



SCHOOL ADMINISTRATIVE UNIT #51

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Phone: (603) 435-5526 • Fax (603) 435-5331
Bryan Lane – Superintendent of Schools

PITTSFIELD SCHOOL BOARD

MEETING AGENDA

5:30 PM Thursday, February 3, 2022

PMHS Media Center

Pittsfield Middle High School

This event has a video call.

Join: <https://meet.google.com/ozc-sstw-mto>

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. ACTION ON AMENDED AGENDA

4. APPROVAL OF MINUTES FROM

January 20, 2022

5. PUBLIC INPUT

6. STUDENT REPRESENTATIVE

7. PES PRINCIPAL

Action Items

Information & Discussion

- Staffing Update
- Professional Development
- Executive Skills
- Calendar of Upcoming Events

8. PMHS PRINCIPAL

Action Items

Information & Discussion

- Health Services Update
- Professional Learning Activities
- Winter Showcase

9. INTERIM SUPERINTENDENT OF SCHOOLS

Information & Discussion

Action Items

10. SCHOOL BOARD

Information & Discussion

- Curriculum: JIC, JICD, JICD-R, and JKAA

Action Items

- Pittsfield Community Curriculum Review Committee Proposal
- PCCRC Materials Evaluation
- JLCD-R, CA, DAF, JFABD
- Moving Elementary Students to the Middle High School

11. COMMITTEE ASSIGNMENTS

BUDGET COMMITTEE - Mr. Clough
DRAKE FIELD & FACILITIES - Mr. Gauthier
NEGOTIATIONS - Ms. Goggin & Mr. Gauthier
FOSS FAMILY SCHOLARSHIP - Ms. Rider

12. PLAN AGENDA FOR NEXT MEETING

13. PUBLIC INPUT

14. NON-PUBLIC SESSION - RSA 91-A 3 (a) the dismissal, promotion, or compensation of the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which the request shall be granted. (b)The hiring of any public employee. (c) Matters which, if discussed in public, would likely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or a waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. - Negotiations

15. ADJOURNMENT

**STATE OF NEW HAMPSHIRE
SCHOOL ADMINISTRATIVE UNIT #51
PITTSFIELD SCHOOL BOARD**

MINUTES

Pittsfield School Board Meeting
January 20, 2022
Pittsfield Middle High School

I. CALL TO ORDER

Members Present: Adam Gauthier, Chairperson
Justin Clough, Vice Chairperson (via Zoom)
Sandra Adams
Molly Goggin
Diane Rider

Others Present: Bryan Lane, Interim Superintendent
Derek Hamilton, Principal, PMHS Principal
Mike Wylie, Principal, PES
Jessica Bickford, Director of Student Services
Members of the Public

Chair Gauthier opened the meeting at 5:30 p.m.

II. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Mr. Gauthier.

III. AGENDA REVIEW

The following items were added:

- Curriculum Advisory Committee (Ms. Rider)
- Showcase (Ms. Rider)
- Zooming Meetings (Ms. Adams)

IV. ACTION ON AMENDED AGENDA

On a motion made by Ms. Rider and seconded by Ms. Adams, the Board unanimously approved the amended agenda. (Roll Call: Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes; Ms. Rider, yes)

V. APPROVAL OF PREVIOUS MEETING MINUTES

The January 6, 2022 public minutes were considered by the Board. Changes include on page three, paragraph four, change “Picture of the Graduate” to “Vision of the Graduate (in two places); on page four, paragraph one, change “IT” to “It”; on page five, paragraph one, add the sentence, “Impact and fund balance amounts will need to be updated, according to Mr. Gauthier.”; and on page six, paragraph six, omit, “The Deliberative Session will open at 6:30 and the School Board meeting will resume, if necessary, after the Deliberative Session.” On a motion made by Ms. Goggin and seconded by Ms. Adams, the Board approved the minutes as amended. (Roll Call: Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes; Ms. Rider, abstain)

VI. PUBLIC INPUT

Jaime Koladish thanked Mr. Lane for his communication with her via email. Ms. Koladish stated that the recent outbreak of the COVID-19 happened with masks so she asks that the Board consider omitting the requirement.

VII. STUDENT REPRESENTATIVE

Matthew Swenson reviewed a proposal from the Site Council for a revised dress code. Ms. Rider asked about the enforcement of dress code being a motivation for the proposed change. Mr. Swenson stated that the Site Council thinks the current policy is outdated and that enforcement is not consistent; teachers are sometimes uncomfortable enforcing an out of date code. Mr. Gauthier asked if there is consideration of dress length, which Mr. Swenson answered. Ms. Rider asked if sunglasses are currently allowed; Mr. Hamilton stated that they are not currently allowed. Ms. Rider asked if the present dress code goes into the same anatomical detail; Mr. Swenson said no. Mr. Swenson stated that dress codes from other schools were used as a resource for the proposed dress code. Ms. Rider asked that the language relative to “hate speech” be more specifically designed. Ms. Goggin stated her concern about the statement relative to what a student should wear; she felt it was too wordy. She stated that she likes the choice the code provides students. She agreed with Ms. Rider about the ambiguity relative to hate speech. Ms. Adams asked if there was full administrative support; Mr. Hamilton said that if he opposed it, he would have vetoed it before it went to the Board. Mr. Clough questioned the enforcement issues experienced now. He suggested a poll that would survey the opinions of the students and staff relative to the proposed dress code. Ms. Goggin explained the difficulty that teachers have in enforcing dress code; she agreed that having teachers’ perspective is important. Ms. Rider spoke to how dress code standards should work to help students prepare for post-graduation; she, too, would be interested in how teachers feel about the proposal. Mr. Hamilton explained the process the proposal followed before sending it to the Board, including having teachers’ representatives on Site Council sharing the proposal with their colleagues. Mr. Clough spoke to the importance of the dress code in helping everyone to feel comfortable in school. He reiterated the point that dress code is important in the role of the school in preparing students for the workforce. Ms. Adams asked if there was merit in asking the

community for their input; Mr. Hamilton explained that the community is represented on the Site Council. Mr. Lane spoke to the uncomfortable nature of teachers speaking to students about such things as the length of a dress or the cut of a shirt. Further discussion ensued regarding the proposed dress code.

Mr. Clough suggested an amendment to the proposed dress code. Mr. Lane asked Board members to email him concerns and he would forward them to Mr. Hamilton; he assured the Board that work would continue on the wording of the proposed dress code. Ms. Rider suggested designating a male and female staff member the responsibility of addressing dress code issues with students of the same gender. Mr. Gauthier assured Mr. Swenson that the Board would reconsider the dress code at a future meeting.

VIII. DIRECTOR OF STUDENT SERVICES

A. Compliance

Ms. Bickford explained the compliance indicator relative to determination of significant disproportionality, which is relative to race and ethnicity and the identification of students with disabilities. In review of Pittsfield's three-year analysis, no determination of significant disproportionality has been made; the district is in good standing.

B. Special Education Survey Information

Ms. Bickford reported statistics relative to the number of students who are identified as having a disability at PES and PMHS. At PES there are 77 students or 31% and at PMHS there are 72 students or 24%.

C. Parent Resource Sheet

As requested by the Board, the Parent Resource Sheet for special education has been updated and was provided to the Board for their review.

X. INTERIM SUPERINTENDENT OF SCHOOL

A. Deliberative Session

Mr. Lane stated that the Deliberative Session will be scheduled for Thursday, February 10, 2022 at 6:30 at PMHS. A snow date of Saturday, February 12, 2022 has been set.

B. COVID-19

Mr. Lane explained that the statistics continue to exceed threshold levels for mask requirements. He stated that the district continues to struggle with staffing issues due to illness, primarily due to COVID-19.

C. Budget

Mr. Lane updated the Board on the progress of the budget with the Budget Committee. The Committee has voted on warrant articles, but exact vote counts were not available. Mr. Lane will report the votes to the Board upon receipt. Ms. Goggin commended Mr. Lane for his presentation to the Budget Hearing.

D. Broken Pipe

Mr. Lane reported another broken pipe at PES; necessary repairs were made.

E. Targeted Mask Policy

Based on a request from the community, Mr. Lane has researched targeted mask policies. Information was provided to the Board via a memo, which was included in the Board packet. Mr. Lane has spoken to the school nurses and there is agreement that when the numbers drop, adjustments can be considered relative to mask wearing. Ms. Rider stated her concern about mandates relative to mask wearing. Discussion ensued regarding the pros and cons of a mask mandate.

A motion was made by Ms. Rider for the current policy to change to make the wearing of masks optional. The motion was seconded by Ms. Adams. Mr. Lane noted that if the motion is approved, changes will need to be made to the isolation policy. Mr. Hamilton read the guideline that requires people who have tested positive wearing a mask for ten days after they return from having COVID for five days. Ms. Adams stated that the CDC has only issued recommendations, not requirements. Mr. Clough stated that if the motion were to pass, the current COVID policy would need to be revised. Ms. Goggin opined that an optional mask policy would be in contradiction to a targeted mask policy. The motion was defeated - (Roll Call: Ms. Adams, yes; Mr. Clough, no; Mr. Gauthier, no; Ms. Goggin, no; Ms. Rider, yes)

Upon request, Mr. Hamilton reviewed the current policy relative to isolation and mask wearing when some with vaccinations and without have COVID. Ms. Rider made a motion that the quarantine period for both vaccinated and non-vaccinated be the same (five days out and five days with a mandatory mask). Mr. Clough suggested tabling the motion until further information is gathered. Ms. Rider's motion was not seconded; Mr. Gauthier declared the motion as having died.

