

Oyster River Cooperative School District
REGULAR MEETING

April 20, 2022 **Oyster River High School Library** **7:00 PM**

o. CALL TO ORDER 7:00 PM

I. 6:30 – 7:00 PM MANIFEST REVIEW/APPROVAL AT EACH SCHOOL BOARD MEETING

II. APPROVAL OF AGENDA

III. PUBLIC COMMENTS (*Total allotted time for public comment is 30 minutes*)

IV. APPROVAL OF MINUTES

- Motion to approve 4/6/22 Regular Meeting Minutes.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

B. Board

VI. DISTRICT REPORTS

A. Assistant Superintendent/Curriculum & Instruction Report(s)

- Summer school, ESY and REACH Update

B Superintendent’s Report

- Capstone Update – Jon Bromley
- Strategic Plan Update:
 - o School Nutrition
 - o Transportation
 - o Facilities

C. Business Administrator

- General Assurance FY23. *Motion to authorize the Board Chair and Superintendent to sign the FY23 General Assurances.*
- ESSER Funds Update

D. Student Representative Report (Olivia Gass)

E. Finance Committee Report

Other:

VII. UNANIMOUS CONSENT AGENDA *{Requires unanimous approval. Individual items may be removed by any Board Member for separate discussion and vote}*

VIII. DISCUSSION & ACTION ITEMS

- 2022-23 Board Meeting Calendar – discussion
- Operating Plan Discussion for 2022-23:
 - o school hours
 - o start times
 - o transportation plans
 - o Fall 2022 Covid Precautions
 - o MS Master Plan
- List of Policies for first read: JICH – Student Drug and Alcohol Use, IHBI – Alternative Learning Plans, IMBC – Alternative Credit Options.

IX. SCHOOL BOARD COMMITTEE UPDATES

X. PUBLIC COMMENTS (*Total allotted time for public comment is 30 minutes*)

XI. CLOSING ACTIONS

A. Future meeting dates: May 4, 2022 Regular Board Meeting – ORHS Library
 May 18, 2022 Regular Board Meeting – ORHS Library
 June 1, 2022 Regular Board Meeting – ORHS Library
 June 15, 2022 Regular Board Meeting – ORHS Library

XII. NON-PUBLIC SESSION: RSA 91-A:3 II {If Needed}

NON-MEETING SESSION: RSA 91-A2 I {If Needed}

III. ADJOURNMENT:

The School Board reserves the right to take action on any item on the agenda.

**Respectfully submitted,
Superintendent**

Public wishing to attend our regular meetings need to arrive between 6:30 and 7:00 as everyone will need to participate in a health screening to enter the Library. The doors will be locked at 7 p.m.

**Oyster River Cooperative School District
SAU #5**

Welcome to the School Board meeting. If you wish to be heard by the Board, please note “Public Comment” at the beginning of the agenda (reverse side). During the comment section of the agenda each speaker may have up to three (3) minutes within the time frame allowed. Board Chair may limit time allotment as deemed necessary. Occasionally, the Board may “suspend its rules” to allow visitor participation at the time an issue of specific interest is being addressed. A speaker will not be recognized for a second time on a particular topic.

Visitors should not expect a Board response to their comments or questions under the above since the Board may not have discussed or taken a position on the matter. The Superintendent, without speaking for the Board, may offer clarification as appropriate.

Agendas and background information are available on the district website prior to meetings. Agendas and additional information are generally available at the entrance to the meeting room or distributed at the time the item is introduced for discussion.

The ORCSD School Board will meet in regular session on the first and third Wednesdays of the month with additional meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

Oyster River Cooperative School District Members:

- | | |
|---------------------------|----------------------------|
| • Michael Williams, Chair | Term on Board: 2020 - 2023 |
| • Denise Day, Vice-Chair | Term on Board: 2020 - 2023 |
| • Brian Cisneros | Term on Board: 2021 –2024 |
| • Daniel Klein | Term on Board: 2021 - 2024 |
| • Yusi Turell | Term on Board: 2021 - 2024 |
| • Matthew Bacon | Term on Board: 2022 - 2025 |
| • Heather Smith | Term on Board: 2022 - 2025 |

Information Regarding Nonpublic Session

On occasion, the Board agenda may include (or be adjusted to include) a Nonpublic Session. When a motion is made to do so, it will be done under the provisions of the NH State Law RSA 91-A:3 II, and one or more of the following reasons will be claimed for entering Nonpublic Session:

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request will be granted.
- b. The hiring of any person as a public employee.
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.
- d. Consideration of the acquisition, sale or lease of real property or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- e. Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency of any sub-division thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.

Oyster River Cooperative School Board

Regular Meeting Minutes

April 6, 2022

DRAFT

SCHOOL BOARD PRESENT: Michael Williams, Denise Day, Brian Cisneros, Heather Smith, Matt Bacon, Yusi Turell, Dan Klein

STUDENT REPRESENTATIVE: Olivia Gass

ADMINISTRATORS PRESENT: Jim Morse, Suzanne Filippone, David Goldsmith, Jay Richard, Rebecca Noe, Catherine Plourde, Sue Caswell, Andy Lathrop

STAFF PRESENT:

GUEST PRESENT:

ABSENT:

I. CALLED TO ORDER at 7:00 PM by Michael Williams

II. APPROVAL OF AGENDA

Brian Cisneros moved to approve the agenda as written, 2nd by Yusi Turell. Motion passed 7-0 with the student representative voting in the affirmative.

III. PUBLIC COMMENTS

There were no public comments.

IV. APPROVAL OF MINUTES

Denise Day moved to approve the March 16, 2022 Regular Meeting Minutes, 2nd by Matt Bacon.

Denise Day submitted the following revisions:

On page 1 in the last sentence of William Hall's public comment it should say Bill instead of Tom.

On page 3 in Rebecca Noe's update the name of the guest performer should say Tona not Tonya.

Heather submitted the following revision:

On page 2 the heading should say "Razing the old middle school" not "Raising the old middle school".

Motion passed with correction 7-0 with the student representative voting in the affirmative.

V. ANNOUNCEMENTS, COMMENDATIONS AND COMMENTS

A. District

Principals Misty Lowe of Mast Way and David Goldsmith of Moharimet provided a collaborative update focusing on planning for the now, the end of the year with 4th grade recognition and transition, and the next year. So far, the 4th graders have had mini tours and lunch at the new middle school, and they will be planning more transition opportunities with Jay Richard. Brian Cisneros commented that the recent shelter in place at Mast Way was fluid and handled very well. He wondered how the kids felt during it. Misty said she greeted students off the busses the next day and that they had a lot of questions. She received positive responses from the parents on how everything was handled and thanked the PD and SAU for their fast involvement and support during it. Both schools are planning music concerts, although they will look different since the schools have different shapes and capacities for distancing and singing. More details on location and time will be provided.

Jay Richard of ORMS provided an update on demolition stating that 91% of the materials are being recycled. He reminded the audience that if they'd like a memento brick to call the front office. Jay thanked the staff for their tremendous job organizing Kindness Week which features guest speakers Rob Surette and Sam Brazen. The first

strings orchestra concert in the new Music Hall will take place next Tuesday night and the first field trip in two years recently took place at UNH's environmental presentation of *SPLASH*.

Rebecca Noe of ORHS shared about two recent events, including Tona Brown who gave an excellent and inclusive presentation with students who were engaged and asked great questions, and Katie Greer who provided insightful information to students and parents about social media in her Digital Citizenship presentation. Rebecca asked parents to let the school know of any future topics they'd be interested in. She announced that a spring pep rally is in the making, prom tickets are going on sale tomorrow, and staff are involved in transition planning for step-up day, college 101 and bootcamp for freshmen.

B. Board

Brian Cisneros congratulated Olivia Gass for becoming a scholar athlete. He said the deconstruction of the middle school is going well and it is fascinating to watch.

Denise Day felt the presentation by Tona Brown was fabulous and commended the high school JETI group for putting it together and for asking thoughtful and professional questions. She also enjoyed Katie Greer's Digital Citizenship presentation and encouraged parents to provide topics for future events.

Heather Smith recognized Sarah Curtin and Susan Leifer for a doing a good job running the live portion of Katie Greer's presentation and commented on how well the new middle school was built since kids can't hear the demolition from inside their classrooms.

VI. DISTRICT REPORTS

A. Assistant Superintendent/Curriculum & Instruction Report(s)

COVID METRIC/SASS

Catherine Plourde stated that the metrics have stopped being reported but the district will still update the website on local data. She said there has been a little uptick in positive cases citing 8 at the middle school and 5-6 at the high school.

