

ROCHESTER SCHOOL BOARD MEETING
ROCHESTER CITY HALL
CITY COUNCIL CHAMBERS
31 WAKEFIELD STREET
JULY 9, 2026
6:00 PM



ORDER OF OPERATIONS

A. Call to Order

B. Roll Call

C. Pledge of Allegiance

D. Reading of Records

- a. Approval of the minutes of the June 11, 2026 Full School Board Meeting and the June 16, 2026 Special School Board Meeting

E. Report of the Superintendent

F. Public Comment

While the Board both recognizes and respects the right to free speech enshrined in the First Amendment to our Constitution, the Board wishes to make all speakers aware that statements made at public comment, depending on their content, are not immune from potential civil or criminal liabilities.

Standing Committee Reports

a. Governance Committee

- i. Review of the June 18, 2026 Governance Committee meeting.
- ii. The Governance Committee recommends the Board accept the following policies for first reading:
 1. KAC - Volunteers in Schools
 2. BCA - School Board Member Ethics
 3. BDDC - Agenda Prep and Dissemination
 4. DAF - Administration of Federal Grants
 5. KB - Title 1 Family & Community Engagement
 6. JFABD - McKinney-Vento Allowable and Disallowable Supports
 7. JFARD-A - Education of Homeless Children and Youth
- iii. The Governance Committee recommends the Board accept the following policies for second reading and adoption:
 1. BDG - School Attorney
 2. KBC - News Media
 3. IK - Earning of High School Credit/Achievement of Competencies
 4. IKF - High School Graduation
 5. IHBI - Alternative Learning Plans / Alternative Programs
 6. IHBH - Extended Learning Opportunities (ELO)
 7. IMBA - Remote Learning

8. IMBD - High School Credit for 7th/8th Grade Coursework
 9. JLCF - Wellness
 10. JECC - Student Transfer Process
- iv. The Governance Committee recommends the Board rescind the following policies for second reading:
1. ILBAA - High School Competency Assessments
 2. IMBC - Alternative Credit Options
 3. IKFA - Early Graduation
 4. IKAA - Eighth Grade Algebra Grading
- b. Teaching, Learning & Student Supports Committee**
- i. Review of the June 18, 2026 TLSS Committee meeting.
 - ii. Review of the proposed grading transition
 - iii. The TLSS Committee recommends the Board approve the following job description:
 1. Board Certified Behavior Analyst (BCBA)
- c. Operations Committee**
- i. Review of the July 6, 2026 Operations Committee meeting.
No actionable items
- d. Finance Committee**
- i. Review of the July 6, 2026 Finance Committee meeting.
 - ii. The Finance Committee recommends the Board approve grant funded McKinney Vento Stipend.
 - iii. The Finance Committee recommends the Board approve the following resignations:

• Samantha Lancey	Grade 3 - MSMS (EOY)
• Bryar Tipton	Music - SHS
• Donna Aube	Foodservice - ERS
• Kimberly Swenson	Foodservice - CSS
• George Gauthier	Custodian - McC
• Jennie Lovasco	Special Education - RMS
• Krista Brown	Administrative Assistant - SHS
• Claire Turnbull	Grade 4 - MSMS
• Ariana Ragonese	Guidance - SHS
• Emma Shaw	Grade 2 - MSMS
• Kelleigh Killingsworth	SS - RMS
 - iv. The Finance Committee recommends the Board approve the following nominations:

• Mikhail Ozols	Grade 4 - Gonic
• Michayla Meehan	Grade 2 - CSS
• Bonnie Noury	Nurse - Itinerant
• Natalie Saccoccia	OT - ESY Only
• Andre Van Coesant	Math - SHS - 50%
• Kelsey Ryckman	BCBA
• Tracy Marr	RBT
• Vicky York	RBT

- Destinee Baptiste RBT
 - Melissa Marini RBT
 - Hannah Jacobs Heath Occ/ First Responders UA - RMS
 - Megan Moore Grade 8 English - RMS
 - Nicole Truax Dentistry - CTE/SHS
 - Kate de Geofroy Grade 5 Teacher - McClelland
 - Katalyna Bussiere Para - RMS
 - Shanon Remick Payroll
 - Huyen Blakely Grade 7 Math - RMS
 - Monica Baribeau Special Education - RMS
 - Heather Pelletier Grade 3 - ERS
 - Shane LaRochelle Grade 7 SS - RMS
- v. The Finance Committee recommends the Board approve the following stipends:
- Tim Mucher Basketball, Varsity (B) - Head Coach
 - Jon Billings Basketball, Varsity (B) Asst.
 - Kyle Dube Basketball, JV (B) - Head Coach
 - Aaric Adams Basketball, Freshman (B) - Head Coach
 - Phoebe Downer Basketball, Varsity (G) - Head Coach
 - Joe Smith Soccer, Varsity (B) Head Coach
 - Dan Bastien Soccer, Varsity (G) Head Coach
 - Eric Diamond Band RMS
- vi. The Finance Committee recommends the Board approve the following ESY nominations:
- Barbara Aubert Paraeducator Coordinator
 - Erin Southard Paraeducator