F. Opioid Litigation

Mr. Lane provided the Board with information relative to a class action lawsuit being filed on behalf of school districts regarding the responsibility of pharmaceutical companies being culpable for the opioid crisis in our country. On a motion made by Mr. Gauthier and seconded by Ms. Goggin, the Board voted unanimously to direct the Superintendent to contact the law firm of Drummond

and Woodsum and allow the District to be a party in the litigation (Roll Call: Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes; Ms. Rider, yes).

XI. SCHOOL BOARD

A. Policy Review

Mr. Lane presented Policy JLCD-R, Administering Medication to Students; Policy CA, Administrative Goals; Policy DAF, Administration of Federal Grant Funds; and Policy JFABD, Admission of Homeless Students. He stated that these policies will warrant a decision of approval at the next meeting.

Mr. Lane presented Policy EGA, School District Internet Access for Students. There were no motions relative to this policy. It will be documented as reviewed on January 20, 2022.

Mr. Lane presented Policy BEDG-R, Access to Minutes and Public Records. A motion was made by Mr. Gauthier and seconded by Ms. Rider to change the cost per page from \$.20 per page to \$.10 per page. The motion failed (Roll Call: Ms. Adams, yes; Mr. Clough, no; Mr. Gauthier, abstain; Goggin, no; Ms. Rider, yes), Ms. Adam suggested some changes in grammatical and typographical errors. The policy will be documented as reviewed on January 20, 2022.

Policy EBBB, Accident Reports. There were no motions relative to this policy. It will be documented as reviewed on January 20, 2022.

B. Zooming Board Meetings

Ms. Adams asked if all meetings can be available via Zoom. Mr. Lane stated that all meetings will have a Google Meet link attached to the agenda so that people can attend electronically.

C. Winter Showcase

Ms. Rider attended the Winter Showcase; she enjoyed conversations with students and staff. Ms. Rider asked if the same topics would be repeated or if there would be new topics. Mr. Hamilton explained that the topics highlighted in the Winter Showcase are from the students' learning studio work. The topics for the Spring Exhibition will be expanded. Mr. Hamilton explained that learning studios can be done for credit, community service, or as an audit.

D. Curriculum Advisory Committee

Ms. Rider stated that she has talked to Mr. Laliberte, Assistant Superintendent, in the Bedford School District and was interested in the structure that the district has

created for community inclusion in curriculum development. Ms. Rider made a motion to form a Curriculum Advisory Committee existing of two Board members, two faculty members, and five rotating community members determined randomly. Mr. Lane clarified that the Bedford committee does not look at the current curriculum, but only looks at newly proposed curriculum. Ms. Rider stated that she is interested in having the committee review current curriculum relative to three criteria, including balance, tone, and age-appropriateness. Mr. Lane suggested that Ms. Rider put in writing a proposed motion for future consideration. Mr. Clough stated that a proposed motion should be specific including the number of people, the charge of the committee, and whether the committee would be advisory or decision-making. Ms. Rider rescinded her motion.

E. Superintendent Survey / Search / Extension

Mr. Lane provided permission to the Board to have the discussion relative to the survey completed about the superintendent search in public session. Mr. Gauthier explained that there were 152 responses; documents were distributed with results. On a motion made by Ms. Goggin and seconded by Mr. Clough, the Board voted unanimously to extend the current superintendent's contract for one year at the current salary and with no additional benefits (Roll Call: Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes; Ms. Rider, yes).

XII. COMMITTEE ASSIGNMENTS

A. Budget Committee Representative - Mr. Clough

According to Robert Schifferly, the school's proposed budget was approved by the Budget Committee. All warrant articles were approved with the exception of the one relative to using the fund balance to offset the tax rate or to be used for an approved project; there were questions that could not be answered. Mr. Schifferly stated that more information would be needed for the Budget Committee to be in favor of the warrant article. Mr. Lane suggested that more details can be provided at the Deliberative Session.

On a motion made by Mr. Gauthier and seconded by Ms. Goggin the Board voted unanimously to remove the Budget Committee recommendation from warrant article IV. (Roll Call: Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes; Ms. Rider, yes)

B. Drake Field and Facilities - Mr. Gauthier

C. Negotiating Team - Ms. Goggin & Mr. Gauthier

D. Foss Family Scholarship - Ms. Rider

XIII. NEXT MEETING

The next meeting of the Board is scheduled for Thursday, February 3, 2022 at 5:30 p.m. in the Pittsfield Middle High School Media Center.

XIV. PUBLIC INPUT

Sarah Marston thanked the Board for their honesty relative to mask wearing.

Gerard LeDuc stated his appreciation for receiving the warrant articles in advance of the meeting. Mr. LeDuc explained procedures that are in place. He suggested the Board be sure to provide the public with well-prepared statements in support of their warrant articles. Mr. LeDuc stated he would be running a fair and equitable meeting; he will not allow people to single out members of the Board.

XVI. ADJOURNMENT

A motion was made by Mr. Clough and seconded by Ms. Goggin to adjourn the meeting. The Board voted unanimously to adjourn the meeting at 7:41 p.m. (Roll Call: Ms. Adams, yes; Mr. Clough, yes; Mr. Gauthier, yes; Ms. Goggin, yes; Ms. Rider, yes)

Respectfully submitted,

Tobi Gray Chassie
Recording Secretary

12. PLAN AGENDA FOR NEXT MEETING

13. PUBLIC INPUT

14. NON-PUBLIC SESSION - RSA 91-A 3 (a) the dismissal, promotion, or compensation of the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which the request shall be granted. (b)The hiring of any public employee. (c) Matters which, if discussed in public, would likely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or a waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. - Negotiations

15. ADJOURNMENT

Pittsfield School District

To: Pittsfield School Board
From: PES Administration, Mike Wiley and Kathy LeMay
Subject: Board Report
Date: February 6th, 2022

INFORMATION

1. Staffing Update:
 - a. PES is currently advertising for a Library Media/Technology Specialist position, 3 one on one paraeducator positions for Kindergarten, Grade 2 and grade 3/4. Also seeking a first grade paraeducator.
2. Professional Development:
 - a. 2/7 Book Study
 - b. 2/9 Mike Anderson/Kathy Collins
 - c. 2/16 Book Study
 - d. 2/23 Book Study
- Executive Skills questionnaire from the book Smart But Scattered
3. SWIS Data Aug. 30, 2021 - Jan. 13. 2022
 - a. Referrals by Behavior Total 288
 - b. Referrals by Location
 - c. Referral Motivations

Calendar of Upcoming Events:

2/23 Literacy Night (PTO)

Executive Skills Questionnaire

Read each item below and then rate that item based on the extent to which you agree or disagree with how well it describes you. Use the rating scale below to choose the appropriate score. Then add the three scores in each section. Use the key at the end of the questionnaire to determine your executive skill strengths (two to three highest scores) and weaknesses (two to three lowest scores).

1	2	3	4	5	6
Strongly disagree	Disagree	Tend to disagree	Tend to agree	Agree	Strongly agree

Item	Your score
1. I don't jump to conclusions.	_____
2. I think before I speak.	_____
3. I make sure I have all the facts before I take action.	_____
TOTAL	_____
4. I have a good memory for facts, dates, and details.	_____
5. I am very good at remembering the things I have committed to do.	_____
6. I seldom need reminders to complete tasks.	_____
TOTAL	_____
7. My emotions seldom get in the way of my job performance.	_____
8. Little things do not affect me emotionally or distract me from the task at hand.	_____
9. When frustrated or angry, I keep my cool.	_____
TOTAL	_____
10. No matter what the task, I believe in getting started as soon as possible.	_____
11. Procrastination is usually not a problem for me.	_____
12. I seldom leave tasks to the last minute.	_____
TOTAL	_____
13. I find it easy to stay focused on my work.	_____
14. Once I start an assignment, I work diligently until it's completed.	_____
15. Even when interrupted, I find it easy to get back and complete the job at hand.	_____
TOTAL	_____
16. When I start my day, I have a clear plan in mind for what I hope to accomplish.	_____
17. When I have a lot to do, I can easily focus on the most important things.	_____
18. I typically break big tasks down into subtasks and timelines.	_____
TOTAL	_____

(continued)

Executive Skills Questionnaire *(continued)*

19. I am an organized person. _____
20. It is natural for me to keep my work area neat and organized. _____
21. I am good at maintaining systems for organizing my work. _____
- TOTAL** _____
22. At the end of the day, I've usually finished what I set out to do. _____
23. I am good at estimating how long it takes to do something. _____
24. I am usually on time for appointments and activities. _____
- TOTAL** _____
25. I take unexpected events in stride. _____
26. I easily adjust to changes in plans and priorities. _____
27. I consider myself to be flexible and adaptive to change. _____
- TOTAL** _____
28. I routinely evaluate my performance and devise methods for personal improvement. _____
29. I am able to step back from a situation to make objective decisions. _____
30. I am a "big-picture" thinker and enjoy the problem solving that goes with that. _____
- TOTAL** _____
31. I think of myself as being driven to meet my goals. _____
32. I easily give up immediate pleasures to work on long-term goals. _____
33. I believe in setting and achieving high levels of performance. _____
- TOTAL** _____
34. I enjoy working in a highly demanding, fast-paced environment. _____
35. A certain amount of pressure helps me perform at my best. _____
36. Jobs that include a fair degree of unpredictability appeal to me. _____
- TOTAL** _____