Catherine said a lot of other illnesses are occurring right now and as a result the quarantine numbers look high since students need to provide a negative COVID test before returning to school. The SASS testing is still going on; however, more inconclusiveness is being reported due to a lab change of running tests through one cycle instead of two. Catherine said inconclusive tests are redone on our end and there are approximately 0-1 positive cases reported every few weeks. The district still has a good supply of home, rapid, and PCR tests.

Competency Based Learning

Suzanne Filippone presented Part 1 of Competency Based Learning. She explained that historically the focus for student receiving HS credit was on attendance and their number of seat hours in a chair. Over time, the focus shifted from completion hours to how kids do to showing mastery. A 2008-2009 law requiring HS competencies for each course was enacted and credit earnings became based on students mastering the competencies.

Suzanne explained that competencies are broad over-arching concepts that are skill based and encompass multiple learning standards. She said they describe what students need to know and be able to do to support mastery, which makes individualized and specialized instruction more available for extended learning opportunities and personalized education plans. Overall, they make learning more transparent and meaningful to students. She said students want to know what they are learning, why they are learning it, and how it is relevant to them.

Suzanne shared a diagram of the CBE learning cycle alongside a comparison model of the traditional instruction that often left struggling students behind. In the cycle-based instruction, as seen in our district, students who struggle are retaught and reassessed. The cycle starts with objectives and teacher instruction and moves to formative assessments such as quizzes and exit tickets as feedback to determine moving forward. Teachers can tailor their instruction based on this feedback to provide reteaching and extending learning. A final summative assessment, which may include tests, essays and projects, assesses the students' ability to demonstrate the

competencies. Students who continue to struggle can be retaught and reassessed during Flex period, a general learning lab, or a more specific math or writing lab.

Suzanne dispelled competency myths pointing out that they are not new and have been around since 2005, that they increase rigor and relevance using higher order thinking skills, they require application of information and skills, and they allow content to enhance the learning. Furthermore, she explained how competencies tie into the core beliefs at ORCSD. She stated that currently the district is improving upon their work in areas of language and consistency between the buildings. She will provide a presentation on assessment and grading at a future date.

Denise Day raised two concerns, one related to the grading stating some parents don't always know if it's good or not good when they see "progressing", and another concern related to whether relearning and retesting could factor into a student not taking a test seriously the first time since they can get another chance. Student representative Olivia Gass shared about her test anxiety stating she does better in classes that allow relearning and sometimes her anxiety might have caused a lower performance the first time around.

Brian Cisneros raised questions about the challenges and consistency among staff for making sure everyone is grading and following the teaching and relearning cycle. Dr. Morse stated that they continue to discuss consistency with staff, and they are not there yet.

Other questions from the Board were about how competencies look across the state, how teachers handle moving on to cover all the curriculum if there are relearning loops, and how our graduates do transferring to college where assessments are often final.

Suzanne said she hasn't heard of any issues with college performance and stated that a lot of high schools teach in a competency-based model. She acknowledged that our high school students are learning how to engage with faculty and advocate for themselves, which is an important skill for college. During COVID graduate follow-up lessened so Dr. Morse is going to start up the process of gathering feedback, which he feels will be helpful to the board, community, and staff.

Suzanne let the listening audience know that the competencies can be found at the district website under resources. She said they will be updating them this summer for language and consistency.

Yusi Turell felt it was a great first presentation and foundation for competencies and suggested allowing the school board to offer their questions ahead of time so the presentation can touch upon them. Dr. Morse agreed and asked the Board to send their specific questions about the grading and assessment component to Wendy.

B. Superintendent's Report

Fall Spirit Collaborative with Portsmouth High School

Andy Lathrop asked the School Board for approval to add a Fall Spirit Cooperative with Portsmouth High School, similar to the football cooperative. He explained the coed team will cheer at football games and compete at the NHIAA Championships under the leadership of certified coaches. The district will pay \$0, and participants will pay Portsmouth the \$300 fee as well as provide their own transportation. Andy anticipates around ten students having interest for next year and if a student has a financial need, it will not prevent them from participating.

Brian Cisneros made a motion for the Athletic Director to go into Portsmouth Cooperative for Spirit, 2nd by Matt Bacon. Motion passed 7-0 with the student representative voting in the affirmative.

Middle School Destruction

Dr. Morse reported that all safety protocols are in place for the deconstruction phase. He explained that all abatement work was done before demolition and assured everyone that any dust in the air does not contain hazardous materials. Also, he reported that the new ventilation system works well. Dr. Morse thanked Jim Rozycki for repurposing furniture and a generator to other schools, which has kept a tremendous amount of waste out of the landfill.

Dr. Morse announced that a ribbon cutting ceremony will take place on April 20th with guests including town dignitaries and any board members who can attend. The State Board of Education is holding their May 12th meeting in the Music Hall from 9-3pm. Also, the middle school grand opening is scheduled to take place on August 23rd and state & local dignitaries will be invited to attend.

Regarding Tona Brown's virtual event, Dr. Morse felt it was outstanding and is looking forward to her coming back next year in-person. He felt it was amazing how close a connection she made with students despite being virtual.

Middle School Fees

Dr. Morse provided the Board with the proposed middle school facility use fees to be put in place for the remainder of the school year.

Brian Cisneros made a motion to accept the middle school fees as presented, 2nd by Heather Smith.

It was discussed that groups within the school district will not be charged to use the space, including Durham Parks & Rec, Maximum Velocity, and the Durham Youth Association, except for lighting and custodial fees. Preference will be given to school and district groups, and outside groups can request the space if it is available. The school district has the right to deny an event if it does not align with the school mission, and this can be determined ahead of time through the purpose portion of the request form.

Motion passed 7-0 with the student representative voting in the affirmative.

UNH Community-Wide Communication Survey Results

Dr. Morse stated that a subcommittee has sorted 700-800 parent comments and categorized them by theme. He shared that Amy Sterndale has volunteered her professional time acting as a consultant to the group, and felt her time and expertise is an incredible gift. Next steps will be sharing the comments with the Administration Team, and the community comments will be available at the next school board meeting.

Denise Day thanked those in the community who took the survey and shared a comment asking the district to consider the residents without children when they revamp their communication.

C. Business Administrator

Sue Caswell provided a budget update stating they are trending in a good direction.

D. Student Representative Report

Olivia Gass shared that the Student Athletic Leadership Team and the Sustainability Club will be hosting a combined Earth Fest & Pep Rally on April 22nd to celebrate Earth Day and school spirit. She said advisories participated in the Digital Citizenship presentation and although many students felt they knew a lot of what was presented, they still had great discussions. A quarter 3 Coffee House will be held on April 21st to celebrate the release of MOR's third issue, and the Senate is currently holding a Class Coin War to raise funds for the Spring Social. Olivia said the seniors are enjoying the senior space that is now open and 380 prom tickets will be on sale tomorrow for juniors and seniors at a cost of \$50 per ticket.

E. Finance Committee Report

Finance Committee will meet on April 21st at 6:30pm.

F. Other:

VII. UNANIMOUS CONSENT AGENDA

Michael Williams reminded the Board that the Unanimous Consent Agenda consists of items that may not require discussion. He asked if any items needed to be discussed and there were no concerns from the Board.

Nominate Non-Tenure Contract Professional Staff Members as submitted by the Superintendent.
Propose Friday, June 17, 2022 as the last day of the 2021-22 School Year.
ORHS Maternity Leave of Absence from Beginning of Year to November 25, 2022.

Michael Williams made a motion to approve the Unanimous Consent Agenda as presented, 2nd by Denise Day. Motion passed 7-0 with the student representative voting in the affirmative.

VIII. DISCUSSION & ACTION ITEMS

School Board Chair Committee Assignment Recommendations

Michael Williams asked the Board to review the chair committee assignment recommendations for approval. He also asked for nominations to fill chair assignments for the DEIJ Coordinator Search Committee. Brian Cisneros, Yusi Turell, and Heather Smith volunteered for the committee. Brian Cisneros raised concerns on whether there was a perceived conflict of interest in the community regarding Yusi's professional work at UNH. Dr. Morse asserted there is no legal conflict, she's not in close contact to NH Listens, and the committee doesn't make the final decision, rather they narrow down candidates for him to decide. A few board members shared their support for Yusi stating she would be an asset to the committee since she has had long-term involvement with the DEIJ committee work.

