opportunities and problems. Create a plan for population fluctuations.	Improve student achievement at all grade levels as measured by assessment results and students meeting their growth targets. Continue to review curricular, instructional and assessment practices. Provide a bi-annual report to the board.	Involve key community stakeholders in school events. (Weathervane)**
Include out of district students in enrollment numbers	Implement the 5 th /6 th grade level instructional model.	Improve Board and faculty/staff relationships through communication, mutual respect, and professionalism.**
Explore areas for partnering with other SAU districts to find efficiencies: i.e. maintenance, special education.	Increase personalized learning opportunities. <ul style="list-style-type: none"> • Continue small group targeted instruction K-5 and initiate this practice 6-8. • Continue coaching model for reading and math • Class time/online review of lessons or additional practice. 	Consider monthly facilities, transportation, and other committee meetings as appropriate.
Technology	Explore additional options for advanced learners.	Explore video recording of school board meetings.
Explore best practices for computer screen time in grades K-1.	Identify when cursive is taught and practiced within the grade level continuum. Initiate a practice in the media center to feature a U.S. president each month.	
Ensure students are exposed to a variety of current programs and devices.	Partner with local businesses to support classroom learning or to discuss career options.	School Culture
	Ensure that field trips are content rich or enhancing opportunities.	
Finance & Facilities	Utilize all facets of the teacher effectiveness system to support teachers and instructional practices.	Review and update discipline procedures.
Provide the budget in an electronic searchable format.**	Safety	Debrief after school incidents to determine root causes, contributing factors, and lessons learned.
	Explore the need for additional safety measures.	
During the budget process, review items that are no longer needed and ensure that information provided is accurate and up to date.**	Review safety procedures for evening, vacation and summer access to the school.**	Consider incentives such as shining stars for middle school students.
Maintain an updated facilities plan.	Investigate the <i>See Something Say Something</i> protocol as well as other safety training models/courses as part of our ongoing emergency operations practices.	Determine the need for any other support or prevention programs.

**CANDIA SCHOOL DISTRICT WARRANT
STATE OF NEW HAMPSHIRE**

TO THE INHABITANTS OF THE SCHOOL DISTRICT, IN THE TOWN OF CANDIA, NEW HAMPSHIRE, QUALIFIED TO VOTE IN DISTRICT AFFAIRS:

First Session of Annual Meeting – Deliberative

You are hereby notified to meet at the Henry W. Moore School, 12 Deerfield Road, in said District, on the 5th day of February 2020, 6:00 p.m. This session shall consist of explanation, discussion, and debate of warrant articles number 2 through 3. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

Second Session of Annual Meeting – Voting

Voting on warrant articles number 1 through 3 shall be conducted by official ballot to be held in conjunction with Town voting on the 10th day of March 2020. Polls will be open from 6:00 a.m. to 7:00 p.m. at the Candia Youth Athletic Association, 27 Raymond Road.

1. To choose the following school district officers:
 - a) Two School Board Member 3-year term
 - b) School District Moderator 3-year term
 - c) School District Clerk 3-year term
 - d) School District Treasurer 3-year term

2. Shall the Candia School District vote to approve the costs items included in the collective bargaining agreement reached between the Candia School Board and the Candia Education Association, which calls for the following increase in salaries and benefits at the current staffing levels over those paid in the prior fiscal year:

<u>Year</u>	<u>Estimated Increase</u>
2020-2021	\$84,212
2021-2022	\$62,982
2022-2023	\$69,466

and further to raise and appropriate \$84,212 for the current fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels? (Recommended by the School Board 5-0) (Recommended by the Budget Committee 5-2)

3. Shall the Candia School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling \$8,996,747? Should this article be defeated, the default budget shall be \$8,946,326, which is the same as last year, with certain adjustments required by previous action of the Candia School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. (Recommended by the School Board 5-0) (Recommended by the Budget Committee 7-0)

DRAFT

Given under our hands and seal at said Candia, New Hampshire, this _____ day of January, 2020.

SCHOOL BOARD OF CANDIA, NEW HAMPSHIRE

Matthew Woodrow, Chair

Stephanie Helmig, Vice Chair

Dana Buckley, Clerk

Kristina Ickes

Mark Chalbeck

CANDIA POLICIES Second Reading**XI.A.**

2nd Reading Date: January 2, 2020
1st Reading Date: December 5, 2019
Committee Mtg: November 26, 2019

POLICY TITLE/CATEGORY	CURRENT CODE	STATUS	LAST REVIEWED	Board Changes after Review
Communicable Diseases / Head Lice	JLCC JLCC-R	Recommended	Aug-05	No changes made by board.
Meal Charging	EFAA	Required	NEW	No changes made by board.
Administration of Federal Grant Funds	DAF	Required	NEW	No changes made by board.
Teaching About Alcohol, Drugs, Tobacco	IHAMA	Required	Nov-00	No changes made by board.
Homework	IKB	Required	Jan-01	No changes made by board.
Supervision of Students	JLIA	Required	Jun-01	No changes made by board.
Wellness Policy	JLCF	Required	Jun-06	No changes made by board.
Behavior Management and Intervention	JLDBA	Required	Aug-07	No changes made by board.

CURRENT POLICY

CANDIA SCHOOL DISTRICT COMMUNICABLE DISEASES

The Candia School District will carry out the provisions of New Hampshire Statutes RSA 200:32, RSA 200:38, and RSA 200:39.

RSA 200:32 Physical Examination of Pupils.

There shall be a complete physical examination by a licensed physician, physician assistant, or advanced registered nurse practitioner of each child prior to or upon first entry into the public school system and thereafter as often as deemed necessary by the local school authority. The result of the child's physical examination shall be presented to the local school officials. No physical examination shall be required of a child whose parent or guardian objects thereto in writing on the grounds that such physical examination is contrary to the child's religious tenets and teachings.

RSA 200:38 Control and Prevention of Communicable Diseases; Duties of School Nurse.

- I. Each school nurse shall ensure that:
 - a. All children shall be immunized prior to school entrance in accordance with RSA 141-C:20-a.
 - b. *Repealed in 2001.*
 - c. All children shall have a complete physical examination prior to school entrance in accordance with RSA 200:32.
- II. If the provisions of paragraph I are not met, each school nurse shall be responsible for informing school administrators of the noncompliance and for assisting with meeting such requirements, unless the child is exempt under RSA 141-C:20-c.

RSA 200:39 Exclusion from School.

Whenever any student exhibits symptoms of contagion or is a hazard to himself/herself or others, he/she shall be excluded from the classroom and his/her parents or guardians shall be notified as soon as possible.

PEDICULOSIS CONTROL POLICY

Whenever a student exhibits symptoms of infestation with lice and/or nits, the parents/guardians shall be notified as soon as possible. ~~The parents/guardians shall be instructed about acceptable delousing shampoo and procedures.~~ **will be provided information regarding treatments.**

The student will be dismissed from school for treatment. Keep language or not??

The school nurse shall examine the student on return to school to determine if adequate treatment has been followed. If treatment has been inadequate, parents will be reinstructed and the student will be sent home for further treatment. In the case of reinfestation or incomplete treatment, a home visit by the school nurse or Public Health Official will be required to monitor proper procedures.

Adopted: August 4, 2005

RECOMMENDED POLICY

HEAD LICE/PEDICULOSIS

This policy is adopted to carry out the provisions of RSA 200:32, RSA 200:38, and RSA 200:39.

Pediculosis: Screening. Based on recommendations from the American Academy of Pediatrics, the Board recognizes that school-wide screening for nits alone is not an accurate way of predicting which children will become infested with head lice, and screening for live lice has not been proven to have a significant decrease on the incidence of head lice in a school community.

The school nurse will periodically provide information to families of all children on the diagnosis, treatment, and prevention of head lice. Parents are encouraged to check their children's heads for lice if the child is symptomatic.

Management on the Day of Diagnosis. The Board recognizes that head lice infestation poses little risk to others and does not result in additional health problems. The management of pediculosis should proceed so as to not disrupt the education process. Nonetheless, any staff member who suspects a student has head lice will report this to the school nurse or Principal. Students known to have head lice will remain in class provided the student is comfortable. If a student is not comfortable, he/she may report to the school nurse or principal's office. Such students will be discouraged from close direct head contact with others and from sharing personal items with other students.