KEY					
Items	Executive skill	Items	Executive skill	Items	Executive skill
1-3	Response inhibition	13-15	Sustained attention	25-27	Flexibility
4-6	Working memory	16-18	Planning/prioritizing	28-30	Metacognition
7-9	Emotional control	19-21	Organization	31-33	Goal-directed persistence
10-12	Task initiation	22-24	Time management	34-36	Stress tolerance

Strongest skills (highest scores)

Weakest skills (lowest scores)

THE IMPACT OF YOUR STRENGTHS AND WEAKNESSES

Executive skill	If this is a strength for you, you probably prefer . . .	If this is a weakness for you, you may get frustrated by . . .
Response inhibition	Taking your time before making a decision, carefully weighing options and considering the impact of your choices.	Saying whatever pops into your head and then having to deal with the fallout.
Working memory	Keeping track of things, holding on to details, making sure nothing's left out when the job is done.	Making careless mistakes, forgetting important things, losing things, being teased for being "scatterbrained."
Emotional control	Being someone people turn to in emergencies because they know you can be counted on to stay calm and make good decisions.	Being accused of being "hot under the collar" or watching your feelings get out of control when those around you remain composed.
Task initiation	Feeling efficient and productive because you can jump right into tasks.	How hard it is for you to get started on things, even when you know the delays will come back to bite you later.
Sustained attention	The feeling of intense focus or concentration that allows you to screen out distractions when something needs to get done.	How hard it is to stick with things long enough to see them to completion, especially when you say to yourself, "This time I'm not going to stop until it's finished."
Planning/prioritizing	Taking a complex task and figuring out how to do it, from start to finish.	Someone asking you to give him or her a plan for completing a task or project.
Organization	The sense of order you feel when you are able to control your home or workspace.	How quickly the clutter piles up—unopened mail, files that need to be sorted, e-mail demanding decisions.

(continued)

THE IMPACT OF YOUR STRENGTHS AND WEAKNESSES (continued)

Executive skill	If this is a strength for you, you probably prefer . . .	If this is a weakness for you, you may get frustrated by . . .
Time management	Knowing that you've allowed yourself enough time to complete whatever needs to get done.	Feeling that no matter how hard you try to anticipate everything that could happen, you're <i>always</i> running late.
Flexibility	Knowing that you can handle whatever monkey wrench gets thrown at you. In fact, you may see the obstacles as an opportunity to try something new.	Never knowing when you'll have to make an adjustment because your plans didn't go the way you thought they would.
Metacognition	Looking at a situation from multiple perspectives before acting and reflecting afterward on how things went.	Hearing others say, "I can't believe you missed that!"
Goal-directed persistence	Setting goals, making plans, and watching your dreams come to fruition because you kept your eye on the prize.	Getting sidetracked on the way to carrying out your goals. You have the best of intentions, but something always gets in the way.
Stress tolerance	The unexpected.	The unexpected.

when we've pushed them a bit, even they can usually distinguish between skills they are *really* strong in and skills that are just well developed. And since there's always room for improvement, you may be able to find a skill or two you want to tweak.

It's also possible that you're reading this because you work or live with people with weaker skills. And they may irritate you to no end. We're fond of saying that people who are naturally *good* at any particular executive skill find it really hard to understand people who are naturally *bad* at the same skill. Reading this book may help you empathize with those people more than you do now. You may even find ways to help them improve their executive skill weakness—although caution is urged here, since resentment often arises when people with



Pittsfield Elementary School

Generated: Jan 13, 2022, 10:55:25 AM

Referrals By Problem Behavior

8/30/21 - 1/13/22

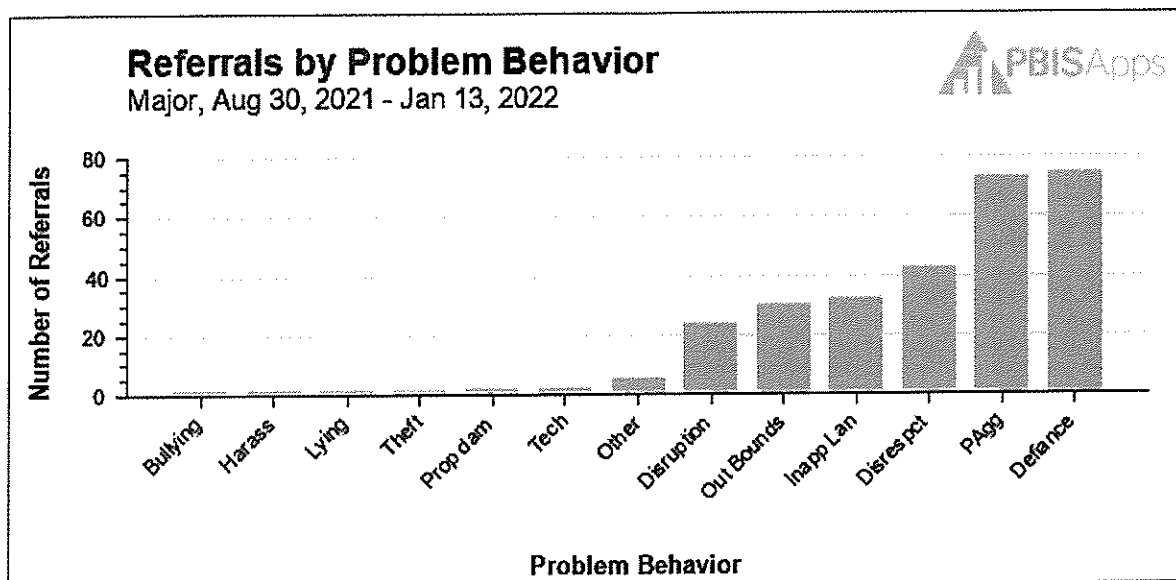
- .
- .
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Outcome: Major

Sort Order: Frequency

Show Values on the Graph: No

Only Show Problem Behaviors With Data: Yes



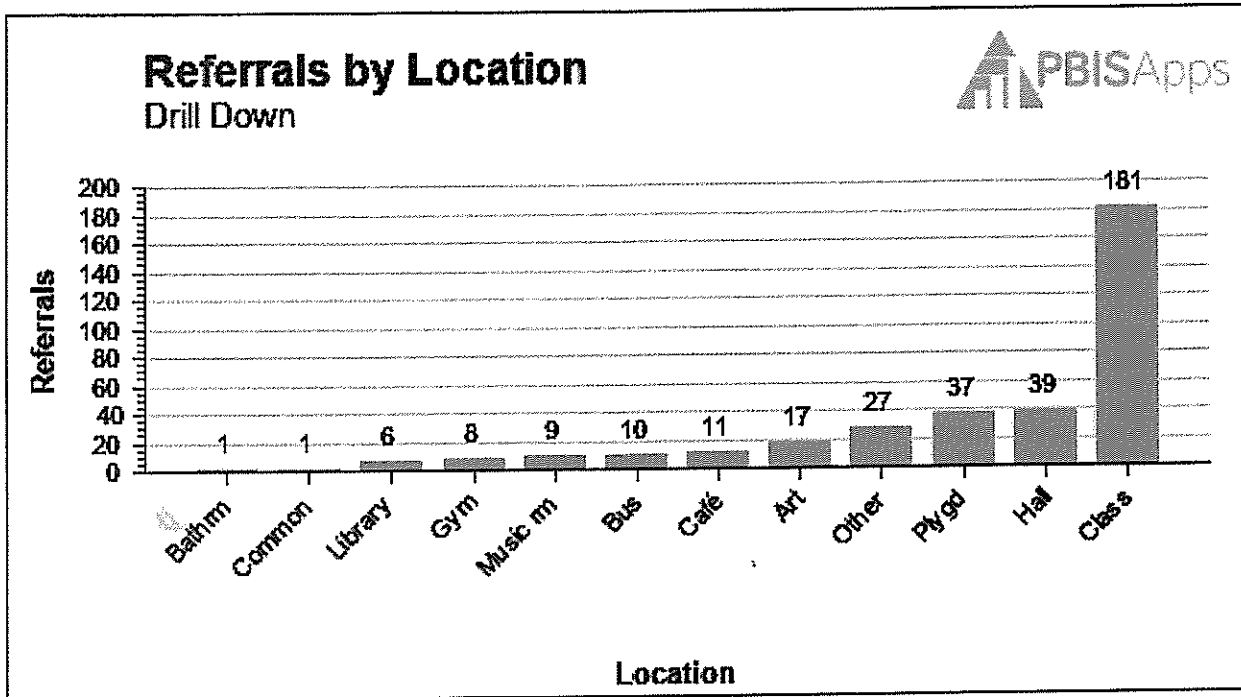
Data Table			
Problem Behavior	Frequency	Proportion	Additional Frequency
Bullying	1	0.35%	2
Harassment	1	0.35%	1
Lying/Cheating	1	0.35%	1
Forgery/Theft/Plagiarism	1	0.35%	0
Property Damage/Vandalism	2	0.69%	7
Technology Violation	2	0.69%	0
Other Behavior	5	1.74%	7
Disruption	24	8.33%	23
Inappropriate Location/Out of Bounds Area	30	10.42%	26
Abusive Language/Inappropriate Language/Profanity	32	11.11%	29
Disrespect	42	14.58%	50
Physical Aggression	73	25.35%	17
Defiance/Insubordination/Non-Compliance	74	25.69%	33
Totals:	288	100%	196