Denise Day made a motion to approve the committee assignments as presented with addition to Brian Cisneros, Yusi Turell, and Heather Smith for DEIJ Coordinator Search Committee, 2nd by Dan Klein.

Yusi asked Matt Bacon if he'd serve on the World Language Committee since he's been a past Mandarin proponent, and Matt accepted the assignment.

Yusi Turell made a friendly amendment to add Matt Bacon to the World Language Committee with consent given by Denise Day and Dan Klein. Motion passed 7-0 with the student representative voting in the affirmative.

Review Required Annual "B" Policies

Michael Williams stated that the Annual B Policies about governance and public access to the Board are up for annual review to ensure familiarity by board members.

Brian Cisneros made a motion to accept the review of the policies, 2nd by Dan Klein. Motion passed 7-0 with the student representative voting in the affirmative.

At 8:55 pm Michael Williams called a 5-minute recess and Olivia Gass left for the night.

Meeting resumed at 9:02

Future School Board Meeting Topics

The Board held a discussion on an outline of future meeting dates and topics. Members commented on it being a good way to look at the year, that they appreciated the sequencing, and they liked that it's a living document that provides transparency of what's coming.

IX. SCHOOL BOARD COMMITTEE UPDATES - None provided

The Manifest Committee met and completed the following manifests.

Vendor Manifest #21 \$907,520.69
Vendor Manifest #22 \$1,121,034.27
Payroll Manifest #19 \$1,493,447.26
Payroll Manifest #20 \$1,005,334.44

X. PUBLIC COMMENTS - None provided

XI. CLOSING ACTIONS

A. Future Meeting Dates: April 20, 2022 Regular Board Meeting – ORHS Library
May 4, 2022 Regular Board Meeting – ORHS Library
May 18, 2022 Regular Board Meeting – ORHS Library

XII. NON-PUBLIC SESSION: RSA 91-A:3 II (c)

NON-MEETING SESSION: RSA 91-A2 I (a) {If Needed}

XIII. ADJOURNMENT:

Brian Cisneros moved to adjourn the meeting at 9:13 pm, 2nd by Heather Smith. Motion passed 7-0.

Respectfully Submitted,
Karyn Laird, Records Keeper

Capstone Program (Working) Definitions

A program that is **integrated** into the 9-12 curriculum, is **guided** by and evolves with a student's interest over their high school career, and **culminates** with an individualized project that provides students the opportunity to demonstrate and reflect on their growth as a members of the ORHS community.

A program that seeks to more fully **integrate** the ORHS vision of a graduate into a cohesive, school-wide, **student-centered** curriculum.

A school-wide, multi-year, interdisciplinary program that **empowers** students to bring their **creative and critical thinking skills** to bear upon a culminating experience focused on the **issues, passions or concepts** that are meaningful to the student.

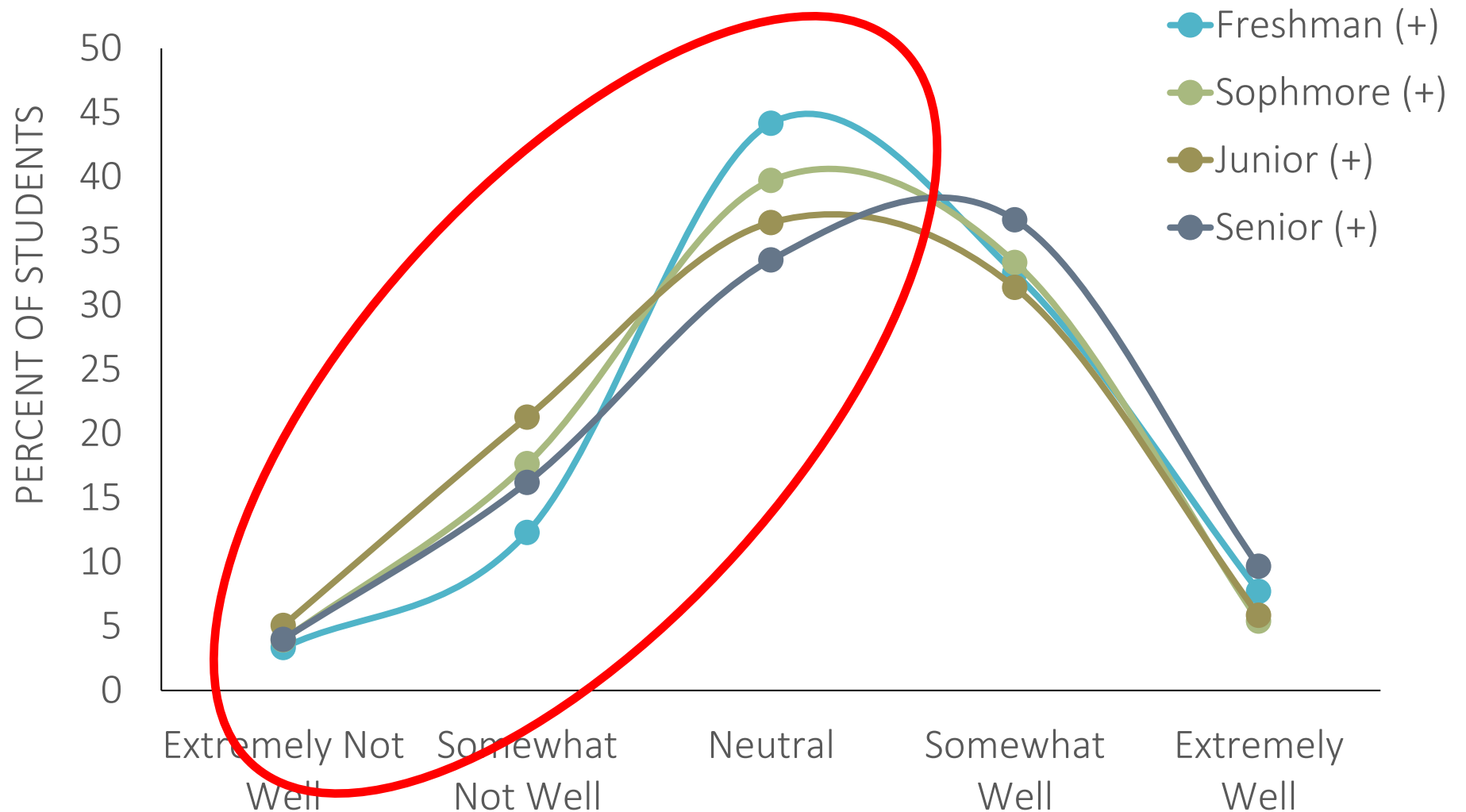
The Experiential Framework: A Coherent Theory of Experience

Capstone Program Model: A Theory of Experience for all ORHS Students

Freshman Year	Sophomore Year	Junior Year	Senior Year
Expose and Explore	Inspire and Inquire		Propose and Apply