To avoid embarrassment and to contain the infestation, whole classrooms will be checked for head lice upon the report of possible infestation by a classroom teacher. The administrator, his/her designee, school nurse or another qualified professional will examine the child in question and the child's classmates. Siblings of students found with lice and their classmates will also be checked if there is suspicion that infestation may exist. Based upon the school nurse's recommendation, other children who were most likely to have had direct head-to-head contact with the assessed child may be checked or screened for head lice.

The Principal or school nurse will notify the parent/guardian by telephone or other available means if their child is found to have head lice. Verbal and written instructions for treatment will be given to the family of each identified student. Instructions will include recommendations for treatment that are consistent with New Hampshire Department of Health and Human Services recommendations.

Criteria for Return to School. Once a student with "live lice" has left the school, he/she will not be allowed until after treatment with an anti-parasitic drug or other proper treatment as recommended by the school nurse has begun. The Board recognizes that The American Academy of Pediatrics and the National Association of School Nurses discourage "no nit" policies. In alignment with these recommendations, no student will be excluded from attendance solely based on grounds that nits may be present. The school nurse may recheck a child's head for live infestation. In addition, the school nurse may offer extra help or information to families of children who are repeatedly or chronically infested.

Legal Reference:

RSA 200:32, Physical Examination of Pupils

RSA 200:38, Control and Prevention of Communicable Diseases: Duties of School Nurse

RSA 200:39, Exclusion from School

**CANDIA SCHOOL DISTRICT
CHARGING OF SCHOOL LUNCH**

Every student in the Candia Moore school will be offered a nutritious, state-approved lunch at a price that has been approved by the School Board for that school year if they desire. However,

- A. When the balance is \$5 or less a letter will be sent home via the student. A student with a negative balance will not be allowed to purchase snacks.
- B. If the negative balance reaches \$10.00, the Food Service Director will call the parent/guardian.
- C. If a 1st or 2nd grade student has a negative balance, he/she will be allowed to charge a reimbursable lunch or milk.
- D. If a 3rd – 8th grade student has a negative balance, he/she will be allowed to charge a reimbursable lunch for two days.
- E. Students will be able to charge lunch subject to the criteria of this policy; all others may participate in a pre-payment program.
- F. ~~The Superintendent is authorized to take appropriate action to recover any balances owed to the District in cases where the parents do not cooperate in settling their debt.~~

Under extenuating circumstances, and on a case-by-case basis, the Food Service Director may use her/his discretion when implementing this policy.

Reimbursable Lunch – All five components are offered (milk, protein, bread or starch, and two different servings of fruit and/or vegetable) and student takes three.

Adopted: June 2, 2011
Revised: March 9, 2017

**CANDIA SCHOOL DISTRICT
ADMINISTRATION OF FEDERAL GRANT FUNDS**

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

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

The sub-policies include:

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

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

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

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

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

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

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

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;

3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

DAF-1 ALLOWABILITY

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

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

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

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

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

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

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

rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

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

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

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

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

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

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

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

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

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

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

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

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

When the obligation is for:

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

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

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

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not

obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

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

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

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

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

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

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

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

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

DAF-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 Policies DJF and DJG.

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Micro-purchases

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

2. Small Purchases (Simplified Acquisition)

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

3. Sealed Bids

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

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

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

4. Competitive Proposals

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

If this method is used, the following requirements apply:

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

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

5. Noncompetitive Proposals

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

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

D. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms: The District must take necessary affirmative steps to

assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

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

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

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

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

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

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

controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

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

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

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

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

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

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

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
3. For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).

4. For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).
 5. For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).
- I. **Bid Protest:** The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

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

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

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

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

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

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

- A. **Mandatory Contract Clauses:** The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received

by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;

2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

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

C. "Buy American" Requirement:

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

Under the NSLA, "*domestic commodity or product*" is defined as an agricultural commodity or product that is produced or processed in the United States using "*substantial*" agricultural commodities that are produced in the United States. For purposes of the act, "*substantial*" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto

Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

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

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 and/or his/her designee who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

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

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

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

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

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

- A. "Equipment" and "Pilferable Items" Defined:** For purposes of this policy, "equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. "Pilferable items" are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. Records:** The Superintendent and/or his/her designee shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. Inventory:** No less than once every two years, the Superintendent and/or his/her designee shall cause a physical inventory of all equipment and pilferable items must be taken and the results reconciled with the property records at least once every two years. Except as otherwise provided in this policy DAF, inventories shall be conducted consistent with Board Policy DID.
- D. Control, Maintenance and Disposition:** The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:

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

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

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

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

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

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

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

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

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

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

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

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

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

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

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

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

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

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

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

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

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

DAF-10 GRANT BUDGET RECONCILIATION

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

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

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District shall determine whether the recipient of such federal funds is a "contractor" or "subrecipient", as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 "Subrecipient and contractor determinations". Generally, "subrecipients" are instrumental in implementing the applicable work program whereas a "contractor" provides goods and services for the District's own use. Contractors will be subject to the District's procurement and purchasing policies.

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

A. Sub-award Contents and Communication.

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

1. Every sub-award will be clearly identified and include the following Federal award identification:
 - a) Subrecipient name
 - b) Subrecipient's unique ID number (DUNS)
 - c) Federal Award ID Number (FAIN)
 - d) Federal award date
 - e) Period of performance start and end date
 - f) Amount of federal funds obligated
 - g) Amount of federal funds obligated to the subrecipient
 - h) Total amount of the Federal award
 - i) Total approved cost sharing or match required where applicable
 - j) Project description responsive to FFATA
 - k) Name of Federal awarding agency, pass through entity and contact information
 - l) CFDA number and name
 - m) Identification of the award is R&D
 - n) Indirect cost rate for the Federal award

2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
3. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
4. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
5. Requirements that the District and its auditors have access to the subrecipient records and financial statements.
6. Terms and conditions for closeout of the sub-award.

B. Subrecipient Monitoring Procedures.

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

Subrecipient monitoring procedures include:

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

- d) Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.
 - e) Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.
 - f) Review subrecipient match tasks for eligibility.
 - g) Initial the progress report and invoice confirming review and approval prior to payment.
 - h) Raise any concerns to the Superintendent and/or his/her designee.
7. The Superintendent and/or his/her designee, upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.
8. Payments will be withheld from subrecipients for the following reasons:
- a) Insufficient detail to support the costs billed;
 - b) Unallowable costs;
 - c) Ineligible costs; and/or
 - d) Incomplete work or work not completed in accordance with required specifications.
9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

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

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

D. Audit Requirements.

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

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

E. Methodology for Resolving Findings.

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

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

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

Legal References:

42 USC 1751 – 66 National School Lunch Act

2 C.F.R. Part 180

2 C.F.R. Part 200

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

200.431; 200.458; 200.474(b)

200 Appendix II

7 CFR Part 210

210.16; 210.19; 210.21; 215.14a; 220.16

CANDIA SCHOOL DISTRICT
TEACHING ABOUT ALCOHOL, DRUGS, AND TOBACCO

CURRENT POLICY

The Superintendent and/or designee shall be responsible to establish and periodically review the district's guidelines for staff members in conducting alcohol, drug, and tobacco education and dealing with abuse.

SUGGESTED POLICY

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing education on the effects of alcohol, other drugs, tobacco, and dealing with abuse. The District shall provide age and developmentally appropriate drug and alcohol education to pupils based upon the needs of the pupils and the community, as a component of the kindergarten through grade 12 health education program. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

Legal References:

RSA 189:10, Studies, RSA 189:11-d, Drug and Alcohol Education
Ed 306.40, (b)(2) a - Health Education Program.

Adopted: November 2, 2000

**CANDIA SCHOOL DISTRICT
HOMEWORK**

CURRENT POLICY

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

A teacher shall carefully explain to his/her students how homework assignments relate to the grading system when deemed appropriate.

SUGGESTED POLICY

We believe that purposefully designed homework that helps students to demonstrate course competencies can be an important part of the learning process. Homework includes learning activities of practice, preparation, and/or extension that are completed outside of class time.

Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teacher may give homework to students to aid in the student's educational development. Whenever possible, teachers may, at the request of a student and/or parent, assign advanced studies homework for students who may not be fully benefitting from the standard curriculum.

If homework is to be used by teachers as part of a student's grade, the teacher will explain to student show such homework assignments relate to the teacher's grading system. Homework should not be assigned for disciplinary purposes.

Regulatory Reference:
Ed 306.18 (a) (2)

Adopted: October 10, 1989
Adopted: January 4, 2001

**CANDIA SCHOOL DISTRICT
SUPERVISION OF STUDENTS**

The Candia School Board is committed to ensuring that students are appropriately supervised at times when the District is responsible for providing students with a reasonable duty of care and supervision.

The Building Principal is responsible for administering and supervising the school, the general conduct of students, both on school premises and during school-sponsored activities off school grounds. Students should be under the supervision of a member of the school staff at all reasonable times while they are in school or attending school functions. All school staff shall ensure the safety of students even when they are not specifically scheduled for supervisory duty.

All dangerous conditions in the school should be reported at once to the Building Principal.

In schools where bus transportation is provided, the supervisory duties shall include the loading and unloading, when necessary of the students at the school. Elementary school students shall be escorted to the bus to ensure that the students board the bus safely.

The Building Principal is authorized to establish administrative rules and/or regulation in furtherance of this policy.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other authorized persons.

Adopted: June 7, 2001

**SAU 15 CANDIA SCHOOL DISTRICT
WELLNESS POLICY**

SAU 15 is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

1. Child Nutrition Programs shall comply with federal, state and local requirements. Child Nutrition Programs are accessible to all children.
2. Sequential and interdisciplinary nutrition education is provided and promoted.
3. Patterns of meaningful physical activity connect to students' lives outside of physical education shall be encouraged.
4. All school-based activities are consistent with local wellness policy goals.
5. All foods and beverages made available on campus (including vending, concessions, a la carte, student stores, parties, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans.
6. All foods made available on campus adhere to food safety and security guidelines.
7. The school cafeteria environment is safe, comfortable, pleasing, and allows ample time and space for eating meals.
8. The school district will engage students, parents, teachers and food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies.

SAU 15 supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and behavior.

All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff is encouraged to model healthy eating and physical activity as a valuable part of daily life.

SAU 15 shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating and physical activity. The Superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness.

SAU 15 will develop a Wellness Committee comprised of school personnel, administration, community members and students to plan, implement, and assess ongoing activities that promote healthy lifestyles, particularly physical activity for all age groups within the school community.

Nutrition Education

The primary goal of nutrition education is to influence students' eating behaviors. Nutrition education at all levels of the district's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

1. Age appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating.
2. Age appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising.
3. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.
4. Consistent nutrition messages will be provided throughout the school in media, in the classroom and in the cafeteria, to the home and community.
5. Nutrition concepts shall be integrated into health, science education, family and consumer science, and in grade appropriate curriculum.
6. Staff providing nutrition education shall have appropriate training.

Physical Activity

School leaders are encouraged to develop and implement a plan that supports physical activity.

1. Physical activity will be integrated across curricula and throughout the school day. Movement can be made a part of Unified Arts, Science, Math, Social Studies, and Language Arts.
2. Physical education courses will be the environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
3. Special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activities shall be supported.
4. The school district will offer opportunities and encouragement for all students to initiate and voluntarily participate in before and after-school physical activity programs that promote inclusive physical activity on a school-wide basis, such as interscholastic sports, intramurals, clubs, and other extracurricular and co-curricular activities.
5. Establish school support for community recreation and youth sports programs and agencies that complement physical activity programs (i.e., provide transportation, building usage).

6. Every effort will be made for all elementary school students to have at least one supervised recess daily, outdoors (weather permitting). Recess should be considered before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste. Discretion will be used when restricting student participation in recess.
7. Every effort will be made by the district to have physical education class teacher-to-student ratios equivalent to those of other subject area classes in the schools.

Nutrition Guidelines for all Foods on Campus

All foods available on school grounds during the school day and at school-sponsored activities will meet or exceed the current USDA Dietary Guidelines for Americans. Food offerings should be nutrient dense per calorie, have low fat and sugar content, be of moderate portion size, and include a variety of fruits, vegetables, and whole grains. Food and beverages offered for snacks, activities, and/or fundraisers should encourage healthy choices and promote positive health habits. The nutrition standards are intended to model the practice of moderation as a component of a healthy lifestyle.

These nutrition guidelines apply to the school lunch and breakfast programs, foods and beverages sold in vending machines, snack bars, school stores, concession stands, at parties/celebrations/meetings during the school day, and as part of school fundraising activities.

1. All beverages sold or provided on school campuses or at school-sponsored activities shall follow established USDA guidelines for sugar content, caffeine, sodium, and fat.
2. Healthy choices of food and beverages will be encouraged at school-sponsored events outside of the school day.
3. If school celebrations and school-sponsored activities include food and beverages, they shall include a balance to promote healthy choices.
4. A la carte/snack items available will adhere to established nutrition standards. A variety of snacks should be offered, including fruits, vegetables, or low fat dairy products.
5. Schools shall encourage fundraisers that promote positive health habits and nutrition choices. Whenever possible, fundraisers should include the sale of non-food items.

Other School Based Activities

Our goal is to create a total school environment that is conducive to healthy eating and being physically active.

Dining Environment

1. The school district will provide a clean, safe, and enjoyable meal environment for students.
2. The school district will provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
3. The school district will have drinking fountains available in all schools, so that students can get water at meals and throughout the day.
4. The school district will encourage all students participate in school meals programs and protect the identity of students who eat free and reduced meals.
5. The school district will provide an adequate time for students to eat healthy food and promote social etiquette.

Food or Physical Activity as a Reward or Punishment

1. The school district will avoid the use of food as a punishment or reward.
2. Every effort will be made for all elementary school students to have at least one supervised recess daily, outdoors (weather permitting). Recess should be considered before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste. Discretion will be used when restricting student participation in recess.

Consistent School Activities and Environment

1. After-school programs will encourage physical activity and healthy habit formation.
2. Local wellness policy goals will be considered in planning all school-based activities (such as school events, field trips, dances, and assemblies).
3. The school district will encourage that all schools' fundraising efforts to be supportive of healthy eating.
4. The school district will provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.
5. The school district will make efforts to keep school or district-owned physical activity facilities open for use by students and adults outside school hours.

6. The school district will encourage parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
7. The school district will encourage and provide opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas.
8. The school district will provide information and outreach materials about other programs to students and parents. These may include local health departments, NH Healthy Kids, and Food and Nutrition Service Programs such as Food Stamps, and Women, Infants, and Children (WIC).
9. The school district will encourage all students to participate in school meals programs, i.e. the National School Lunch, including snacks for school snack programs, After School programs, and School Breakfast programs.

Evaluation Component

1. ~~The Local Wellness Committee will develop a plan for implementing and monitoring this policy. The committee will comprise of school personnel, administration, parents, and community members. The committee shall not exceed nine people.~~
2. The school administration will ensure compliance with the district's established nutrition and physical activity wellness policy. Evaluation of progress and results will be communicated annually to the school board.

Statutory Reference:

Based on Federal Public Law (PL 108.265 Section 204)

Adopted: June 1, 2006 (Candia)

**CANDIA SCHOOL DISTRICT
BEHAVIOR MANAGEMENT AND INTERVENTION**

It is the policy of the Board to promote good behavior in a safe and orderly environment where all students can be fully engaged in the learning process. To ensure that our students and staff are protected against disruptive behavior, the board directs the Superintendent or his/her designee to set forth procedures **for** behavior management and interventions that are designed to maintain a positive environment **that is** conducive to learning.

Student conduct that disrupts classwork, ~~involves~~ **causes** disorder, or ~~invades~~ **interferes with** the rights of others will not be tolerated and shall be cause for disciplinary action, which may include suspension.

The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior. **Parents will be contacted regarding chronic and/or significant violations to the code of conduct.**

~~It is important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.~~

If the student has an Individualized Education Program (IEP), the process will follow federal and state laws governing special education.