**Pittsfield
Elementary
School**

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2022, 7:29:24 AM

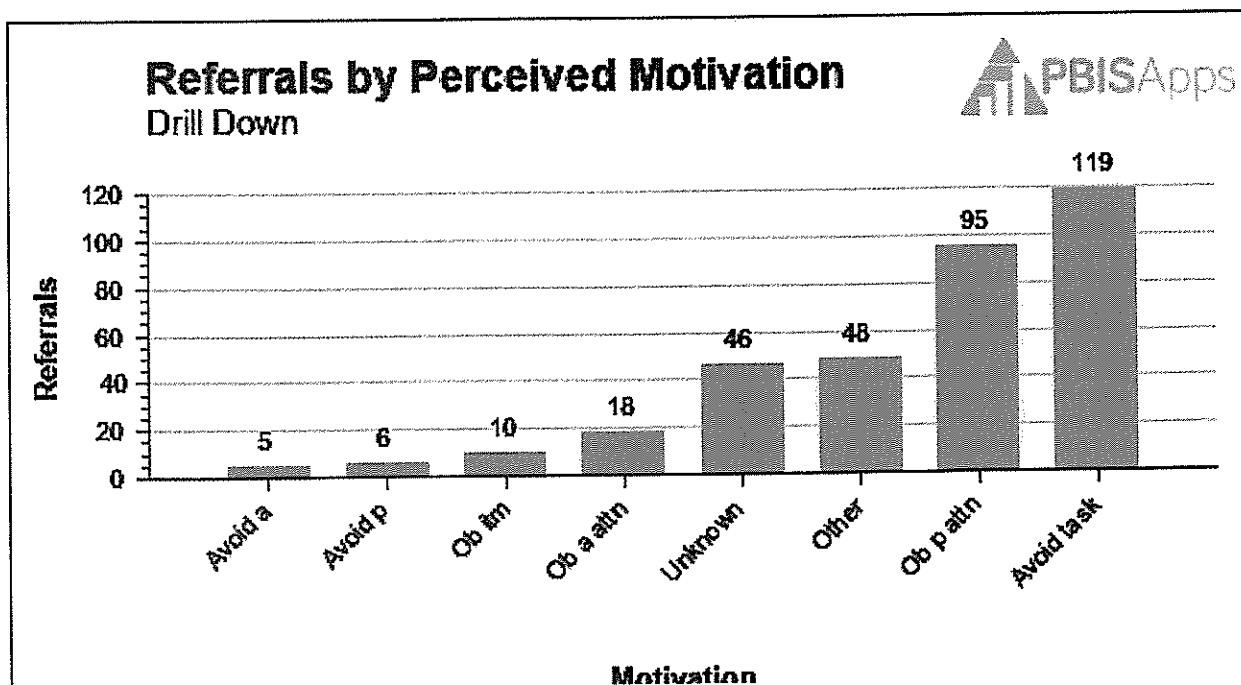
Swis Drill Down Report
Location



**Pittsfield
Elementary
School**

Generated: Jan 27,
2022, 7:29:24 AM

Swis Drill Down Report
Perceived Motivation



Pittsfield School District

To: Pittsfield School Board
From: Derek Hamilton & Melissa Brown, PMHS Administration
Subject: Board Meeting – February 3, 2022
Date: January 31, 2022

INFORMATION

1. Health Services Update. The Pittsfield School District now has the option for students and staff members to be tested for COVID-19 on-site at Pittsfield Elementary School and Pittsfield Middle High School. In order for students to participate in on-site testing, parents/guardians must give consent prior to test administration. COVID-19 tests will be administered by our school nurses who have received training on safe and proper test administration. Testing will primarily be for those who are presenting with symptoms during the school day. Before and after school appointments may be available on a limited basis, and will only be scheduled through the health services offices. On-site testing will only be available while supplies last. The school district also has home test kits available for families through the Health Services offices.
2. Professional Learning Activities. Over the month of January our Wednesday afternoon professional learning block included a variety of school and district level related topics. Below is a brief overview of topics and objectives.
 - January 5 – School District Mission & Vision: This session has two objectives; 1) to familiarize new staff members with current mission and vision statements; 2) to begin drafting Vision of the Graduate statements.
 - January 12 – Learning Studios: Staff members collaborated to plan second semester Learning Studios for the spring.
 - January 19 – Executive Function Narratives: Staff members collaborated to write executive functioning comments for each student to be included on their second quarter progress report.
 - January 26 – Universal Design for Learning: This UDL session included a variety of differentiated options for staff members including a presentation from Susan Shapiro (an implementation specialist with CAST) and opportunities for teachers to write and validate course units.
3. Winter Showcase. The January 19 Winter Showcase was used as a building block for the spring Exhibition of Learning. The focus of the Winter Showcase was Learning Studios. Learning Studios are project-based, driven by student interest, and provide an opportunity for students to apply and connect skills from content courses. I have enclosed a copy of the Winter Showcase schedule to give you an overview of presentation topics. I will also provide hard copies of two Learning Studio publications at the Board meeting; *The Panther Politic* published by the Future Voters of Pittsfield and *Looseleaf Magazine*, an art and literary magazine that features student artwork, short essays, and poetry.

Winter Showcase Schedule
January 19, 2022

The purpose of the Winter Showcase is for students to share high quality work with authentic audiences. The Winter Showcase acts as a building block for the spring Exhibition of Learning. Learning Studios will be the focus of the Winter Showcase; students also have the option of showcasing work from other content areas as well.

TIME	BLOCK
7:57-8:07	Report to Advisory locations <ul style="list-style-type: none"> • Announcements • Schedule Review
8:10-8:20	Setup for Presentation Block #1 (report to Learning Studios)
8:23-8:48	Presentation Block #1 - First Floor / Middle School Level <ul style="list-style-type: none"> • Crocheting (120) • Building Civilizations (Music Room) • Escape Room (119) • Freshwater Aquatics (112) • Quilting (Art Room) • Whatcha Cookin' (FACS Room) • Seventh Grade Presentations (116,118,127) - Heppler's Advisory Abstracts / Vary's Advisory Abstracts • Sixth Grade Presentations (123,124,126)
8:51-9:31	MS Intervention Block / HS Content Block #1
9:34-9:44	Setup for Presentation Block #2 (report to Learning Studios)
9:47-10:12	Presentation Block #2 - Middle Level / Upper Level <ul style="list-style-type: none"> • Animals and Reptiles (216) • Animal Photography (Library) • PLTW Design and Modeling (224) • Sports Management (213) • Theatre Lighting (Gym) • Teamwork in Gaming (214) • Ocean Pressures (223) • Sixth Grade Presentations (124/126)
10:15-10:40	HS Lunch / MS Advisory
10:45-10:50	Cafeteria Reset (HS to Advisory location)
10:50-11:15	MS Lunch / HS Advisory
11:18-11:28	Setup for Presentation Block #3 (LS) / Sixth Grade Lunch (11:20-11:45)
11:31-11:56	Presentation Block #3 - Middle Level / Upper Level

	<ul style="list-style-type: none"> • Athletic Skill Development (Gym) • Chess (220) • Dungeons and Dragons (224) • Freshman Seminar (Library) • Future Voters of Pittsfield (219) • Looseleaf Magazine (218) • Women's Rights (223)
11:59-12:35	MS Intervention Block / HS Content Block #2 & Site Council Meeting
12:35-12:40	Dismissal



SCHOOL ADMINISTRATIVE UNIT #51

23 Oneida Street, Unit 1

Pittsfield, New Hampshire 03263

Phone: (603) 435-5526 • Fax (603) 435-5331

Bryan Lane – Superintendent of Schools

SUPERINTENDENT'S REPORT

February 3, 2022

COVID-19 issues continue to be part of our daily routine. There are multiple positive cases of students and there are other students who need to stay at home in accordance with our protocol. The COVID statistics still require students and staff to wear masks. For the 9 days between January 17 and January 29 the average daily COVID number are as follows:

		Threshold
Student Absenteeism	89 students- 17%	12%
Number cases in Pittsfield	106- 2.5%	1%
Positive PCR testing in Pittsfield	33%	10%
Regional Transmission	Substantial	Substantial
Suspected in school Transmission	Yes 1/17-1/22	Yes
Identified Cluster	Yes 1/17-1/22	Yes

We continue to work with staff to cover classes and I am appreciative of those who have gone out of their way to make sure we continue to have students in school. There have been reports in the media about a decline in COVID numbers but Pittsfield is not seeing a decline at this time.

A big thank you to Sara Zinn and Erica Anthony for making sure that we are preparing correctly for Session 1, the Deliberative session, to be held on Thursday, February 10 at 6:30 in the PMHS media center. I have provided the Board with the draft of the presentation to be given to the voters. The Budget Committee has voted to recommend the three warrant articles that contain funds to be derived from property taxes for Pittsfield residents.