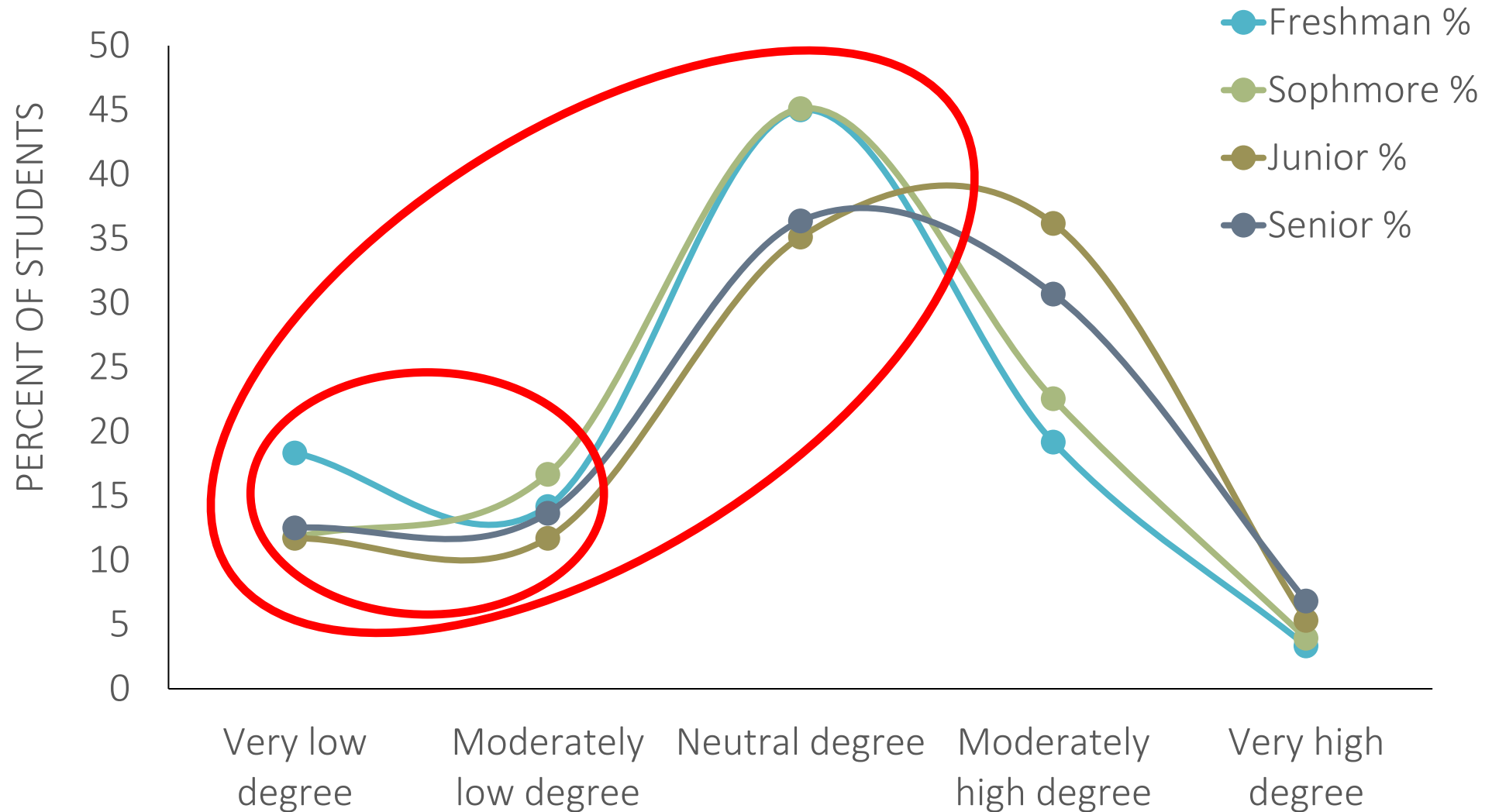
Takeaway #1: Push the “experience” curve to the right!

~60% of students state that they are at best neutral on how “positive” of an experience they have had at ORHS.



Takeaway #2b: Push the “interest” curve to the right!

~70% of students state that the ORHS experience has had a neutral to a very low influence on their understanding or pursuit of an area of interest.



This year...Updates and Developments

1. Helping to facilitate the development of a VoG Integration Plan for ORHS

Vision of a Graduate

As ORCSD students strive to develop and master transferable academic, social and emotional skills, our graduates will be capable and empowered individuals who demonstrate a critical awareness of self and an empathetic awareness of others.

Vision of a Graduate Competencies

Awareness of Self: ORCSD students will demonstrate resilience and adaptability as independent thinkers through being self-directed, self-regulated and self-advocates who understand themselves as learners.

Awareness of Others: ORCSD students will demonstrate ethical, empathetic and respectful thinking through being collaborative, responsible community members both locally and globally.

Transferable Skills and Knowledge: ORCSD students demonstrate a growth mindset and master transferable foundational skills and knowledge through critical thinking, effective communication, problem-solving skills and healthy risk taking.

- Regular meetings with Mrs. Noe
- Faculty-level conversations and dialogue around VoG language and implications
- Developed a VoG Committee
 - Identify areas of improvement
 - Make recommendations

2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

Descriptors of Effective Practice

The vision of the graduate:

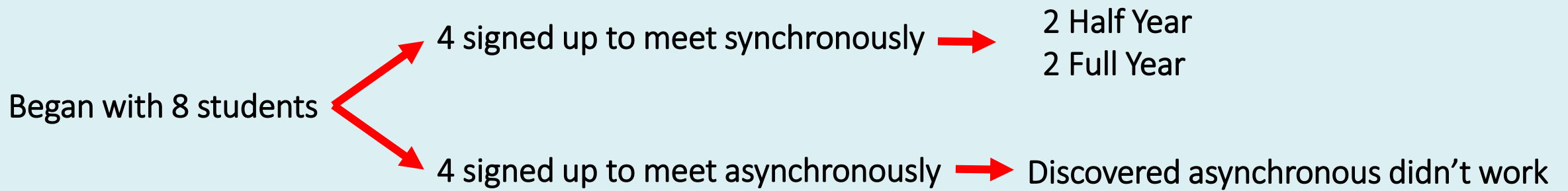
- includes transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement
- includes knowledge, understandings, and dispositions necessary for future success
- is embedded into curriculum, instruction, and assessment practices.

The school has:

- a formal process to assess and communicate individual learner progress toward achieving the school's vision of the graduate
- an annual report on whole-school progress toward learner achievement of the vision of the graduate.

This year...Updates and Developments

- Offered a 1 credit independent study: “Capstone Seminar”
- Goal: run a pilot version of a course that could serve as a model...
 - For a student’s “culminating experience”
 - That is directly **connected to VoG**
 - Awareness of Self, Awareness of Others
 - Transferable Skills and Knowledge and Skills
 - That is centered on a student’s **Interests, Passions, Skills (IPS)** from start to finish.
 - That challenges students to make a “**contribution**”.



Overview

The purpose of the **Senior Capstone Seminar (Capstone)** is to provide students with an opportunity to **apply their interests, passions, and other unique skills (IPS)** to an issue or problem of their choosing. In Capstone, students will spend time understanding and reflecting upon their IPS so that they can identify a context in which they can **“make a contribution*”**. Students in Capstone will be taught how to **use a design thinking framework** to meaningfully apply their IPS to a problem or issue that they have identified.

Special emphasis will be put on working with community partners and other stakeholders **who might benefit from** the Capstone project. At the conclusion of the Capstone, students will be expected to present a final, **culminating “deliverable”** that illustrates and/or reports on the **“contribution”** you made.

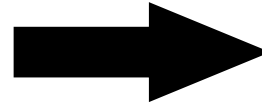


This year...Updates and Developments

Overview

The purpose of the **Senior Capstone Seminar (Capstone)** is to provide students with an opportunity to **apply their interests, passions, and other unique skills (IPS)** to an issue or problem of their choosing. In Capstone, students will spend time understanding and reflecting upon their IPS so that they can identify a context in which they can **“make a contribution*”**. Students in Capstone will be taught how to **use a design thinking framework** to meaningfully apply their IPS to a problem or issue that they have identified.

*Ben Horowitz, from a commencement speech.

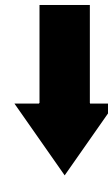


What is Design Thinking Seminar?

- Open to **Juniors and Seniors**
- **Focused on applying their interests, passions, or skills (IPS)** to address a problem.
 - “Don’t follow your passion, follow your contribution!”
- Design thinking is **about process, not product.**



Through the course of the year, what began as “Capstone Seminar” evolved into **“Design Thinking Seminar”**.



Steps were taken to put **“Design Thinking”** into the **Program of Studies**, to offer this course as an elective for students to choose.

Design Thinking Seminar is broken into two parts called Design Thinking I and Design Thinking II.

Design Thinking I and II are both **0.5 credit options**; if a student completes **Design Thinking I and II they would earn 1.0** elective credit.

	<u>Design Thinking I</u>	<u>Design Thinking II</u>
Timeframe	Offered Semester I only	Offered during Semester II only of a given school year.
Who can enroll	Open to juniors and seniors	Open to juniors and seniors who have completed Design Thinking I
Elective Credits	0.5	0.5

Next Steps...

I. VoG Integration Work

VoG Committee works to build momentum, establish goals and next steps

A long-term commitment, connected with NEASC

II. Building Capacity for Expanding DTS

1. Increase visibility, awareness of the class with students.
 - ORHS, Community, Community Changemaker Challenges (5/17).
2. Invite teachers to participate in a PLC focused DTS.
3. Leverage relationships w/ UNH Community Changemaker + Korda Institute for Teaching.

Strategic Plan April 20, 2022, Update

Operations - School Nutrition

Plans for upgrades to the equipment in the School Nutrition department were on hold for the 2020-21 school year. With the continued support from the government, it looks like we will have funds available at the end of this year to make some equipment upgrades. Some items from the middle school were utilized at other schools. Inventory of items in need of replacement is done and a capital plan is in place for replacement.