All available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions ~~should~~ **could** include psychological, curricular, and behavioral services, which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort.

The superintendent will also ensure that classroom behavior management skills are addressed through professional development, and that there is an adequate system of recordkeeping regarding disciplinary infractions and interventions.

The use of corporal punishment is prohibited in District schools.

This policy will be reviewed on an ongoing basis in accordance with the Board's policy review process.

Adopted: August 2, 2007

*Legal Reference:
NH Code of Administrative Rules,
Section Ed. 306.04(16)*

CANDIA POLICIES 1st Reading				
2nd Reading Date: January 30, 2020 1st Reading Date: January 2, 2020 Committee Mtg: December 11, 2019				
POLICY TITLE/CATEGORY	CURRENT CODE	STATUS	LAST REVIEWED	Committee Recommendations
Suicide Prevention and Response	JLDBB	Priority/Required by Law	NEW	New policy. Having a suicide prevention policy is required by law.
Behavior Management and Intervention	JLDBA			Approved at 12/5/19 meeting as a First Reading.
Facilities or Services-Grievance Procedure (Section 504)	KED	Recommended	8/2/2007	Review.
Instructional Needs of Students with Different Talents Each Individual Student	IFA	Priority/Required by Law	Oct-08	Review. Title Change.
Summer Activities	IHCA	Priority/Required by Law	3/6/2008	Review. Added 'Candia' to first sentence.
Daily Physical Activity	IMAH	Priority/Required by Law	Jun-08	Review.
School, Community, and Home Relations	KA	Priority/Required by Law	5/7/2009	Review.
School, Community, and Home Relations	IJO	Priority/Required by Law	5/7/2009	Eliminate. Same policy as KA. Committee working to eliminate redundant policies. Though required by law, it need not be under two separate categories (Instruction / School and Community Relations)
Promotion and Retention of Students	IKE	Priority/Required by Law	2/5/2009	Added language from NHSBA suggested policy.

CANDIA SCHOOL DISTRICT
SUICIDE PREVENTION AND RESPONSE

The Candia School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources. The

Suicide Prevention Coordinator

The Superintendent shall appoint a Suicide Prevention Coordinator who shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the District Suicide Prevention Coordinator, who shall, immediately or as soon as possible, establish and implement a response plan. The District Suicide Prevention Coordinator shall be responsible for:

- a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
- b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) name and contact information of Suicide Prevention Coordinator, for inclusion in student handbooks and on the District’s website;
- c) developing - or assisting individual teachers with the development – of age appropriate student educational programming, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
- d) developing or assisting in the development of the annual staff training required under section C of this policy;
- e) Such other duties as referenced in this Policy or as assigned by the Superintendent.

Annual Staff Training

The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

Dissemination

Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

Legal References:

RSA 193-J: Suicide Prevention Education

CANDIA SCHOOL DISTRICT
FACILITIES OR SERVICES - GRIEVANCE PROCEDURE (SECTION 504)

The Assistant Superintendent of Schools is designated as the Section 504, Americans with Disabilities Act, Title VI, and Title IX Coordinator. A complaint regarding a violation of law shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes from all students, employees, and staff of the District.

Upon request, the building principal or his/her designee will provide a copy of the District's grievance procedures. The person who believes he/she has a valid basis for a grievance shall discuss the grievance informally and on a verbal basis with the building administrator, who shall in turn investigate the complaint and respond to the complainant. If not satisfied with the response, the complainant may initiate formal procedures according to the following steps:

Step 1 A written statement of the grievance signed by the complainant shall be submitted to the building coordinator of the school in which the violation is alleged to have occurred within five (5) school days of receipt of answer to the informal complaint. The building coordinator shall communicate his/her decision to the aggrieved party in writing within five (5) days of receipt of the written grievance. *If the building coordinator is the person charged with the violation, the grievant may submit the complaint to the Section 504 Coordinator for the Candia School District.*

Step 2 The aggrieved party, no later than five (5) school days after receipt of the building coordinator's decision, may appeal the building coordinator's decision to the Candia School District's Section 504 Coordinator. The appeal to the Candia School District's Section 504 Coordinator must be made in writing reciting the matter submitted to the principal and the aggrieved party's dissatisfaction with decisions previously rendered. The Candia School District's Section 504 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 Assistant Superintendent of Schools shall communicate his/her decision in writing to the aggrieved party and the building coordinator no later than five (5) school days after the meeting.

Step 3 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 Candia School District's Section 504 Coordinator decision, may submit a written request for a hearing with the local 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.

Step 4 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.

CSD File: KED

A copy of the regulations on which this notice is based may be found in the Section 504 Coordinator's office. During all steps of this complaint process, the aggrieved party and the Candia School District may continue to negotiate a mutual solution to the alleged discrimination. Upon such a mediated agreement, the procedure would be terminated.

Adopted: September 12, 2002
Revised: August 2, 2007

*Legal Reference:
Section 504 of the Rehabilitation
Act of 1973, 34 CFR § 104.7(b)*

CANDIA SCHOOL DISTRICT
INSTRUCTIONAL NEEDS OF STUDENTS WITH DIFFERENT TALENTS EACH
INDIVIDUAL STUDENT

The Board recognizes that each student has unique and distinctive learning styles, and that not all students will excel in traditional classroom settings. To that end, the administration will design the district's instruction and curricular program to meet the instructional needs of students with different talents, interests, and development.

Administrators and teachers should collaborate to consider and address students' different talents, interests and academic development when planning the district's educational programs and curriculum.

In order to meet the instructional needs of students with different talents, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others.

Adopted: October 2, 2008

Legal References:

NH Admin Rules, Sec. Ed 306.04(a)(6)

NH Admin Rules, Sec. Ed 306.04(j)

**CANDIA SCHOOL DISTRICT
SUMMER ACTIVITIES**

The Candia Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students and parents to have a plan for summer activities that supports student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities, or other activities that support student learning.

Legal Reference:

Ed 306.14(b)(7), Summer Activities That Support Student Learning (until July 1, 2015)

Ed 306.141(a)(7), Summer Activities That Support Student Learning (after July 1, 2015)

Adopted: March 6, 2008

**CANDIA SCHOOL DISTRICT
DAILY PHYSICAL ACTIVITY**

1. Purpose

The purpose of this policy is to promote increased physical activities for students in grades K–8 and to help students develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, the Candia School District encourages the staff to participate in and model physical activity as a valuable part of daily life.

2. Rationale

According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Additionally, regular physical activity prevents adverse health consequences of childhood obesity and reduces the risk of premature death in general and of cardiovascular disease, stroke, high blood pressure, colon cancer, and Type II Diabetes in particular. Promoting a physically active lifestyle among young people is important because:

- A. Through its effects on mental health, physical activity can help increase students' capacity for learning and academic success;
- B. Physical activity has substantial health benefits for children and adolescents, including favorable effects on endurance capacity, mental health, muscular strength, body weight, and blood pressure; and
- C. Positive experiences with physical activity at a young age help lay the foundation for being regularly active throughout life.

3. Definitions

For the purposes of this policy:

- A. "Extracurricular and co-curricular activities" refers to school-sponsored voluntary programs that supplement regular education and contribute to the educational objectives of the school.
- B. "Health-related physical fitness" refers to cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.
- C. "Interscholastic athletics" refers to organized individual and team sports that involve more than one school.

- D. "Intramurals" refers to physical activity programs that provide opportunities for all students to participate in sports, fitness, and recreational activities within their own school.
- E. "Developmentally appropriate daily physical activity" means physical activity that is suitable for the cognitive age and individual characteristics of students.
- F. "Physical education" refers to the program of physical education in Ed 306.
- G. "Recess" refers to regularly scheduled periods within the school day for unstructured physical activity and play.
- H. "Chronic inactivity" means an ongoing sedentary lifestyle.
- I. "Other related health problems" means:
 - Physical illnesses;
 - Psychological illnesses; and
 - Injuries
- J. "Childhood obesity" means the term used to describe children and teenagers ages 2-20 who are considered overweight because their body mass index as defined by the Center for Disease Control and Prevention is greater than or equal to the 95th percentile.