I received information from Team Design Harriman. The cost for the feasibility to study to determine if elementary school students could be housed at PMHS is \$26,500. If the Board approved the work would begin in the first full week of March and be completed in 8 to 12 weeks. The \$26,500 has not been budgeted for. I have identified that there are funds available in the salary account for the approved position of Library Media Specialist at PES that we have been unable to fill.

After the discussion of the Dress Code for PMHS at the last Board meeting, I forwarded possible modified language to Mr. Hamilton to share with the Site Council and I have offered to meet with the Council at their request.

I have created a draft proposal for the Professional Growth and Evaluation Committee to revamp the teacher evaluation process as well as the documentation of Professional Development in the District. I will be meeting with the Committee throughout the spring to see what modifications to the current program, which was established in 2014, can be made to meet the current needs of staff and the District.

Pittsfield School District

STUDENT CONDUCT

All student behavior must be based on respect and consideration for diversity and the rights of others.

Students have the further responsibility to behave in a manner appropriate to good citizenship everywhere. This includes respectful use of language, and behavior that avoids ethnic, racial, and sexual stereotypes and biases. Insults, force, or sarcasm shall not be used.

Students have a responsibility to know and respect the behavioral expectations of the school.

Students shall receive annually at the opening of school a publication listing the behavioral expectations to which they are subject. Such publication will be made available in another language or presented orally upon request.

Reading: May 7, 2009
Adopted: May 21, 2009

Pittsfield School District

STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS – SAFE SCHOOL ZONE

Inappropriate student conduct that causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of others will not be tolerated. Students are expected to exhibit appropriate classroom behavior that allows teachers to communicate and educate effectively.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property (including Drake Field) or property within the jurisdiction of the school district; while on school operated or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the School District. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other student to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Suspension means an in-school suspension, an out-of-school suspension, a restriction from activities, or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten school days. A restriction from school activities means a student will attend school, classes, and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension and penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the Board to remove a student from the school environment which includes but is not limited to classes and activities for a period of time set by the Board.

Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.

The Superintendent may modify expulsion requirements as provided in RSA 193:13, IV.

Students receiving special education services will be disciplined in accordance with the student's IEP and all applicable provisions of the Individuals with Disabilities Education Act (IDEA).

At all times, students are required to conduct themselves in accordance with behavioral standards set forth in Policy JIC and all other applicable Board policies.

Students and parents will be notified annually of this policy.

Reading: May 7, 2009
Adopted: May 21, 2009

Pittsfield School District

MEMORANDUM OF UNDERSTANDING

For administering the Provisions of RSA 193-D, Safe School Zones

1. General Principles

The Pittsfield School Board and the Pittsfield Police Department agree to work in a cooperative effort to provide a safe and healthy environment for students, staffs, and visitors. In furtherance of that effort, this Memorandum of Understanding is intended to comply with the provisions of RSA 193-D, Safe School Zones. The Board and the Police Department further agree to respond effectively to incidents on school delinquency or criminal behavior in school, on school grounds, and at school sponsored events.

This Memorandum deals with the law enforcement response to any incident involving the possession, use, sale, or distribution of alcohol and other drugs in a school setting or during any school sponsored activity. This Memorandum also addresses the efforts by the school and police to respond to incidents of violence; weapons possession; or acts of theft, violence, or destruction, on school property and at school functions, under the provisions of and in concert with the implementation of the Safe Schools Act, RSA 193-D. This Memorandum applies to reportable behavior of adults as well as children.

The Pittsfield School Board and the Pittsfield Police Department agree to coordinate these efforts with the local prosecuting attorney's office and the New Hampshire Department of Education.

The School Board recognizes that in cases of an emergency situation or imminent danger to students, staff, or the community, the Police Department and the School District may act without regard to this Memorandum. Nothing contained in this Memorandum is intended to limit the events that may be reported to the Police Department or limit school employees when requesting police assistance on matters not referred to in this Memorandum.

In the event either the Pittsfield School Board or the Pittsfield Police Department desires to amend this Memorandum, the agency seeking changes will arrange for meeting with the other.

2. Definitions

The following terms, as defined in RSA 193:D-1 apply to this Memorandum:

- "Safe School Zone" means an area inclusive of any school property or school buses.
- "School" means any public or private elementary, secondary, or secondary vocational-technical school in New Hampshire. It shall not include home schools.
- "School Employee" means any school administrator, teacher, or other employee of any public or private school, school district, school department, or school administrative unit,

or any person providing or performing continuing contract services for any public or private school, school district, school department, or school administrative unit.

- “School Property” means all real property, physical plant, and equipment used for school purposes, including but not limited to school playgrounds and buses, whether public or private.
- “School Purposes” means school-sponsored programs, including but not limited to educational or extracurricular activities.

3. School / Police Liaisons

In order to facilitate prompt and clear communication of incidents, the School Board and Police Department will designate individuals to serve as primary contact liaisons. The Superintendent of Schools shall designate the Principal at each school as that school’s Reporting Official. He/she shall be responsible for handling all reportable incidents of: (1) drug/alcohol use, possession, sale, and/or distribution; (2) assault or violence; (3) possession of weapons; and/or (4) theft or destruction of property. The School District liaison will communicate information on such incidents to the Police Department.

The Chief of Police shall designate a police officer(s) who shall be responsible for handling all reportable incidents brought to the attention of the Police Department by the school’s Reporting Officials. In addition to communication between the Reporting Official and the Police Officer on specific incidents mentioned above, it is recommended that Official and Officer meet regularly to discuss the scope of these problems and to identify strategies aimed at reducing them.

4. Reportable Acts

A. School Reports to the Police Department

1. Mandatory: Notwithstanding the provisions of RSA 193-D, the Safe School Zone Act, the following incidents must be reported to the Police Department by the designated school employee:
 - a. Possession of alcohol by a minor or if it appears that a student is under the influence of alcohol or drugs on school property or at school functions;
 - b. Possession, selling, or distribution of any controlled substance (including drug paraphernalia) as defined in RSA 318-B by an individual on school property or at school functions;
 - c. Any incident in which any individual who is responsible for, suspected of, or determined to be selling or distributing drugs or alcohol on school property or at school functions;

- d. Unlawful possession, sale, or use of firearms or other dangerous or prohibited weapons, fireworks, or explosives, as defined in RSA's 208, 644, and 159, on school property or at school functions;
 - e. Arson under RSA 634:1: any person who knowingly starts any fire or causes any explosion which results in injury, damage to property of another, or is done with intentional disregard for the safety of others;
 - f. Burglary under RSA 635: any person who enters a building or separately secured section of a building with a purpose to commit a crime;
 - g. Robbery under RSA 636: including theft that is accomplished by physical force or the threat of imminent use of force;
 - h. Thefts of property where the values is more than \$50 or repeated occurrences of theft by one student (thefts by students who are in the third grade or lower are generally not reported to the Policy);
 - i. Homicides under RSA 630: any death shall immediately be reported to the Police Department regardless of suspected cause;
 - j. First or second degree assault under RSA 631: whereby an injury occurs to a person, requiring medical treatment beyond basic first aid or requiring outside medical follow up, caused by another person. Investigation may reveal that not all of these incidents constitute an actual crime. Reporting will allow an investigation to be conducted.
 - k. Sexual assault under RSA 632-A: any sexual contact with a person who is under thirteen years of age will be reported;
 - l. Criminal Mischief under RSA 634:2: purposely or recklessly damaging the property of another, resulting in a value of \$50 or more of damage. This includes vandalism to school property.
 - m. Threatening Behavior under RSA 631:4: which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.
2. Discretionary reporting events that are up to the discretion of the building Principal:
- a. Refusal or neglect to conform to reasonable rules of the school or to clear non-injurious directions given by a staff member;
 - b. Simple assault incidents (which don't meet the criteria as stated in j above), depending on the nature of the incident, as determined by the school administration;

- c. Theft under RSA 637: of property valued at under \$49;
- d. Criminal Mischief under RSA 634:2: purposely or recklessly damaging the property of another resulting in a value of \$49 or less of damage; this includes vandalism to school property.

B. Police Department Reports to the School

- 1. The following information shall be reported by the Police Department to the School Principal:
 - a. An arrest made by the Police Department of a student, when such information is relevant to the safety of that student or of others students in the school, where the law allows.
- 2. The following information ~~may~~ **shall** be shared with the School Administration by the Police Department, subject to applicable statutes and regulations governing confidentiality:
 - a. The arrest and filing of a delinquency complaint against any student under the age of seventeen years;
 - b. Other non-criminal activity that the Police Department deems pertinent to one or more students' well-being, including but not limited to threatening to attempt suicide or victimization of a student by a parent, caretaker, or other individual.

5. Procedures for Reporting

- A. It is agreed that every school employee who has witnessed or has information from the victim of an act of theft, destruction, or violence in a safe school zone shall report such act immediately to a supervisor. A supervisor receiving such report shall immediately forward such information to the school Principal. The Principal shall then contact the Police Department by telephone and report the incident. The Principal shall also provide the Police Department with a written report within forty-eight hours of the incident.
- B. The report required shall include:
 - 1. Identification of the act of theft, destruction, or violence that was alleged;
 - 2. The name and address of witnesses to the alleged act;
 - 3. The name and home address of any person suspected of committing the act.
- C. The written report required above shall be waived when there is a law enforcement response at the time of the incident which results in a written police report.