Staff training is ongoing. The transition to new staff has been a challenge. There are still openings in a few kitchens.

The new middle school kitchen layout has made it easier and more efficient for staff to serve students. There are still plans to look at ways to revise existing kitchens and serving lines to improve efficiency. This work will begin in the 2022-23 school year.

Operations - Transportation

The upgrade to the pay for drivers has been successful in attracting new drivers. Currently we have 28 positions and 26 are filled. Driver pay and benefits are competitive at this time.

The plan for making an electric bus part of our fleet is ongoing. There are several promising funding options opening from the state and federal government. We continue to seek out these options to find the best fit for bringing an electric vehicle to Oyster River.

The current School Bus Safety program has been introduced into the elementary schools to be reviewed by teachers with students. The program follows all state requirements. There is still a need to establish a formal program for students at all levels.

Operations - Facilities

The focus of facilities has been overseeing the construction of the new middle school. It successfully opened its doors on February 28, 2022. Reusable furniture and building components were removed and repurposed to other school districts and organizations in the state. Removal of the old middle school is nearly complete, and construction of the new athletic fields will be complete in August.

Construction of the new tennis courts will begin in mid-June and is scheduled to be complete by the second week of September. Summer work will include the replacement of 3 air handlers at Moharimet, replacing the retaining wall at Moharimet, and moving the middle school boilers to the high school.

2019 – 2024

Strategic Plan Summary Page

Operations- School Nutrition

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Kitchen Equipment	Prepare inventory of all kitchen equipment and create replacement plan.	Begin to replace most needed items. Review and refine list.	Budget to replace elementary equipment.	Budget to replace high school equipment.	Evaluate status of replacement plan and address area still in need.	By June 2024, all kitchens will have a capital plan for equipment replacement.
Staff Training	Staff training on how to safely prepare food for children with allergies.	Staff training on preparing local food and using fresh herbs.	Staff training on workplace safety, ergonomics	Staff training on sanitation and food safety.	Staff training on creatively using commodity foods.	By June 2024, the department will have a written training plan for all staff.
Kitchen Designs	Complete work to redesign MW serving line and HS service.	Complete construction on MW kitchen and cafeteria.	Open new MS kitchen and cafeteria; refine as needed	Review and evaluate MOH kitchen and cafeteria.	Refine any designs to ensure maximum efficiency.	By June 2024, all district schools will have efficient kitchen layouts and serving lines.

2019 – 2024 Operations
Transportation Strategic Plan Summary Page

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
Update Bus Fleet	Apply for alternative energy grants to replace buses and legacy grants for qualifying buses.	Investigate and pilot grant/partner opportunities for funding.	Plan for charging stations.	Construct charging stations.	Review choices and make adjustments as necessary.	By June 2024, the district will have hybrid or electric vehicles as part of the district fleet.
Student School Bus Safety Program	Investigate school bus safety program for students and present to administration	Develop and propose review of School Bus safety programs.	Implement school bus safety program for all elementary students.	Implement school bus safety program for middle school students.	Implement school bus safety program for high school students.	By June 2024, transportation will have an established bus safety program for all students(k-12).
Staff Recruitment and Pay	Develop plan to attract bus drivers.	Investigate driver pay/benefits in area to remain competitive.	Propose adjustments to maintain and increase drivers.	Review employee manual and meet with sub-committee to make adjustments.	Actively advertise and recruit.	By June 2024, transportation will have a competitive contract and be fully staffed.

2019 – 2024

Strategic Plan Summary Page

Operations- Facilities

Goal Area	2019 – 2020	2020-2021	2021-2022	2022-2023	2023-2024	5 Year Outcome
New Middle School	Provide public with documentation necessary for a vote on new middle school in March of 2020. Upon successful vote break ground in May 2020	Continue construction with an emphasis on Site Safety.	Construction complete by February 2022. Move into new facility. Remove useful items from current building before demo.	New building commissioned. Establish maintenance and custodial schedules.	Review and refine building systems.	By June 2024, the ORCSD will occupy and commission a new Middle School which is energy efficient and sustainable.
Enhance security measures across the district.	Build new Moharimet Entrance way / renovate existing.	Add cameras District wide. Add security at SAU / SB.	Explore window film and ground level security projects.	5-year review of safety protocols.	Explore upgrades to building access.	By June 2024, building security at all ORCSD schools will be improved.
Upgrade and improve heating and cooling at all schools.	Review current needs of all buildings related to establishing a standard for heating and cooling.	Replace failing A/C in the IT closets.	Replace and expand AC to all rooms at Moharimet.	Replace and expand AC to all rooms at MW. Investigate and propose AC options for HS.	Budget for HS AC.	By June 2024, all buildings will have a standard heating and cooling environment.
Expand parking and improve grounds	Establish operational standards for grounds and lot maintenance.	Construct HS tennis courts & increase parking at ORHS.	Establish 5 yr beautification projects.	Improve Moharimet parking lot and lighting.	Improve Mast Way parking lot and lighting.	By June 2024, upgrades will be made to district grounds, parking and lighting.



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Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
25 Hall Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

April 4, 2022

TO: Superintendents

FROM: Lindsey Labonville, Administrator
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2023

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

The submission of general assurances is required in part by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.

The NHDOE has consolidated the general assurances into one document which also now includes requirements and definitions in an effort to provide more guidance relative to implementation of the underlying assurances. NHDOE requests an annual submission for all of your Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHDOE Commissioner

of Education certify to the Secretary of Education the status of all LEAs. In New Hampshire both School Districts and School Administrative Units (SAUs) are considered LEA's. Individual program policy establishes which of these two entities may apply for federal funds. As such, both the Superintendent and the local School Board Chairperson are required to sign the certifications of the attached document.

I am requesting that you and the local School Board complete the certifications at the end of the enclosed general assurance document; initial each page in the spaces provided and return it in full to the attention of the Bureau of Federal Compliance. That office will notify the directors of all NHDOE programs approving federal funds to LEA's when they have received your assurances. The directors of the various federal programs are not to request additional copies from you, but to accept the Bureau of Federal Compliance list as the basis for determining compliance with these requirements as one item in their approval of proposals for funding. Other program specific assurances will still be requested from the LEA's by individual NHDOE programs.

Compliance with these general assurances will be subject to review by NHDOE staff during on-site federal compliance monitoring. Annual audits by CPA's in accordance with the Single Audit Act may also include compliance checks.

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return to the NHDOE Bureau of Federal Compliance office no later than **June 30, 2022**.

If you should have any questions regarding these general assurances, please contact Lindsey Labonville, Administrator of the Bureau of Federal Compliance at Lindsey.L.Labonville@doe.nh.gov or at 603-271-3837.

New Hampshire Department of Education

COPY

FY2023

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHDOE) must submit a signed copy of this document to the NHDOE Bureau of Federal Compliance prior to any formula grant application being deemed to be “substantially approvable” or any discretionary grant receiving “final approval”. Once a formula grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHDOE (34 CFR 708).

Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHDOE.

While there have been no significant changes notable in the last year, this FY2023 general assurances document contains a few minor differences from the FY2022 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

Following your review and acceptance of these General Assurances, Requirements and Definitions for Participation in Federal Programs please sign the certification statement on the appropriate page and then initial each of the remaining pages where indicated.

Please note that the practice of the School Board authorizing the Superintendent to sign on behalf of the School Board Chair is not acceptable to the NHDOE in this case and will be considered non-responsive.

Once the document is fully executed, you may either email or mail a copy of the entire document to:

New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov

Should you have any questions please contact Lindsey Labonville at 603-271-3837, or Jessica Lescarbeau at 603-271-3808.

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

Assurance is hereby given by the subrecipient that, to the extent applicable:

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHDOE, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions 'Federal Awarding Agency') with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;

- (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
 - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
 - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
 - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
 - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
 - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
 - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
 - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
 - 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program,

and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.

- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will submit such reports to the NHDOE and to U.S. governmental agencies as may reasonably be required to enable the NHDOE and U.S. governmental agencies to perform their duties. The subrecipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 22) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].

"By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."

- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational

research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.

- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification form to the NHDOE not later than December 31, 2022. The worksheet will be provided to each subrecipient by the NHDOE.
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 31) The recipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 37) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of

historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

- 38) As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award (2 CFR 200.322).