4. Components of Policy

School leaders are encouraged to develop and implement a plan that supports physical activity and that may include, but not be limited to the following:

- A. A sequential physical education program that involves moderate to vigorous physical activity on a scheduled basis; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and can pursue throughout their lives; and is coordinated with the health education curriculum;
- B. Time in the elementary school day for supervised recess with physical activities encouraged;
- C. Opportunities and encouragement for students to initiate and voluntarily participate in before and after-school physical activity programs, such as intramurals, clubs, and interscholastic athletics;
- D. School support for community recreation and youth sports programs and agencies that complement physical activity programs;
- E. Opportunities for staff to be physically active;

- F. Provisions for acquiring adequate resources to include funding, personnel, appropriate equipment and facilities;
- G. Strategies to involve family members in program development and implementation; and
- H. Strategies to encourage parents and/or guardians to support their children's participation in physical activities and to be positive role models for active life styles.

The program should attempt to make effective use of school and community resources and to equitably serve the needs of interested students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels. Additionally, a school's developmentally appropriate daily physical activity program as recommended by Ed 310 shall be in addition to and shall not be a replacement for the physical education program requirement in Ed 306 and/or the Candia School District's policies regarding physical education, extra or co-curricular, intramural, and/or interscholastic athletics programs.

Schools may work with recreation agencies and other community organizations to coordinate and enhance opportunities available to students and staff for physical activity during their out-of-school time. Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school-owned or district-owned facilities open for use by students, staff, and community members during non-school hours and vacations. School policies concerning safety shall apply at all times.

Legal Reference:

Ed 306.04(a)(17), Daily Physical Activity, Ed 306.04(l), Daily Physical Activity, Ed 310, Daily Physical Activity

Adopted: August 4, 2005

Revised: June 5, 2008

CANDIA SCHOOL DISTRICT
SCHOOL, COMMUNITY, AND HOME RELATIONS

The School Board recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board to define standards for involvement between the school system, the community, and the parents of all students enrolled in the District school. The Superintendent or his/her designee is directed to implement these standards.

- For the purposes of this policy, the term "parent" refers to the parent or legal guardian and where appropriate, other family members.
- The District school is a welcoming place, clearly accessible to parents and the community.
- Communication between home and school is regular, two-way and meaningful.
- Parents are full partners in the educational decisions that affect children and families.
- Parents will be encouraged to visit their school for beginning of the year events such as "Open House" and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools and school goals.
- Opportunities are provided to guide parents on ways to assist with homework, give feedback to teachers, and how parents can help their children improve skills and perform well on assessments.
- Parents are encouraged to attend school-sponsored parent workshops to learn about parenting skills, health, safety, nutrition, home environments that support education and other topics of child and adolescent development throughout the year.
- Reasonable efforts will be made to communicate with parents in their primary language or in the language in which they feel comfortable.
- Students and parents will receive information regarding cultural, recreational, academic, health, social and other resources that serve families within the community.
- The support of area businesses, agencies and faith-based organizations will be sought through financial, goods and services, and volunteer contributions.
- Partnerships will be developed with local organizations, local city and county governments, and talented individuals to strengthen school programs, family practices and student learning.
- Student participation in community service will be encouraged.
- Business partnerships will also be developed to assist students in the successful transition to employment or further education.

Adopted: August 2, 2007

Revised: May 7, 2009

Legal Reference:

NH Admin Rules Sec. Ed 306.04(a)(11)

NH Admin Rules Sec. Ed 306.04(k)

CANDIA SCHOOL DISTRICT
SCHOOL, COMMUNITY, AND HOME RELATIONS

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Adopted: November 2, 2000
Revised: May 7, 2009

Legal References:
NH Admin Rules Sec. Ed 306.04(a)(11),
NH Admin Rules Sec. Ed 306.04(k)

CANDIA SCHOOL DISTRICT
PROMOTION AND RETENTION OF STUDENTS

The Superintendent or his/her designee and the Principal shall develop rules for the promotion and retention of students, and the rules shall have the approval of the Board. These rules shall be published in the Parent-Student Handbook.

Criteria to be considered regarding the promotion of students should include, but is not limited to, a student's mastery of course level competencies, grades, teacher recommendations, and the student's social growth and readiness.

Legal References:

Ed 306.14(b)(3), Promoting Students (until July 1, 2015), Ed 306.141(a)(3), Promoting Students (after July 1, 2015)

Adopted: March 21, 1984

Adopted: June 7, 2001

Reviewed: February 5, 2009

XII.A.

Candia School Board Meeting

January 2, 2019

Superintendent's Nominations

Kate Bertoncini

(Kindergarten)

Emma Clark

(Long-Term Sub Grade 5)



New Hampshire School Boards Association

Barrett M. Christina, Executive Director
Travis Thompson, President, Exeter Regional Cooperative
Amy Facey, First Vice-President, Souhegan Cooperative
Brenda Willis, Second Vice-President, Derry Cooperative
Shannon Barnes, Past-President, Merrimack

25 Triangle Park Drive, Suite 101
Concord, NH 03301
Phone: (603) 228-2061
www.nhsba.org

Dear NHSBA Members –

Included with this letter is a packet of documents for the 2020 NHSBA Delegate Assembly, scheduled for Saturday January 25, 2020. Registration begins at 10am with two training presentations to begin at 10:30am. The business portion of the Delegate Assembly will begin at 1pm.

Included in the packet of documents are:

1. Agenda for the 2020 Delegate Assembly
2. Proposed Resolutions
3. NHSBA Continuing Resolutions
4. NHSBA Policy, Resolutions and Statements of Belief Manual
5. Minutes from the 2019 Delegate Assembly

Please note the following:

1. Every submitted Proposed Resolution is included, as submitted. The Proposed Rationale was completed by the local school board that submitted the Proposal.
2. The recommendation by the NHSBA Board of Directors is just that – a recommendation. The positions NHSBA takes on these Resolutions will be decided by our member school boards.
3. Every Proposed Resolution that was submitted will be acted upon by the Delegates.

Process:

1. Have your local school board appoint/elect an official Delegate to attend on your school board's behalf. While all school board members are invited to attend the Delegate Assembly, each member school board is allowed only one voting Delegate.

Please visit our website to register and complete your Delegate selection.

2. Have your local school board review each of the Proposed Resolutions and take an official vote/position on each of them (support or not support).

Thank you for your attention to this matter. Please contact me directly if you have any questions. We look forward to seeing you at the 2020 Delegate Assembly.

Respectfully,



Barrett M. Christina, Executive Director
Travis Thompson, President, Exeter Regional Cooperative
Amy Facey, First Vice-President, Souhegan Cooperative
Brenda Willis, Second Vice-President, Derry Cooperative
Shannon Barnes, Past-President, Merrimack

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2020 NHSBA Delegate Assembly – Agenda
Saturday January 25, 2020
10:00am – 3:00pm

10:00am Registration

10:30am Rochester School Board (2019 School Board of the Year)

In recent years, the Rochester School Board has engaged in enhanced community feedback and engagement; revising and improving a District Strategic Plan; student personalized learning; implementing programs to address the social and emotional concerns of all children in response to parental concerns; and greater outreach and collaboration with a cross-section of education and community stakeholders. This presentation will touch on some of these initiatives.

11:30am School Practices that Increase Student Learning - What Schools Boards Can Do to Support This?

This presentation will address understanding the structure and ideas of “Global Best Practices”; exploring self-identified areas of interest for school district improvement; and unpacking strategies employed by successful school board to support deeper student learning.

NHSBA is pleased to partner with the Great Schools Partnership, a non-profit school-support organization working to redesign public education and improve learning for all students. We are a team of passionate, committed educators and school leaders who bring decades of collective service in public schools.

David Ruff, Executive Director, expertise in school-improvement initiatives and education policy has been sought by both regional and national educational organizations, including the Council of Chief State School Officers (CCSSO), the U.S. Department of Education, and the American Institutes for Research. He has advised state agencies in New Hampshire, Vermont, Rhode Island, Connecticut, and Maine.