D. School response:

1. A teacher or other school employee who has reasonable grounds to believe that a student has committed a reportable act shall:
 - a. Confront the student with the nature of the offense;
 - b. Take the student to the Principal's office or other designated location;
 - c. Retrieve and turn over any physical evidence to the Principal or designated employee.
2. For Mandatory Reportable acts, the Principal shall:
 - a. Notify the Police and the student's parent/guardian, and inform them of the nature of the incident;
 - b. Turn over any physical evidence seized and a written fact summary to the Police Department;
 - c. Initiate disciplinary action in accordance with Board policies.
3. For Discretionary Reportable Acts, the Principal shall:
 - a. Determine if the Police and parent/guardian should be notified and, if so, make the calls as soon as reasonably possible; any incident reported to the Police shall also be reported to the student's parent/guardian;
 - b. Initiate disciplinary action in accordance with Board policies.

E. Police response:

1. The Police Officer will make contact with the school as soon as possible after receiving a report from the Principal to investigate the incident or take any other appropriate action;
2. During the investigation, the Police Officer may meet with the Principal, the student, the student's parent/guardian, and appropriate persons with knowledge of pertinent facts, if required;
3. If at the conclusion of the investigation, the student is found to have committed the alleged offense, the Police Officer may initiate a formal complaint process;
4. When the Police Officer is called to the school in response to offenses involving the sale and/or distribution of drugs or alcohol, violent behavior, or the possession of a

weapon, and where probable cause exists for arrest, the Officer shall take the appropriate action to initiate the formal complaint process.

6. To the extent possible, precautions will be taken by both Police and School Officials at all times to ensure that the educational process is not disrupted.

Chief of Police

Date

School Board Chair

Date

Superintendent of Schools

Date

Reading: May 7, 2009

Adopted:

PITTSFIELD COMMUNITY CURRICULUM REVIEW COMMITTEE PROPOSAL February 3, 2022

- I. Description. The Pittsfield Community Curriculum Review Committee will be a standing committee of the school district, conducting regular meetings and engaging in tasks that promote the academic goals and objectives of the Pittsfield School District.

II. Purpose

A. To function effectively in a role of curriculum review and advice within the Pittsfield School District by:

1. providing feedback regarding programs and curricular materials (which may include reviewing and recommending program and materials expansion, program and materials deletion)
2. assisting the school board, and the superintendent in identifying and addressing the priorities of the parents and community members in the areas of instruction and curriculum and long range planning in these areas.

B. To assume an advisory role in a variety of efforts directed toward the improvement of teaching and learning in the district by:

1. systematically reviewing current curriculum materials as well as undertaking special projects for review and recommendation that might be requested by the board, the superintendent, or a community group
2. communicating regularly with the board and the superintendent.
3. undertaking discussions of interest or concern to the educational effectiveness of the school district.

III. Membership

A. Membership. The Pittsfield Community Curriculum Review Committee will consist of no less than 6 and no more than 10 regular members. One of the two board members will serve as permanent chairperson for the committee. The regular members are:

1. Two board members who express interest in investing time in this committee for one year terms (permanent members, they can be chosen by Google Random Number Generator if more than 2 members are interested)
2. At least 3, but no more than 6 interested community representatives (community representatives can rotate every 6 months if necessary and they can be chosen, if there are a large number of interested individuals, both by using Google Random Number Generator). A notice to parents and community members will be posted publically for two weeks each March, after school board elections, for the formation of that year's committee by April 1st.

3. One school staff member (permanent or rotating at the direction of the superintendent) who can assist with obtaining materials and describing programs to the committee.

B. Organization and Structure

1. Regular Meetings. Regular meetings will occur once monthly during the school year. The committee will choose a current subject and grade level from the Pittsfield district website and gather physical materials and on-line websites and links for that subject. Each individual will read through and evaluate those materials (see sample material evaluation form) during the month for discussion at the next meeting. Additional meetings/meeting cancellations will be dictated by the needs or requirements of the tasks being completed.

2. Suggestions for review. The suggestion may be forthcoming from a school, a grade level, a community group, a principal, the board, or another source interested in education within the district.

3. Authority. It is the responsibility of the curriculum committee to provide feedback, make recommendations, or report out after gathering, organizing, analyzing and discussing data in a systematic fashion. The curriculum committee may recommend and support a particular decision but does not function in a decision making capacity. Their vital role is to provide sufficient information enabling good decisions and planning to occur.

4. Communication. It is the responsibility of the curriculum committee to communicate with the school board and the superintendent when issues or concerns are expressed during curriculum committee meetings.

5. Charter Review. The Pittsfield Community Curriculum Review Committee Charter document will be reviewed every 5 years by the Pittsfield Community Curriculum Review Committee.

Literary/Instructional Value:**Title:****Author:****Audience: In what course will this book be used?****In which grade level(s)?****Required or elective?**

Criteria	Comment
1. Contribution to the curriculum and interests of the students. (i.e. Why is this material good for students to read?)	<i>Describe how teachers and/or students have responded to the material.</i>
2. Favorable reviews found in a variety of selection sources.	<i>NoveList; CommonsenseMedia.org</i>
3. Tone: Does this contribution leave the reader with good role models (sometimes this is achieved through the development of an undesirable role model) and hope for the future?	<i>Describe the level of nihilism or hopelessness vs. the level of hope, redemption and meaningfulness in life found in the themes in this contribution.</i>
4. Reputation and significance of the author, artist, composer, producer, or publisher.	<i>Use biographical information on the author.</i>
5. Historical accuracy and authoritativeness.	<i>If the material describes real events, people or places, describe the author's</i>

	<p><i>authority and accuracy.</i></p> <p><i>If not use this boilerplate: This material does not make a claim to be accurate or authoritative about specific historical events.</i></p>
6. Age-appropriateness of the material, taking into consideration published national rating systems.	<p><i>Use School Library Journal and/or the American Library Association reviews based on students' age. NoveList; CommonsenseMedia.org</i></p>
7. Balance: Contribution of the material to the breadth of representative viewpoints on controversial issues. (i.e. How does this selection fit into the overall sequence of reading selections in the course?)	<p><i>List the other material (and short descriptions) used in the course and/or in the unit. This is particularly important if the course addresses controversial issues.</i></p> <p><i>If the material does not pertain to controversial issues, use this boilerplate: The course/unit does not take on a particular controversial issue to address. Therefore, it is the quality of the material that is decisive in its selection.</i></p>
8. Artistic, scientific, and/or literary quality.	<p><i>Describe awards for the material and/or author.</i></p>
9. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society and the value of American ideals without presenting one race as superior or inferior to another.	<p><i>Describe how this selection contributes to an appreciation of American culture for every individual and group.</i></p>

10. Timeliness and permanence. If material is only timely what is the ratio of timely to timely and permanent materials in the class?	<i>Describe if the majority of the material strives to be timely and permanent.</i>
11. Technical quality and durable format.	<i>Is this item best purchased in book, audio, on-line format or a combination?</i>
12. Cost-effectiveness.	<i>Describe the cost of the material compared to typical cost for similar material.</i>

If there is content in this material that merits further examination of age-appropriateness, please review it using the rubric on the following page.

AGE APPROPRIATENESS RUBRIC

*For each category, decide the level of **importance** that material has in the overall objectives of the book. Determine the levels of **graphicness**, the **scale** at which it occurs throughout the book, and the **frequency** it occurs throughout the book. Use these marks to draft findings on the next page. Based on the findings, use the Notification Guidelines below.*

Category	Importance to Materials' Objectives	Graphicness	Scale of Most Occurrences	Frequency- Total in Book
Violence/ Disturbing Images	Integral Connected Tangential Unrelated	Implied Mild Unambiguous Extreme	Sentence/Paragraph Pages Chapter Throughout	Once or Twice Three to Five Five to Ten More than Ten
Sex	Integral Connected Tangential Unrelated	Implied Mild Unambiguous Extreme	Sentence Paragraph Pages Chapter Throughout	Once or Twice Three to Five Five to Ten More than Ten
Drugs/ Alcohol	Integral	Implied	Sentence/Paragraph	Once or Twice

Use and Abuse	Connected Tangential Unrelated	Mild Unambiguous Extreme	Pages Chapter Throughout	Three to Five Five to Ten More than Ten
Profanity/ Crass Language	Integral Connected Tangential Unrelated	Milder - More Crass Words Stronger – More Profanity Harsher sexually derived words used as expletive Harsher sexually derived words used in sexual context	Fewer 10 20 30 40 50 More Fewer 10 20 30 40 50 More Fewer 10 20 30 40 50 More Fewer 10 20 30 40 50 More	

POSSIBLE NOTIFICATION GUIDELINES

Rating	Grade 9 and 10	Grade 11 and 12
No Specific Notification Needed	<ul style="list-style-type: none"> Implied/mild graphicness and infrequent use, or Unambiguous use once or twice that is integral to the material's objective. 	<ul style="list-style-type: none"> Unambiguous use that is infrequent, or Extreme use once or twice that is integral to the material's objective.
Needs Notification and Alternative	<ul style="list-style-type: none"> Ambiguous graphicness and infrequent use that is connected to the material's objective, or Extreme graphicness once or twice that is integral to the material's objective. 	<ul style="list-style-type: none"> Unambiguous graphicness that is integral to the material's objective, or Extreme graphicness that is infrequent and that is integral to the material's objective.
Needs Authorization from Parent	<ul style="list-style-type: none"> Extreme graphicness more than twice. 	<ul style="list-style-type: none"> Extreme graphicness more than twice.