B. Explanation of Grants Management Requirements

The following section elaborate on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

1. Financial Management Systems

Financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Specifically, the financial management system must be able to:

- a) Identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and federal award identification must include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and name of the pass-through entity, if any.
- b) Provide accurate, current, and complete disclosure of the financial results of each federal award or program.
- c) Produce records that identify adequately the source and application of funds for federally funded activities.
- d) Maintain effective control over, and accountability for, all funds, property, and other assets. The subrecipient must adequately safeguard all assets and assure that they are used solely for authorized purposes.
- e) Generate comparisons of expenditures with budget amounts for each federal award.

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

Policy/Procedure Name	In Accordance With	Policy	Procedure
Drug-Free Workplace Policy	34 CFR 84.200 and the Drug-Free Workplace Act of 1988		N/A
Procurement Policy/Procedure	2 CFR 200.317-327		
Conflict of Interest/Standard of Conduct Policy	2 CFR 318(c)(1)		N/A
Inventory Management Policy/Procedure	2 CFR 200.313(d)		
District Travel Policy	2 CFR 200.475(b)		N/A

Policy/Procedure Name	In Accordance With	Policy	Procedure
Subrecipient Monitoring Policy/Procedure (if applicable)	2 CFR 200.332(d)		
Time and Effort Policy/Procedure	2 CFR 200.431		
Records Retention Policy/Procedure	2 CFR 200.334		
Prohibiting the Aiding and Abetting of Sexual Abuse Policy	ESEA 8546		N/A
Allowable Cost Determination Policy	2 CFR 200.302(b)(7)		N/A
Gun Free School Act	Gun Free School Act of 1994		N/A
Cash Management	2 CFR 200.302(b)(6) and 200.305		

3. Internal Controls

The subrecipient must:

- a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- b) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- d) Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- e) Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.334.

4. Allowable Costs

In accounting for and expending project/grant funds, the subrecipient may only charge expenditures to the project award if they are;

- a) in payment of obligations incurred during the approved project period;
- b) in conformance with the approved project;
- c) in compliance with all applicable statutes and regulatory provisions;
- d) costs that are allocable to a particular cost objective;
- e) spent only for reasonable and necessary costs of the program; and
- f) not used for general expenses required to carry out other responsibilities of the subrecipient.

5. Audits

This part is applicable for all non-federal entities as defined in 2 CFR 200, Subpart F.

- a) In the event that the subrecipient expends \$750,000 or more in federal awards in its fiscal year, the subrecipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200, Subpart F. In determining the federal awards expended in its fiscal year, the subrecipient shall consider all sources of federal awards, including federal resources received from the NHDOE. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR 200, Subpart F.
- b) In connection with the audit requirements, the subrecipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR 200.508.
- c) If the subrecipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, is not required. In the event that the subrecipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).
- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHDOE Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHDOE template provided by the BFC for audit findings related to NHDOE funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHDOE funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be submitted, by or on behalf of the recipient directly to the following:

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx)

Copies of other reports or management decision letter(s) shall be submitted by or on behalf of the subrecipient directly to:

- a) **New Hampshire Department of Education
Bureau of Federal Compliance**

Or via email to: federalcompliance@doe.nh.gov

- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

Any other reports, management decision letters, or other information required to be submitted to the NHDOE pursuant to this agreement shall be submitted in a timely manner.

Single Audit Certification

A fully executed and accurate Single-Audit Certification form shall be submitted to the NHDOE no later than **December 31, 2022**. A copy of the form will be provided to each subrecipient by the NHDOE.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR 180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment.

To assure that this requirement is met, there are four options for obtaining satisfaction that subrecipients and contractors are not suspended, debarred, or disqualified. They are:

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the subrecipient is unable to certify to any of the statements in this certification, they shall attach an explanation to this document.

8. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - o The dangers of drug abuse in the workplace.
 - o The recipient's policy of maintaining a drug-free workplace.
 - o Any available drug counseling, rehabilitation, and employee assistance programs.
 - o The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - o Abide by the terms of the statement.
 - o Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
 U.S. Department of Education
 400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
 Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - o Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - o Requiring such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.
- g) Making a good-faith effort to maintain a drug-free workplace through implementation of the requirements stated above.

**9. General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement)
Equity for Students, Teachers, and Other Program Beneficiaries**

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the NHDOE must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Subrecipients should be asked to state in the table of contents where this requirement is met.

NHDOE program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the subrecipient to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR 75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

10. Gun Possession (Local Education Agencies (LEAs) only)

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

The LEA assures that it shall comply with the provisions of RSA 193:13 III.

RSA 193:13, III. Any pupil who brings or possesses a firearm as defined in section 921 of Title 18 of the United States Code in a safe school zone as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the local school board for a period of not less than 12 months.

The LEA assures that it has adopted a policy, which allows the Superintendent or Chief Administrating officer to modify the expulsion requirement on a case by case basis. RSA 193:13, IV.

The LEA assures that it shall report to the NHDOE in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

- a) The name of the school concerned;
- b) The grade of the student disciplined;
- c) The type of firearm involved;
- d) Whether or not the expulsion was modified, and
- e) If the student was identified as Educationally Disabled.

The LEA assures that it has in effect a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
 - 1) Whether a firearm is legally licensed under RSA 159; or
 - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
 - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
 - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 193:13, III and therefore is subject to expulsion.

11. Lobbying

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR 82.105 and 82.110, the applicant certifies that:

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants,

and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

New Hampshire RSA 15:5 - Prohibited Activities.

- I. Except as provided in paragraph II, no recipient of a grant or appropriation of state funds may use the state funds to lobby or attempt to influence legislation, participate in political activity, or contribute funds to any entity engaged in these activities.
- II. Any recipient of a grant or appropriation of state funds that wishes to engage in any of the activities prohibited in paragraph I, or contribute funds to any entity engaged in these activities, shall segregate the state funds in such a manner that such funds are physically and financially separate from any non-state funds that may be used for any of these purposes. Mere bookkeeping separation of the state funds from other moneys shall not be sufficient.

12. Subrecipient Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHDOE staff, limited scope audits, and/or other procedures. By signing this document, the subrecipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the NHDOE. In the event the NHDOE determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHDOE staff to the subrecipient regarding such audit.

13. More Restrictive Conditions

Subrecipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions as determined by the NHDOE.

14. Obligations by Subrecipients

Obligations will be considered to have been incurred by subrecipients on the basis of documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used (see 34 CFR 76.707).

15. Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy the specific requirements of 2 CFR 200.430, and will be based on payrolls documented in accordance with generally accepted practices of the subrecipient and approved by a responsible official(s) of the subrecipient.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal

project and a non-federal project, 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 distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- a) Reflect an after-the-fact distribution of the actual activity of each employee
- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

16. Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, LEAs must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

17. Purchasing/Procurement

The non-Federal entity must have and use documented procurement procedures, consistent with the standards of this section and 2 CFR 200.317, 200.318, and 200.319 for any of the following methods of procurement used for the acquisition of property or services required under a Federal award or sub-award.

1. Informal procurement methods
 - a. Micro-purchases
 - b. Small purchases
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

18. Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.334, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.337 (a) and (c), which states:

- a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives [including but not limited to the NHDOE] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.
- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

19. The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

20. Transfer of Disciplinary Records

Title 20 USC 7197 requires that the State have a procedure to assure that a student’s disciplinary records, with respect to suspensions and expulsions, are transferred by the project recipient to any public or private elementary or secondary school where the student is required or chooses to enroll. In New Hampshire, that assurance is statutory and found at RSA 193-D:8.

The relevant portions of the federal and state law appear below.

- a) **Disciplinary Records** - In accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), not later than 2 years after the date of enactment of this part, each State receiving Federal funds under this Act shall provide an assurance to the Secretary that the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.
- b) **193-D:8 Transfer Records; Notice** – All elementary and secondary educational institutions, including academies, private schools, and public schools, shall upon request of the parent, pupil, or former pupil, furnish a complete school record for the pupil transferring into a new school system. Such record shall include, but not be limited to, records relating to any incidents involving suspension or expulsion, or delinquent or criminal acts, or any incident reports in which the pupil was charged with any act of theft, destruction, or violence in a safe school zone.

C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** -*Management decision* means the Federal awarding agency’s or pass-through entity’s written determination, provided to the auditee, of the adequacy of the auditee’s proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.
- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more

funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.

- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.