New Hampshire School Boards Association

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NHSBA 2020 Delegate Assembly – Proposed Resolutions

6. Submitted by the Raymond School Board

Resolution: To increase the appropriation amount in existing resolution IIC from \$50 million to \$100 million. The revised resolution would read “NHSBA supports the appropriation of at least \$100 million each fiscal year to fully fund, per RSA 198:15-a, IV, the state’s Building Aid Program. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which would be considered a significant part fulfilling the State’s constitutional duty to provide an adequate education for all children.”

Rationale: The existing \$50 million is not sufficient to meet the significant improvement needs to provide an adequate education.

NHSBA Board of Directors Recommendation: Support alternative language: NHSBA supports reinstating full school building aid funding to state-funded levels equal to or greater than state appropriations prior to the 2011 school building aid moratorium.

Rationale: Rather than including a specific monetary amount, the Resolution should call for reinstatement of full building aid. In 2011, lawmakers placed a moratorium on school building aid funding, halting all future building projects statewide until 2013, except for emergency funding that is authorized by lawmakers on a case-by-case basis. The moratorium was never lifted and is still in place to this day. The NH Department of Education estimates that about \$650 million worth of school construction or renovation projects are on the current waiting list.

NHSBA Board of Directors Recommendation: Support alternative language.

7. Submitted by the Contoocook Valley School Board

Resolution: The Contoocook Valley School Board requests NHSBA add this continuing resolution: that RSA 198:40-a, "The Cost of An Opportunity for an Adequate Education," be modified to require the state to fully reimburse the cost of basic transportation to every school district.

Rationale: This request is based on the following RSA requirements of public school districts in New Hampshire: * RSA 193:1, that requires every child 6-18 years attend a public school in their resident district, or the school assigned by their resident district; *RSA 189:6, that requires the local school district to furnish transportation to all pupils in grades 1-8 who live more than two miles from their assigned school; *Additionally RSA 189:6-b allows school districts to further transport students from schools to before and after school programs; *Additionally RSA 189:6-c allows school districts to transport students in mixed use school buses, with specific requirements, when needed, including children with disabilities to school activities both during and outside the normal school day; *Additionally RSA 189:8 adds these limitations and additions on distance that a student must walk to reach the school bus stop, including 'inaccessible' residences; *And additionally, RSA 189:9 requires the school district to transport private school students, up to twelfth grade, within any town or district, the same method as the public school students. Finally, the Cheshire County Superior Court Judge David Ruoff, this June 2019, ruled that the NH Constitution requires the state to fully reimburse school districts for transportation. The difference in the cost of transportation between rural and urban districts is another source of inequity in the NH funding of school districts.

NHSBA Board of Directors Recommendation: Support as submitted, such that Resolution II:D will read:

NHSBA supports a continual review of all costs associated with providing the opportunity for an adequate education, including costs associated with facilities, *transportation* and increasing the state commitment to reflect actual costs incurred. Any additional revenue raised by the state to meet this obligation shall be dedicated solely for the purpose of fully funding a constitutionally adequate education for all students in the state. (First Adopted in 2000 – Revised in 2014)

NHSBA Board of Directors Recommendation: Support clarifying language.

Rationale: The NHSBA Board of Directors agrees with the rationale as presented by the Contoocook Valley School Board.

8. Submitted by the Monadnock Regional School Board

Resolution: II:O• Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. (2009) ADD: This resolution should not be interpreted to obligate the NHSBA to challenge the renewal or re-authorization of mandates that uphold existing rights for students receiving special education services.

Rationale: In the 2017 reauthorization cycle for The NH Standards for the Education of Children with Disabilities (formerly N.H. Rules for Education of Children with Disabilities), the NHSBA testified in support of HB 620, a bill that would have removed rights and protections for children with disabilities. When asked why, NHSBA's attorney responded "NHSBA bases its testimony on any number of bills primarily on our Resolutions, which are adopted each year at our annual Delegate Assembly. Because NHSBA has Resolutions that relate directly to this bill, I felt it necessary for NHSBA to testify regarding this bill." This resolution was cited as one of two that drove the NHSBA to testify. Our board would like to clarify that this resolution should not obligate the NHSBA to testify in such matters. Our board believes that the state should fund the existing and future mandates, as the resolution states, but feels it is not appropriate for our board or an organization representing our board to support measures that would remove existing rights and protections of children with disabilities."

NHSBA Board of Directors Recommendation: Support as submitted, such that Resolution II:O will read:

II:O• Should the special education mandates of the state of New Hampshire exceed the federal special education requirements, then the state of NH should fully fund those mandates that exceed federal requirements to the local school districts. ***This resolution should not be interpreted to obligate the NHSBA to challenge the renewal or re-authorization of mandates that uphold existing rights for students receiving special education services.***

NHSBA Board of Directors Rationale: HB 620 (2017), as introduced, stated in part: "The state board shall not propose rules that require a school district to comply with a federally mandated curriculum, method of instruction, or statewide assessment program which is not fully paid by state or federal funds. The state board shall not propose a rule pursuant to RSA 541-A that exceeds state or federal minimum requirements unless the rule is authorized by statute." Because many NHDOE special education rules exceed the requirements under federal special education law, NHSBA testified in support of HB 620, based on the current iteration of this Resolution. The NHSBA Board of Directors believes that supporting existing rights of students of students with disabilities is imperative in ensuring adequate and equitable educational opportunities.

9. Submitted by the Manchester School Board

Resolution: That the New Hampshire School Board Association opposes any legislation that has a fiscal impact to local communities without the appropriate state funding.

Rationale: Creates undue fiscal burden on the local communities.

NHSBA Board of Directors Recommendation: Support alternative language: NHSBA calls upon the New Hampshire Legislature to fully fund any legislation that creates or has a fiscal impact on local school districts.

NHSBA Board of Directors Rationale: The NHSBA Board of Directors believe the proposed resolution, as submitted, may create conflicting considerations when NHSBA is taking positions on proposed legislation. The Board of Directors believes that the NH Legislature should fully fund any new requirements placed on local school districts and believes the alternative language accomplishes this goal.

10. Jointly Submitted by the Oyster River, Nottingham, & Dover School Boards

Resolution: The NHSBA supports legislation to restrict possession of firearms on school property, limiting possession to certified police officers only.

Rationale: NH is one of only three states that does not prohibit gun owners from bringing firearms onto school property. Under NH state law, anyone who legally owns a gun can carry that weapon onto school grounds and into schools. Local boards or town councils cannot act to restrict them. The proliferation of firearms within schools presents a danger to students and school personnel. Current initiatives which “harden” entrances to schools, to which the state has contributed millions of dollars, are futile if there are no legal restrictions for bringing firearms onto school property in the first place.

NHSBA Board of Directors Recommendation: Support alternative language: NHSBA supports legislation to restrict possession of firearms on school property to authorized law enforcement personnel only.

NHSBA Board of Directors Rationale: The Board of Directors recognizes that NHSBA Membership is split on the issue of guns and firearms on school grounds. Similar proposed resolutions have been defeated at the Delegate Assembly in 2017 and 2019. The NHSBA Board of Directors notes that approximately 47 other states already have law limiting guns and firearms on school grounds, in one form or another. Further, the NHSBA Board of Directors also wishes to convey to membership that NHSBA is not a single-issue body, and this proposed resolution is only one of dozens of Resolutions NHSBA has relative to school board governance, legislative priorities, school funding, and other areas of school board interest.

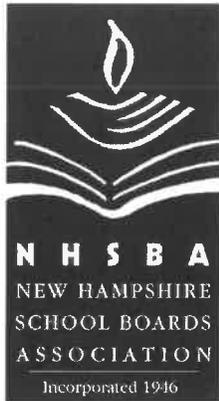
11. Submitted by the Keene School Board

Resolution: The New Hampshire School Board Association supports legislation that makes clear the authority of local school districts to restrict firearms on school property, excepting authorized police and security personnel.

Rationale: The Federal Gun Free School Zone Act appears to allow this local control, but recent state legislation and state attorney general actions have led to confusion, inconsistency, and a weakening of the federal act. School districts have a responsibility to provide environments “free of hazardous conditions,” under NH DOE rule 302.02. Given the recent heightened emphasis in school safety at both the state and local levels it is vital that state law is again aligned with federal law, and clear authority is given to districts to maintain gun-free schools.