Findings:

Violence/ Disturbing Images:

If the material contains violence and/or disturbing images, describe them specifically here. Include direct quotations from the text and page citations, if needed. For movies, include the time into the movie, Include frequency and scale if needed. Include a description of if, how, and to what degree the images support the objective of the material. End with a notification recommendation, based on the evidence and the notification guidelines.

If the material does not contain violence and/or disturbing images, use this boilerplate: The material contains no violence or disturbing images. No specific notification is needed.

Sex

Follow the same directions as for Violence/ Disturbing Images.

Drugs/ Alcohol Use and Abuse

Follow the same directions as for Violence/ Disturbing Images.

Profanity/ Crass Language

Follow the same directions as for Violence/ Disturbing Images.

Alternatives: *If the book was found to have shortcomings and needed notification and an alternative, explain why it was selected instead of the alternative.*

Pittsfield School District

USE OF RESTRAINTS AND SECLUSION

Definitions,

1. “Restraint” means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

“Restraint” shall not include:

- a. Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.
- b. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
- c. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.
- d. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
- e. The use of force by a person to defend himself/herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he/she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

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2. “Medication restraint” occurs when a child is given medication involuntarily for the purpose of immediate control of the child’s behavior.
3. “Mechanical restraint” occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his/her body.
4. “Physical restraint” occurs when a manual method is used to restrict a child’s freedom of movement or normal access to his/her body.
5. “Seclusion” means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The term shall not include voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

Procedures for Managing the Behavior of Students. The superintendent or his / her designee is authorized to establish procedures for managing the behavior of students. Such procedures shall be consistent with this policy and all applicable laws. The superintendent or his / her designee is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

Circumstances in Which Restraint May Be Used. Restraint will only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others. Restraint will only be used by trained school staff. Restraint will not be used as punishment for the behavior of a student.

Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm. No period of restraint of a student may exceed fifteen minutes without the approval of a supervisory employee designated by the director of student services to provide such approval. No period of restraint of a student may exceed thirty minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by a trained and authorized employee.

Circumstances in Which Seclusion May Be Used. The Board recognizes the statutorily imposed conditions of seclusions and hereby adopts those conditions as defined by RSA 126-&:5-b. Seclusion may only be used when a student’s behavior poses a substantial and imminent risk of physical harm to the student or others. Seclusion will only be used

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by trained school staff. Seclusion will not be used as a form of punishment for the behavior of a student.

Prohibition of Dangerous Restraint Techniques. The Board recognizes and hereby prohibits the use of “dangerous restraint techniques” as defined in RSA 126-U:4.

Reporting Requirements and Parental Notification. In the event restraint or seclusion is used on a student, the dean of operations will, no later than the end of the school day, verbally notify the student’s parent / guardian of the occurrence.

The dean of operations will, within five business days after the occurrence, submit a written notification / report to the superintendent. The notification shall contain all the requirements and information as mandated by RSA 126-U:7, 11. The superintendent may develop a reporting form or other documents necessary to satisfy these reporting requirements.

Unless prohibited by court order, the superintendent or his / her designee will, within two business days of the receipt of the notification required in the above paragraph, send by first class mail to the child’s parent / guardian the information contained in the notification / report. Each notification / report prepared under this section shall be retained by the school for review in accordance with the State Board of Education rules and the Department of Health and Human Services rules.

If a school employee has intentional physical contact with a student in response to a student’s aggressive misconduct or disruptive behavior, director of student services or the dean of operations will make reasonable efforts to inform the student’s parent / guardian as soon as possible, but no later than the end of the school day. The director of student services or dean of operations will also prepare a written report of the incident within two business days of the incident. The report will include information required under RSA 126-U:7, V.

Transportation. The district will not use mechanical restraints during the transportation of children unless case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the superintendent or his / her designee will ensure that all reasonable and appropriate measure consistent with public safety are made to transport or escort the student in a manner which prevents physical and psychological trauma, respects the privacy of the student, and represents the least restrictive means necessary for the safety of the student.

Whenever a student is transported using mechanical restraints, the superintendent of his / her designee will document in writing the reasons for the use of mechanical restraints.

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Reading: September 9, 2010
Adopted: September 22, 2010
Amended: November 20, 2014
Reviewed: December 20, 2018
Amended: November 7, 2019

Pittsfield School District

ADMINISTERING MEDICATION TO STUDENTS

Written Authorization

In order for prescription medications to be given at the school, the following shall occur:

1. The school nurse shall ensure that a written statement from the licensed prescriber containing the following be filed in the student's health record:
 - a. The student's name;
 - b. The name and signature of the licensed prescriber and contact numbers;
 - c. The name, route, and dosage of medication;
 - d. The frequency and time of medication administration or assistance;
 - e. The date of the order; and
 - f. A diagnosis, if not a violation of confidentiality;
2. The school nurse shall ensure that there is written authorization by the parent and/or guardian that contains:
 - a. The parent/guardian's printed name and signature;
 - b. A list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the parent/guardian or student that such medication be documented; and
 - c. Approval to have the school nurse administer the medication, the student to possess and self-administer, and/or the principal or his/her designee assist the student with taking the medication;
3. The school nurse shall ensure the authorization or other accessible documentation contains:
 - a. The parent/guardian's home and emergency phone number(s); and
 - b. Persons to be notified in case of a medication emergency in addition to the parent/guardian and licensed prescriber.

Delivery of Medication to School

1. A parent/guardian or parent/guardian designated, responsible adult shall deliver all medication to be administered by school personnel to the school nurse or other responsible person designated by the school nurse as follows;
2. The prescription medication shall be in pharmacy or manufacturer labeled container;
3. The school nurse or other responsible person receiving the prescription medication shall document the quantity of the prescription medication delivered;
4. The medication may be delivered by other adult(s), provided that the nurse is notified in advance by the parent or guardian of the delivery and the quantity of prescription medication being delivered to school is specified;
5. All medications shall be stored in their original pharmacy or manufacturer labeled containers and in such manner as to render them safe and prevent loss of efficacy. A single dose of medication may be transferred from this container to a newly labeled container for the purposes of field trips or school sponsored activities.

Recording Provisions

1. Each school will document the following information regarding medication taken by each students:
 - a. Date and time of administration;
 - b. Name of medication prescribed;
 - c. Name of licensed prescriber;
 - d. Signature or initials of adult present;
 - e. Other comments;
2. Each school shall keep a bound book with consecutively numbered pages, in which shall be recorded in ink, the medication taken by a student and will show: the date, time of administration, the kind and quantity of medicinal preparation, the name of the prescribing physician, and the signature or initials of adult present;
3. If student refuses to take or spills medication, or medication is lost, or has run out, shall be recorded;
4. Recording cannot be altered; if an error occurs, a line is to be drawn through the entry and correct data recorded in line below and signed;

5. Such a record shall be available to representatives from the State Division of Public Health and the State Department of Education;
6. Each record shall be kept in a designated place for a period of time consistent with New Hampshire Department of Education records retention schedule.

Student Health Records

Physicians' written orders and the written authorization of parents and guardians shall be filed with the student's cumulative health record and kept for a period of time as determined by the New Hampshire Department of Education records retention schedule. Health records concerning students who receive special education services shall be retained as long as the student is in a special education program and there is district liability for the education of the student.

An appropriate summary completed at least once every school year for each medication prescribed and taken shall become part of the student's health record.

State law forbids any child for any reason to take medication without written permission of the child's parent/guardian. Permission slips are available in the nurse's office.

Parent/Guardian Request for Giving Prescribed Medication at School

I request the nurse or staff member to assist my child, _____ (name), in taking his/her prescribed _____ (name of medication).

Prescription Number: _____

Pharmacy: _____

Prescribed by: _____

For the period from _____ (date) to _____ (date)

- ☐ No more than one month of prescribed medication may be stored in school.
- ☐ The medication will be delivered directly to the school nurse, principal, or designated staff member by the parent/guardian, if possible.
- ☐ The medication will be delivered in a container properly labeled with the student's name, the physician's name, the date of original prescription, name and strength of medication, and directions for taking by the student.

I agree, that by signing this request and *hold harmless* statement, that I shall not hold liable any member of the school staff who is directed by me to assist my child in taking said medication.

Signature: _____ (parent/guardian)

Printed Name: _____ (parent/guardian)

Date: _____

School: _____

Reading: September 3, 2009

Adopted: September 17, 2009

Pittsfield School District

ADMINISTRATION GOALS

Proper administration of the schools is vital to a successful educational program. The general purpose of the Administration is to coordinate and supervise, under the policies of the Pittsfield School Board, the creation and operation of an environment that promotes effective student learning. The Board will rely on the Superintendent to provide the professional administrative leadership necessary.

The Superintendent, each principal, and all other administrators will have the authority and responsibility necessary for his/her specific administrative assignment. Each administrator will be accountable for the effectiveness with which his/her administrative assignment is carried out. The Board will be responsible for specifying requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration are:

1. To manage the District's various departments, units, budgets, and programs effectively.
2. To provide professional advice and counsel to the Board and its advisory committees. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement and manage functions that assure the best and most effective learning programs, through achieving such goals as: (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary in order to establish and provide learning programs that better meet learner needs; (c) coordinating cooperative efforts to improve learning programs, facilities, equipment, and materials; (d) encouraging improvement ideas and decision-making among staff, students, parents, and others; and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

Reading: May 7, 2009

Adopted: May 21, 2009

DAF

Pittsfield School District

ADMINISTRATION OF FEDERAL GRANT FUNDS

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.