- 6) **Subrecipient** - *Subrecipient* mean an entity, usually but not limited to non-Federal entities, that receives a subaward from a pass-through entity to carry out part of a Federal award; but does not include an individual that is a beneficiary of such award. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

CERTIFICATION

Instructions: The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (See RSA 194-C:5, II) must consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board must sign this certification page (and initial the remaining pages) as described below and return it to the NHDOE. No payment for project/grant awards will be made by the NHDOE without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file. For further information, contact the NHDOE Bureau of Federal Compliance.

Superintendent or other Qualifying Administrator Certification:

We the undersigned acknowledge that [a] person is guilty of a violation of R.S.A. § 641:3 if [h]e or she makes a written or electronic false statement which he or she does not believe to be true, on or pursuant to a form bearing a notification authorized by law to the effect that false statements made therein are punishable; or (b) With a purpose to deceive a public servant in the performance of his or her official function, he or she: (1) Makes any written or electronic false statement which he or she does not believe to be true; or (2) Knowingly creates a false impression in a written application for any pecuniary or other benefit by omitting information necessary to prevent statements therein from being misleading; or (3) Submits or invites reliance on any writing which he or she knows to be lacking in authenticity; or (4) Submits or invites reliance on any sample, specimen, map, boundary mark, or other object which he or she knows to be false.

Accordingly, I, the undersigned official legally authorized to bind the named School District/SAU hereby apply for participation in federally funded education programs on behalf of the School District/SAU named below. I certify, to the best of my knowledge, that the below School District/SAU will adhere to and comply with these General Assurances, Requirements and Definitions for Participation in Federal Programs (pages 1 through 17 inclusive). I further certify, as is evidenced by the Minutes of the School Board Meeting held on April 20, 2022, that I have informed the members of the School Board of the federal funds the District/SAU will be receiving and of these General Assurances, Requirements and Definitions for the Participation in Federal Programs for the District's/SAU's participation in said programs.

SAU Number: 5 District or SAU Name: Oyster River Cooperative School District

Dr. James C. Morse, Sr.
Typed Name of Superintendent or other Qualifying Administrator Signature Date

School Board Certification:

I, the undersigned official representing the School Board, acknowledge that the Superintendent, or other Qualifying Administrator, as identified above, has consulted with all members of the School Board, in furtherance of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds the District will be receiving and of the General Assurances, Requirements and Definitions for Participation in Federal Programs in said programs.

Michael Williams

Typed Name of School Board
Chair (on behalf of the School Board)

Signature

Date

Please email or mail a copy of the entire document to:

**New Hampshire Department of Education
Bureau of Federal Compliance
25 Hall Street
Concord, NH 03301
federalcompliance@doe.nh.gov**

OYSTER RIVER PROPOSED AND EXPENDED COVID FUNDING

ESSER Grants

CARES ESSER Funds Expenses-Expend by 9/2022

\$39,496.13

Hotspot Service-20

\$400/month/10 months

\$3,470.13

3 Aruba Wireless Access Points

Omanda Technologies

\$3,116.00

Subscription to SmartMusic

MakeMusic

\$7,160.00

2Revolutions

\$17,750.00

Nearpod Software

\$8,000.00

Allocation Total

Total

\$39,496.13

Closed

ESSER II Funds- Expend by 9/2023

\$134,573.20

(Public Hearing 4-7-2021)

Additional Counseling Position-MS

2021-22

\$77,112.00

Hope & Resilience Training

\$35,290.00

MTSS Program

\$10,100.00

Adaptable Furniture for HS

Library

\$12,071.20

Total

\$134,573.20

ESSER III Funds - Expend by 9/2024

(Public Hearing 6-16-2021)

Proposed Expenses

Additional Counseling Position-MS

2022-23

\$81,217.11

20% for learning loss

\$60,505.64

\$219,127.57

Additional Reading Interventionist for HS

2021-22

45,522.00

Additional Tutors for MS

2021-22

87,871.00

Additional Tutor for HS

2022-23

45,433.00

MS Summer Math Boot Camp

3,161.42

Remedial Reading Services

37,140.15

Total

219,127.57

Adaptable Furniture for HS

Library

\$2,183.50

Total

\$302,528.18

SPSRF-Supplemental Public School Response Fund

\$200/student (Public Hearing 11-18-2020)

Technology

\$76,065.00

PPE/Signage/Plastic Shields/Air Purifiers

\$102,752.00

I Wave Air Purifiers

\$49,195.00

Tents

\$28,089.00

Elementary Furniture

\$178,610.00

Total

\$434,711.00

Closed

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
2022 - 2023 MASTER SCHEDULE OF SCHOOL BOARD MEETINGS**

School Board -

<u>DATE</u>	<u>LOCATION 7:00 pm</u>
July 6 Manifest Review Meeting (3:30 PM).....	SAU Office - Conference Room
July 20.....	Middle School Recital Hall
August 3.....	Middle School Recital Hall
August 17.....	Middle School Recital Hall
August 31 Manifest Review Meeting (3:30 PM).....	SAU Conference Room
September 7.....	Middle School Recital Hall
September 21.....	Middle School Recital Hall
October 5 (Joint Mtg. w/Barrington 7 – 7:45 PM).....	Middle School Recital Hall
October 19.....	Middle School Recital Hall
October 27 ~ ½ day Budget Workshop	Durham Council Chambers-TBD
November 2.....	Middle School Recital Hall
November 16	Middle School Recital Hall
November 30 – Manifest Review Meeting (3:30 PM)...	SAU Office – Conference Room
December 7.....	Middle School Recital Hall
December 21.....	Middle School Recital Hall
January 4.....	Middle School Recital Hall
January 10 ¹ Bond & Budget Hearing.....	Middle School Recital Hall
January 18.....	Middle School Recital Hall
February 1 – Regular Meeting	Middle School Recital Hall
February 7 ² Annual Meeting-Session I.....	Middle School Recital Hall
February __ ³ Candidates Night	High School Room C120?????
February 15	Middle School Recital Hall
March 1 - Regular Meeting	Middle School Recital Hall
March 7 - Annual Meeting - Session II.....	Town Voting Locations
March 15 - Regular Meeting	Middle School Recital Hall
March 29 – Manifest Review Meeting (3:30 PM)	SAU - Conference Room
April 5	Middle School Recital Hall
April 19.....	Middle School Recital Hall
May 3	Middle School Recital Hall
May 17	Middle School Recital Hall
May 31 – Manifest Review Meeting (3:30 PM)	SAU - Conference Room
June 7	Middle School Recital Hall
June 21	Middle School Recital Hall

¹ Bond hearing- snow date – January 11th

² Session I- snow date – February 8th *Subject to change

³ Candidates Night –Snow Date – February ????????

This calendar subject to change with Board action pending needs of the District

22-23 Board Misc.



Susan Caswell
Business Administrator

ORCSD
36 Coe Drive
Durham, NH 03824
Tel. (603) 868-5100
Fax (603) 868 6668
scaswell@orcscd.org

TO: Oyster River School Board
FROM: Sue Caswell, Business Administrator
DATE: April 20, 2022
RE: 2022-23 School Year Bus Routes

The administrative team met and reviewed the pros and cons of revising the start and end times for the 2022-23 school year. After consulting with the principals, teachers, and bus drivers the best option is to continue with separate runs for elementary and high school/middle school students.

This option will reduce wait times, reinstates the late buses at the middle school and high school, and reduces discipline problems.

The start and end times for school will be:

Elementary 9:00-3:25

High School/Middle School 8:15-3:00

Office of the Principal
Oyster River Middle School
1Coe Drive, Durham, NH 03824
868-2820

ORMS Memorandum

TO: Dr. Morse
FROM: Jay Richard
DATE: April 13, 2022
RE: 2022-23 MS Master Schedule

This past Fall, and with the transition to the new ORMS, our leadership team began discussing new student scheduling opportunities. In the past our daily schedule has been dictated, in a large part, by space.

During these discussions we engaged both the ORMS Student Task Force for feedback about their current schedule, and the eighth-grade faculty regarding the changes that had been made to their schedule this school year. Assistant Superintendent Filippone continually provided her perspective and scheduling background knowledge.

A priority of these discussions has been to create schedules that have a positive impact on students and staff and to support our MTSS, Bobcat and Advisory programs. This Winter, I have been meeting with ORHS Principal Noe and Assistant Superintendent Filippone to discuss collaborative scheduling with a goal of creating collaborative schedules that work very closely together. We continue to share faculty and students between buildings and expect that this will increase in the future. With the new implementation of a grade 5-8 world language program, there will be a future need of ORMS students taking world language classes at ORHS. World language often has a similar learning progression like math. We would also like to continue to share spaces. The new physical location of ORMS, which is significant, has increased a campus like environment with our PE and music departments.