NHSBA Board of Directors Recommendation: Not support.

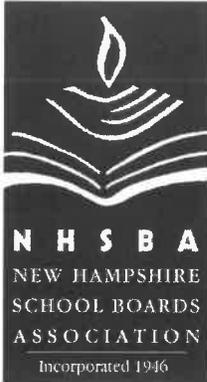
NHSBA Board of Directors Rationale: The NHSBA Board of Directors believes that allowing each individual school district or school board to determine for itself whether or not to restrict firearms on school property would lead to confusion among law enforcement and community members. Additionally, the NHSBA Board of Directors believes this matter is addressed through the Board of Director’s recommended support of Resolution #10.



New Hampshire School Boards Association
25 Triangle Park Drive, Suite 101
Concord, NH 03301
(603) 228-2061
(603) 228-2351 (fax)
www.nhsba.org

Continuing Resolutions for 2019
Adopted at the 2019 NHSBA Delegate Assembly – January 26, 2019

1. NHSBA supports modifying RSA 193:12 to add the following: Any person who provides false information for establishing residency for school attendance purposes, or any person who assists in doing so, may be required to remit full restitution to the school district or districts that have financial or fiscal liability as a result of the false information. (2018)
2. NHSBA supports amending pertinent electioneering statutes to clarify: (1) the definition of “election” official”; (2) that electioneering by election officials may not occur at the polling place; and (3) that a public body may affirmatively promote positions established by formal actions of that body. (2018)
3. NHSBA calls upon the United States Congress, the New Hampshire Legislature and local public safety agencies to prioritize collaborative threat assessment and crisis planning with school districts; and further supports legislation at the federal, state and local levels that protect students and school district employees from on-campus violence. (2019)
4. NHSBA supports the continuing existence of the New Hampshire Retirement System (NHRS). The NHRS should be strong, secure, solvent and fiscally stable. To achieve this goal, NHSBA supports legislation that will return state contributions to NHRS. (2019)



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Policies, Resolutions and Statements of Belief Manual

January 2019

**By Procedure Adopted Unanimously at Delegate Assembly,
November 4, 2006**

**And Following Action of the
January 26, 2019 Delegate Assembly**

**RESOLUTIONS QUALIFYING FOR INCLUSION IN THE
POLICIES, RESOLUTIONS AND STATEMENTS OF BELIEF MANUAL**

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II:E• NHSBA proposes that the state develop an equitable and sustainable tax plan dedicated solely to education for the purpose of fully funding a constitutionally adequate education for all students in the state. (2002)

II:F• NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done.

The **NHSBA** opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:G• *Replaced by Resolution II:D in 2014.*

II:H• NHSBA supports a required kindergarten program as part of a comprehensive K-12 curriculum offering, with concurrent state kindergarten funding. (*First Adopted in 2003 – Revised in 2014*)

II:I• *Replaced by Resolution II:N in 2014.*

II:J• NHSBA opposes any constitutional amendment that vacates the spirit and intent of the Claremont and Londonderry lawsuits and attempts in any way to limit or redirect funding in a manner that is contrary to the New Hampshire Supreme Court’s ruling and present interpretation of the New Hampshire Constitution. (2008)

II:K• NHSBA opposes transfer of the responsibility to provide and fund a free and appropriate education (FAPE) for special education students from resident districts to attending districts when a non-resident student is placed in a district by a parent. (2008)

II:L• *Replaced by Resolution II:C in 2014.*

II:M• NHSBA opposes the recent change in statute that decreases the state share of local employer retirement costs. NHSBA calls for the immediate return of the state share of local employer retirement costs for teachers, police and fire to 35% for fiscal years 2010 and 2011, as well as maintaining this commitment in the future. (2010)

IV – Charter Schools

- IV:A• NHSBA** proposes that for any charter school authorized by the State Board of Education, state aid entitlements under RSA 198:42 should be paid directly to the charter school from state funds which are separate from local district grants. (2006)
- IV:B• NHSBA** proposes that the State Department of Education develop evaluation and accountability criteria for the state’s charter schools to ensure their financial stability as well as sound educational objectives. (2006)

V - Local Control and School District Autonomy

- V:A• NHSBA** supports legislation to lower the mandated 2/3-majority vote for passing a bond article to 60% for all school districts. (1997)
- V:B• NHSBA** supports the continued ability for Cooperative School Districts to adopt apportionment formulas based on locally determined factors. (2000)
- V:C• Deleted in 2014.**
- V:D• NHSBA** supports amending current law to allow school districts to establish a non-lapsing contingency fund to meet the cost of unanticipated expenses. (2001)
- V:E• NHSBA** supports legislation that allows local governing bodies to indicate their recommendation on any warrant article, in addition to those recommendation requirements already specified in the municipal budget law, RSA 32. (2006)
- V:F• The NHSBA** supports the NH Legislature amending the “SB 2” process to allow a legislative body to specifically vote by a supermajority of 60% on a Warrant Article to create and fund a program that would then continue beyond the single year and its costs would be included as part of the following years default budget. (2008)
- V:G• NHSBA** opposes any change in statute implementing an “Evergreen Clause” in all negotiated contracts. Evergreen clauses mandate the continuation of any pay plan after the expiration of a contract when a successor agreement has not been reached. Any such provision exceeds previous standards and usurps local control, significantly tipping the balance of negotiations. (*First adopted in 2009 – Revised in 2014*)

V:P• NHSBA supports New Hampshire’s adoption of updated requirements in statutes and rules that reflect current document imaging technologies and backup capabilities. (2016)

V:Q• NHSBA supports language in legislation that provides parents’ rights to opt-out of content and programs that they feel are not appropriate for their child(ren). However, NHSBA opposes language requiring parents to opt-in to content and programs for their child(ren). Opt-in language creates an undue burden on the school district to account for every student who would participate, versus the few who choose not to participate. (2017)

VI - School Safety

VI:A• NHSBA supports legislation which excludes public schools from being designated as neutral ground for visitation purposes for children of parents undergoing a divorce procedure by legal or other administrative orders. (1998)

VI:B• NHSBA supports efforts to enact legislation which would require notification to school districts of restraining orders related to a student's behavior. (1999)

VI:C• NHSBA supports legislative action to remove the unfunded mandated provisions of RSA 193-F, Pupil Safety and Violence Prevention. The imposition of these new mandates and their related financial costs, without additional state funding, violates the New Hampshire Constitution, Part First, Article 28-a. (2011)

VI:D• NHSBA supports legislative action that allows criminal background checks to be shared with their Human Resources Department and that the specific charge be shared with the Superintendent so he/she can make an informed judgment related to their employment. (2017)

VII - Accountability

VII:A• NHSBA believes that all components of state testing (English Language Arts, Writing Prompt, Mathematics, Science, and Social Studies) should continue to be given annually at the end of the school year with appropriate and immediate steps being taken to ensure that these test results are received by school districts no later than the following July 1. Valid data to assess school performance relies on measuring individual student progress: NH should adopt gain score or value-added measures as the principal means for measuring student performance. If NH does not adopt gains-score or value-added measures as the principal means for measuring student performance, then annual testing should take place at the beginning of the school year so that information may be used instructionally during the year. (*First adopted in 1998 – Revised in 2016*)

VIII:F• NHSBA supports the development and implementation of poverty indicators for Title I eligibility, which best reflect the current distribution of children from low income families in the public schools across the State and maximizes the number of districts eligible for Title I funds. (2003)

VIII:G• NHSBA supports the concept and duties of the State Board of Education as established in RSA 21-N:10-11. In its capacity to review all programs, advise on goals and hear appeals, the State Board of Education should have the authority to appoint the Commissioner of Education as well as confirm the Deputy Commissioner and division directors nominated by the Commissioner of Education. (2005)

VIII:H• NHSBA opposes the changes in student assessment at the state level which are resulting in fewer content and skill areas tested, especially the loss of the writing assessment. Basing assessment decisions on availability of funding rather than on what is best for the students of New Hampshire is not something that **NHSBA** can support. (2005)