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 New Hampshire and federal laws or regulations including, without limitation, the UGG.

The Board directs the superintendent of schools 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 law and/or regulation and shall be based on best practices.

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The superintendent is directed to assure that all individuals responsible for the administration of the 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 that 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 grant award;

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- ii. The restraints or requirements imposed by such factors as sound business practices, arm's length bargaining, federal, state, local, 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 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.

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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

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 that 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 these 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.

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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 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 component of the District, the governing body of the District, compensation of the superintendent, 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 of 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 a 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 the NHDOE or the pass-through

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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 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 when 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 when the district makes a binding written commitment to obtain the services;
4. Public utility services – when the District received the services;
5. Travel – when 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 for which Congress appropriates the funds. However, given the unique nature of educational institutions, for many federal education grants, the period of performance is twenty-seven months. This maximum period includes a fifteen-month period of

initial availability, plus a twelve-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

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is substantially approved, unless an agreement exists with the 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 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 the 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 District financial manager 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).

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

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- 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 fund 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

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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 regulations, the terms and conditions of the federal grant, District policies, and District procedures.

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

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

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

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

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

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- 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, 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 geographic preferences in the evaluation of bids or proposals unless (a) an applicable federal statute expressly mandates or encourages a geographic preference; (b) 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

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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 or more responsible bidders are willing and able to compete effectively for the business; and

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- 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 provisions of state law and Policy DJE. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
 - ii. The invitation for bids will include product / contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
 - iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
 - iv. A firm, fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
 - v. The Board reserves the right to reject any and all bids for sound documented reason.
 - vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.1.
- 4. Competitive Proposals. Procurement by competitive proposal, normally conducted with more than one sources submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent possible.
- b. Proposals shall be solicited from an adequate number of sources.

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- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts will 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 from 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;

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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.

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

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

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

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

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

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

- H. Additional Requirements for Procurement Contracts Using Federal Funds.

1. For any contract using federal funds under which the contract amount exceeds the upper limit for simplified acquisition / small purchases (see [DAF-3.C.2](#)), the contract must address administrative, contractual, or legal remedies in instances

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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 hours of the opening of the bids in protest.

Within five 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.

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

DAF-4, Procurement – Additional Provisions Pertinent to the 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 federal 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

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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 New Hampshire Department of Education, including standard forms, procedures, and timelines for solicitation, selection, and approval of proposals and contracts.

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, who in turn, shall disclose in writing any such potential conflict of interest to New Hampshire Department of Education 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 New Hampshire Department of Education or other applicable pass-through entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The

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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 pilfer-able 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 “Pilfer-able 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. “Pilfer-able 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’s office 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 shall cause a physical inventory of all equipment and pilfer-able 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 (Policy DAF,) inventories shall be conducted consistent with District practice.
- D. Control, Maintenance and Disposition. The superintendent shall develop administrative procedures relative to property procured in whole or in part with federal funds to:

DAF

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.

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 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 the District, or, in the absence of District guidelines, 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 shall maintain sufficient records to justify that:

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

DAF

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

DAF-8, Accountability and Certifications

All fiscal transactions must be approved by the superintendent, who can attest that the expenditure is allowable and approved under the federal program. The superintendent 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 accrue, 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;

DAF

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 federal award, a federal award and non-federal award, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by New Hampshire Department of Education or other pass-through entity as appropriate to the extent that they are more restrictive than the federal requirements. The superintendent 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.

Adopted: May 2, 2019

Pittsfield School District

ADMISSION OF HOMELESS STUDENTS

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as (per NCLB definitions) lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Are abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Are migratory children living in conditions described in previous examples

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to the immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be

requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will make reasonable efforts to coordinate the transportation services necessary for the student.

The district's liaison for homeless students and their families shall coordinate with local social services agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and recommend to the district policies that may act as barriers to the enrollment of homeless students.

Legal Reference:

No Child Left behind Act, 2002

RSA 193:12, Legal Residence Required

1st Reading: June 5, 2008

2nd Reading: June 19, 2008

Adopted: June 19, 2008



**SCHOOL ADMINISTRATIVE
UNIT #51**

23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263
Phone: (603) 435-5526
Fax (603) 435-5331

TO: The Pittsfield School Board
FROM: Bryan Lane
DATE: 1/26/22
RE: Moving Elementary Students to the Middle High School

The Board had tasked the Superintendent to inquire as to the cost of doing a study to determine the viability of moving the elementary school students into the Middle-High School building. We received a proposal from Team Design Harriman with a quote of \$26,500.

The work would begin upon request and take approximately 60 days to complete.

A question was asked by a Board member as to the ability to use funds from within the current budget to pay for this effort. Looking at all the accounts, the District budgeted for a library/media specialist at PES. To date we have not filled this position. The budgeted amounts are as follows:

01-2220-51100-00	Media Salary	\$41,819
01-2220-52100-00	Media Health	\$22,051
01-2220-52200-00	Media Soc. Sec.	\$ 3,348
01-2220-52300-00	Media Retirement	\$ 9,169

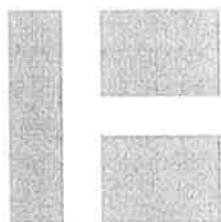
Total		\$76,389
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If we were able to hire a person for the second half of the year, that would be half the cost. \$38,193.50. This would cover the cost of the study.

We are not doing budget transfers. If we were to do this, I would have a purchase order generated from account:

00-320-53100-00 SAU Admin Services

This account would run in a deficit for the remainder of the school year.



HARRIMAN

January 6, 2022

Bryan Lane, Interim Superintendent of Schools
School Administrative Unit #51
23 Oneida Street, Unit 1
Pittsfield, NH 03263

Re: Pittsfield School District
Programming and Feasibility Study
Pittsfield Elementary and Middle/High School
Pittsfield, NH
No. 22108
Proposal

Dear Superintendent Lane:

Harriman is pleased to submit this proposal for evaluating the space needs of the Elementary School and Middle/High school and determining whether the elementary program can fit into the Middle/High School with the understanding that the High School students will tuition out of the district.

Scope of Work:

- Inventory educational programs and space needs for the elementary, middle and high school programs.
- Evaluate whether the Elementary school program can move to the Middle/High School building assuming the High School program will no longer be at the Middle / High School.
- Determine the site needs (drop off, play area, etc.) for the Elementary school program.
- Evaluate whether the Middle/ High School site can accommodate the Elementary school program needs.
- Determine code requirements pertaining to younger students and impact they have on moving elementary students to Middle/High School.

Scope of Services:

- Kick-off meeting to define goals and guiding principles of the study. For a fee of \$1400.
- Review existing floor plans and reports for the Elementary and Middle/High School provided by the district. For a fee of \$1,400.
- Interview principals and stakeholders (teachers, staff or others identified by leadership) to identifying existing programs and their location within the school as well as identify missing programs. For a fee of \$2,800.
- Create space allocation workbooks to inventory programs for Elementary, Middle and High School. For a fee of \$2,800.
- Create diagrammatic floor plans to illustrate existing programs and locations within each school. For a fee of \$8,400.
- Evaluate the site plan and identify if and where elementary site elements can be accommodated. For a fee of \$700.

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BOSTON

PORTLAND

PORTSMOUTH

SEASIDE

Pittsfield School District - Programming and Feasibility Study

January 6, 2022

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- Develop options for consolidating Elementary and Middle School programs in the Middle /High school building and on the site. Develop diagramitc floor plans and site plans that illustrate proposed options. For a fee of \$5,600.
- Present draft findings to the stakeholders and school board prior to finalizing report. For a fee of \$1,400.
- Create final report that includes executive summary, existing diagrammatic floor plans, existing diagrammatic site plans, space allocation workbooks, proposed diagrammatic floor plans, and proposed diagrammatic site plans. For a fee of \$1,750.

Schedule:

We can begin this work immediately after the notice to proceed, however, the length of time to complete the projects will vary depending on the availability of stakeholders, teachers and staff to discuss program needs.

Fee:

Design Services for the purpose of this proposal to include programming and feasibility study. Therefore, we propose the design services for the project as identified above for a lump sum fee of Twenty-Six Thousand Two Hundred and Fifty Dollars (\$26,250) including reimbursables.

The quoted fees are based on our current knowledge of the scope of design and engineering work required for this project. If the actual project becomes greater in scope than we currently understand, we reserve the right to negotiate a fair increase in fee. Deviations from the original work scope and the respective fee change must be described in writing and be accepted by the Owner prior to respective additional work commencing.

If this proposal and the attached Terms and Conditions are satisfactory and acceptable, please signify your acceptance by signing below and returning one original to my attention.

Thank you for the opportunity to submit this proposal. If you have any questions or need additional information, please contact me.

Sincerely,
Harriman



Lisa D. Sawin, AIA
Principal
lsawin@harriman.com

Accepted by:

Pittsfield School District

Date

pjm

Enclosures: Hourly Rates
 Terms and Conditions