This spring, ORMS staff will engage in discussions around the schedule and priorities for students and learning. We will also continue to discuss and draft potential schedules to increase collaboration and consistency with ORHS. Once school times are set for the upcoming year, we will finalize school schedules and present them to the School Board.

Policies for
 First/Second Read/Adoption/Deletion
SB Meeting of
April 20, 2022 - Discussion/Action Item

Title	Code
Policies for First Read	
Drug and Alcohol Use and Possession by Students	JICH
Alternative Learning Plans	IHBI
Alternative Credit Options	IMBC
Policies for Second Read/Adoption - Unanimous Consent	
Policies for Deletion/Replacement	
Policies in Process	
Distance Education	IMBA
Policy Development System/Policy Adoption/Policy Review and Evaluation	BGA/BGB/BGC
Transgender	JBAB
Discipline Polices to be reviewed	JICK, JIDD

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICH
Policy Committee Review: December 13, 2017 School Board First Read: December 20, 2017 School Board Second Read/Adoption: January 1, 2018 Policy Committee Review: February 10, 2022 & 4/14/22 School Board First Read: April 20, 2022	Page 1 of 2 Category: Priority

DRUG AND ALCOHOL USE AND POSSESSION BY STUDENTS

The Oyster River [Cooperative](#) School District is committed to maintaining schools that are free of tobacco, alcohol and drug use. In order to promote the highest possible standards of learning, as well as the physical, social and emotional well-being of students, this policy is designed to: aid students in abstaining from the unlawful use of prohibited substances provide for early intervention when use is detected; and provide disciplinary action when necessary. Compliance with this policy is mandatory.

Any school staff member who has reason to suspect that a student has violated this policy is expected to report the incident to the appropriate administrator immediately.

A. Prevention

~~The Oyster River Cooperative School District (“ORCSD”)~~ will provide students with information and activities focused on abstaining from prohibited substances. Such information and activities will address the legal, social and health consequences of these prohibited substances and will provide information about effective techniques for resisting peer pressure to use prohibited substances. ORCSD will work in partnership with students, parents/guardians, local law enforcement officials, and other organizations as appropriate to eliminate these risks for students.

B. Intervention

ORCSD has Licensed Drug and Alcohol Counselors to provide substance abuse assessments and referrals, assist students in addressing their harmful involvement with prohibited substances and in continuing their educational program. Information will be provided, as appropriate, about tobacco, alcohol and drug counseling and treatment programs available to students.

C. Rules and Sanctions

Students will not consume, smoke, possess, furnish, sell, receive, buy, manufacture, administer, dispense or be under the influence of prohibited substances before, during and after school hours; at school in any school building, on school property or within 1,000 feet of any school property; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function (such as a field trip or athletic event) where students are under the jurisdiction of ORCSD; or at any time or place if the conduct directly interferes with the operation, discipline or welfare of the schools.

The term “prohibited substance” shall include, but not be limited to:

1. Tobacco products mean cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, vaping products, e-cigarettes, liquid nicotine, products containing tobacco and tobacco in any other form;
2. Alcohol;
3. Controlled drugs or their analogs (as defined in RSA 318-B:1);
4. Controlled substances (as defined the federal Controlled Substances Act, 21 USC § 812);

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: JICH
Policy Committee Review: December 13, 2017 School Board First Read: December 20, 2017 School Board Second Read/Adoption: January 3, 2018 Policy Committee Review: February 10, 2022 & 4/14/22 School Board First Read: April 20, 2022	Page 2 of 2 Category: Priority

5. Prescription drugs not prescribed for the student and/or not in compliance with the Board's policy on student medications (see Policy JLCD);
6. Any substance which can affect or change a student's mental, physical or behavioral condition, including but not limited to volatile materials such as glue, paint or aerosols (when possessed for the purpose of inhalation);
7. Steroids or other performance-enhancing substances;
8. Paraphernalia – implements used for production, distribution or consumption of a prohibited substance inclusive of vaping implements;
9. Vaping products and substances; or
10. Any look-alike or counterfeit drug or substance that is described as or is purported to be a prohibited substance.

~~Any violation of the terms of this policy shall constitute sufficient grounds for student discipline, including suspension or expulsion from school, at the appropriate discretion of the administration and the Board.~~ Any violation of the terms of this policy shall constitute a violation of a safe and orderly environment and may be sufficient grounds for student discipline including suspension or expulsion from school, as appropriate and in compliance with Policy JICD. The School Resource Officer or other appropriate law enforcement authority shall also be notified of violations of this policy.

D. Additional Sanctions and Rules for Students Participating in Extra-Curricular and Co-Curricular Activities

Students participating in extra-curricular and co-curricular activities carry a responsibility to themselves, their fellow students, coaches/advisors, parents, and school to set the highest possible example of conduct, sportsmanship and training, which includes avoiding any involvement with prohibited substances.

Legal References: 21 USC § 812 (Controlled Substances Act); 21CFR Part 1300.11-15
20 USC § 7101 et seq. (Safe Drug-Free Schools and Communities Act)
42 USC § 290dd-2; 42 CFR 2.1 et seq.
RSA 126k:2, 126k:6, 126k:7,175:1; 318-B:1; 318-C;193:13; 193-B; 193-D;
571-C:2

Cross References:

JICH-R – Student Tobacco, Alcohol and Drug Use Administrative Procedure

JLCD – Administering Medication to Students

[JICD – Student Discipline](#)

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IHBI
Date of Adoption: May 19, 1976 Previously - IGBH Date of Review: March 1979 Date of Code Revision Adoption: June 16, 2010 Policy Committee: October 26, 2016 School Board First Read: November 2, 2016 School Board Second Read/Adoption: January 18, 2017 Reviewed by S. Filippone, R. Noe, S. Peschel to Policy 04/14/22 School Board First Read: April 20, 2022	Page 1 of 1 Category: Recommend

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to maximize the number of students who do complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The Oyster River Cooperative School District, ~~through an Alternative Learning Plan team comprised of with input from~~ teachers, administrators, and school counselors, ~~are and through the high school Director of Counseling who is~~ directed to identify students who may be at risk for dropping out of high school, ~~for will~~ developing alternative learning plans consistent with this policy, and ~~for will~~ assisting students who are participating in alternative learning plans.

Alternative learning plans may include, but are not limited to, extended learning opportunities, independent study, private instruction, performing groups, internships, community service, apprenticeships, online courses/distance education, or other opportunities approved by the Superintendent or his/her designee, in conjunction with Board policies.

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and District requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities taken for credit, the provisions of (Policies IMBC, Alternative Credit Options) and (Policy IHBH, Extended Learning Opportunities), will apply.

Cross Reference:

- IHBH, R, R1, R2 – Extended Learning Opportunities
- IKAA – Interdisciplinary Credit Toward Graduation
- IKF – Graduation
- ILBAA – High School Graduation Competencies
- IMBC,R – Alternative Credit Options
- IMBD – High School Credit for 7/8 Grade Advanced Coursework
- [IMBA – Distance Education](#)

Legal References:

- RSA 193:1, Duty of Parent; Compulsory Attendance by Student
- NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities
- NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities – High School

OYSTER RIVER COOPERATIVE SCHOOL BOARD	Policy Code: IMBC
School Board First Read: March 20, 2013 School Board Second Read/Adoption: September 18, 2013 Reviewed by S. Filippone, R. Noe, S. Peschel to Policy 04/14/22 School Board First Read: April 20, 2022	Page 1 of 1 Category: Priority

ALTERNATIVE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the Oyster River Cooperative School district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, ~~and will be granted only if the request fulfills the following:~~

~~The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.~~

- ~~• The plan includes clear expectations for performance.~~
- ~~• The plan includes clearly defined methods and expectations for assessment.~~
- ~~• Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.~~

The Board supports nontraditional educational options for all students. Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program or nationally or internationally recognized assessment tool.

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent ~~and approved by the Board~~, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Cross Reference:

[IHBH - Extended Learning Opportunities](#)

[IHBI - Alternative Learning Plans](#)

[IMBA - Distance Learning](#)

[IK - Graduation](#)

IMBD – High School Credit for 7/8 Grade Advanced Coursework

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(13), Alternative Means of Earning Credit