VIII:I• NHSBA supports a compulsory attendance age of eighteen (18), along with flexibility to utilize alternative options that allow students to continue a program of study to complete their high school education. (*First adopted in 2006 – Revised in 2014*)

VIII:J• NHSBA supports a Department of Education funded study on the impact on performance of extended learning opportunities and those extended learning opportunities' relationship to the funding formula. (2009)

VIII:K• NHSBA supports the adoption of statutory language requiring that any statute or New Hampshire Department of Education rule, which mandates the adoption of local school board policies, will expire after five years; and that such statute or rule cannot be renewed without full public hearings, debate and re-authorization by the New Hampshire Legislature. All rules and regulations stipulated by the New Hampshire Department of Education must be submitted to the full New Hampshire Legislature for final consent and approval. (2015)

VIII:L• NHSBA supports modifying RSA 193-C:6 to require that the State Department of Education publish the results of the statewide assessment within 30 days of receipt of the assessment results. The NHSBA supports modifying RSA 193-C:6 to prohibit embargos of assessment results by the State Department of Education, local school districts, or other agencies. (2017)

Every Student Succeeds Act:

IX:C• NHSBA urges the New Hampshire Legislature and New Hampshire Department of Education, consistent with the language and intent of the Every Student Succeeds Act (ESSA), to maximize local governance and community leadership through enhanced local school board flexibility in addressing key areas such as standards, testing, and accountability; and further to pro-actively engage and collaborate with NHSBA in all legislative and administrative discussions and decisions concerning the implementation of ESSA. (*First adopted in 2003 – Revised in 2009 – Revised in 2016*)

National School Boards Association:

IX:D• NHSBA supports the efforts of the National School Boards Association to provide more local governance and flexibility by working with federal officials to ensure passage of all federal legislation and regulations consistent with this goal. (2015)

X – Public Pension System

X:A• *Deleted in 2019. Replaced with Continuing Resolution #4 (2019).*



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2019 DELEGATE ASSEMBLY MINUTES
JANUARY 26, 2019

1. Welcome and Introductions:

President Shannon Barnes, Merrimack, called the 2019 Delegate Assembly to order at 1:15pm.

President Barnes led the Assembly in the Pledge of Allegiance.

President Barnes introduced the NHSBA Board of Directors in attendance:

Travis Thompson, 1st Vice-president (Exeter Region Cooperative)
Amy Facey, 2nd Vice-president (Souhegan Cooperative)
Donald Austin, Immediate Past-President (Somersworth)
John Falconer (Colebrook) (North Country)
Nancy Hendricks (Londonderry) (South Central)
Jack Widmer (Governor Wentworth) (Lakes)
Brenda Willis (Derry Coop) (South Central)

President Barnes introduced NHSBA staff and others in attendance:

Barrett M. Christina, NHSBA Executive Director
William Phillips, NHSBA Staff Attorney and Director of Policy Relations
Nicole Heimarck, NHSBA Director of Governmental Relations
Amanda Hodgman, NHSBA Operations Manager

Matthew Upton Esq., Drummond Woodsum law firm, serving as
Parliamentarian for the Assembly.

In closing, President Barnes thanked the membership for trusting her to serve as President. President Barnes proceeded to acknowledge 1st Vice-President, Travis Thompson, as the new 2019 NHSBA President.

6. **Nominating Committee Report:**

President Barnes presented the Report of the NHSBA Nominating Committee, as found in the booklet for the Delegate Assembly.

Mr. Austin, of the Somersworth School Board and NHSBA's Immediate Past President presented the Report of the Nominations Committee. Those nominated were as follows:

President: Travis Thompson – Exeter Region Cooperative School Board

First Vice-President: Amy Facey – Souhegan Cooperative School Board

Second Vice-President: Brenda Willis – Derry Cooperative School Board

Immediate Past President: Shannon Barnes – Merrimack School Board

Board Members from South East Region: Donald Austin – Somersworth School Board and Angela Cardinal – Farmington School Board

Board Members from South West Region: Matt Ballou – Wilton-Lynborough School Board and Holly Kennedy – Hinsdale School Board

Donald Austin moved to accept the report of the NHSBA Nominating Committee, as presented.

The motion was seconded by Nancy Hendricks, Londonderry School Board.

The Report was **adopted**.

President Barnes congratulated the 2019 officers and the reelected NHSBA Board Members.

7. **Treasurer's Report:**

President Barnes recognized 2nd Vice-President, Amy Facey, to provide the Treasurer's Report. Mrs. Facey presented the report, as found in the booklet, for the Delegate Assembly. The Report was placed on file.

Director Christina acknowledged that one of his roles in moving into the next year is to review the resolutions and clean them up.

The motion carried unanimously for resolutions #1 through #9.

Proposed New Resolutions for 2019: Resolutions 10 through 20:

Resolution #10 and Resolution #19:

This Resolution was not recommended by the NHSBA Board of Directors. President Barnes acknowledged that both Resolution #10 and Resolution #19 were similar and recommended that the delegates examine them together.

Thomas Newkirk, Oyster River School Board, moved that Resolutions #10 and #19 should be examined together. The motion was properly seconded by Deborah Brown, Franklin School Board. Three delegates opposed the motion.

The motion carried by voice vote.

Thomas Newkirk, Oyster River School Board made a motion to adopt Resolution #10 which was properly seconded by Raleigh Ormerod, Keene School Board.

Many comments were offered regarding the conflicting state and federal gun laws, school safety and security, law enforcement's involvement, and policy implications. Delegates from multiple districts expressed their concern to have NHSBA push legislators more forcibly to create a statewide policy.

Parliamentarian Upton recommended to vote on Resolution #10 and Resolution #19 separately as each has different nuances.

Arthur Beaudry, Manchester School Board, moved to vote separately on Resolution #10 and Resolution #19. The motion was properly seconded by Art Bobruff, Kearsarge Regional School Board.

The motion carried by voice vote, unanimously.

President Barnes made a motion to vote on Resolution #10, as presented by Oyster River School Board. The motion was properly seconded by Raleigh Ormerod, Keene School Board.

The motion failed by a vote of 23 in favor and 32 opposed.

Executive Director Christina again thanked the audience for their participation.

Resolution #11:

This Resolution was recommended by the NHSBA Board to withdraw existing continuing resolution number two (2017) and Resolution X:A (2011) and to adopt NHSBA's recommended proposed alternate resolution. On behalf of the NHSBA Board of Directors, Donald Austin, moved that Continuing Resolution number two (2017) and Resolution X:A be withdrawn and NHSBA's recommended proposed alternate resolution be adopted, as presented. The motion was properly seconded by Arthur Beaudry, Manchester School Board.

Motion was adopted by voice vote, unanimously.

Resolution #12:

This Resolution was withdrawn by Merrimack Valley School Board in support of the Litchfield School Board's resolution, numbered 20.

As no motion was made to adopt the Resolution, the Resolution was not adopted.

Resolution #13:

This Resolution required no action by the NHSBA Board of Directors.

As no motion was made to adopt the Resolution, the Resolution was not adopted.

Resolution #14:

This Resolution required no action by the NHSBA Board of Directors.

As no motion was made to adopt the Resolution, the Resolution was not adopted.

Resolution #15:

This Resolution was not recommended by the NHSBA Board of Directors. A motion to adopt this resolution was made by Art Bobruff, Kearsarge School Board, seconded by Gene Gauss, Pembroke School Board.

The motion failed by voice vote.

An additional amendment was made by Christina Harrison, Litchfield School Board, to read:

“The NHSBA supports modifying RSA 193:3, I, to require the New Hampshire State Board of Education to restore support for local decision in Change of School Assignments and Manifest Educational Hardship requests by requiring the State of New Hampshire to fully fund any change in school assignment made under RSA 193:3,1 so that the local school district will not be held financially responsible for any school assignment change prescribed by the State Board of Education which conflicts with the local school board decision.”

This amendment was seconded by Timothy Josephson, Mascoma School Board.

The motion to amend Resolution #20 carried by voice vote, with two in opposition.

The motion to pass Resolution #20 carried unanimously by voice vote.

Adjournment

President Barnes stated that the business of the Delegate Assembly had been concluded, and the Assembly was adjourned by general consent at 3:07pm.