G. NH Legislative Bills

H. Additional Public Comment

I. Other

J. Non-Public Session

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

RSA 91-A:3, II(e) consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled.

K. Adjournment

DRAFT

**ROCHESTER SCHOOL BOARD MEETING
ROCHESTER CITY HALL
CITY COUNCIL CHAMBERS
31 WAKEFIELD STREET
JUNE 11, 2026
6:00 PM**



Members Present: Matt Pappas, Kelli Campbell, Lisa Carlberg, Anne Grassie, Samantha Smith, Nick Bellows, Katherine Anderson, Sue Horne, Shauni McGowan, Jerry Gregoire, Samantha Battis, Sam Oliver, Erik White

Members Absent:

Others Present: Jared Fulgoni, Sherri Nichols, Shannon Vitas

Call to Order

Matt Pappas called the meeting to order at 6:00 PM on roll call followed by the Pledge of Allegiance.

Reading of the Record

Kelli Campbell moved, second by Samantha Smith, to approve the amended minutes of the Full Board meeting on May 14, 2026. Motion carried unanimously.

Student Athlete Recognition

- Hayden McAlpine - SHS Unified Athlete
- Cole Shephard - SHS Unified Athlete

NH Excellence in Education Unsung Hero of the Year

- Deborah Weymouth - CTE Educator for Restaurant Careers

Rochester School District Retiree Recognition -2026

- Michael Bergeron - Elementary Band
- Andre Van Coesant - Mathematics
- Leovi Durand - Special Education
- Robert Fortier - Mathematics
- Paul George - Spaulding High School
- Melissa Hunt - Elementary Band
- Marianne Gustafson - Para Educator
- Christine Labrie - Benefits and Payroll Supervisor
- Curtis Lalonde - Social Studies
- Elaine Maliski - Para Educator
- Jill Saia - Interventionist

Administrator of the Year - New Hampshire Association of Educational Office Professionals

- Maegan Jerr - Administrator McClelland Elementary School

Educator of the Year - Chamber of Commerce

- Melissa Wheeler - Kindergarten Teacher Maple Street Magnet School

Employee of the Month

- Steve Poole - SAU Custodian

- Jill Stults - Salmon Falls Paraprofessional

Public Comment

Jillian Pierce, Rochester resident, spoke regarding technology use in the classroom.

Governance Committee

The following policies were presented for first reading:

- BDG School Attorney
- KBC News Media
- IK Earning of High School Credit/Achievement of Competencies
- IKF High School Graduation
- IHBI Alternative Learning Plans / Alternative Programs
- IHBH Extended Learning Opportunities (ELO)
- IMBA Remote Learning
- IMBD High School Credit for 7th/8th Grade Coursework
- JF Enrollment and Capacity
- JLCF Wellness
- JECC Student Transfer Process

Erik White moved, seconded by Jerry Gregoire, to suspend the second reading requirement for policy JF Enrollment and Capacity. Motion carried unanimously.

Erik White moved, seconded by Jerry Gregoire, to approve policy JF Enrollment and Capacity. Motion carried unanimously.

The following policies were presented to rescind for first reading:

- ILBAA High School Competency Assessments
- IMBC Alternative Credit Options
- IKFA Early Graduation
- IKAA Eighth Grade Algebra Grading

Teaching, Learning & Student Supports Committee

Kelli Campbell moved, seconded by Katherine Anderson, to approve the SHS football overnight camp. Motion carried unanimously.

Jerry Gregoire moved, seconded by Samantha Smith, to approve the following job descriptions:

- Curriculum Coordinator
- Payroll Coordinator

Motion carried unanimously.

Erik White moved, seconded by Jerry Gregoire, to approve the superintendent to sign the federal grant assurances. Motion carried unanimously.

Operations Committee

The Operations Committee reported that there were no actionable items requiring Board approval.

Finance Committee

Matt Pappas moved, seconded by Anne Grassie, to approve the following retirement:

- Mary Mojica – Art Teacher, RMS

Motion carried unanimously.

Matt Pappas moved, seconded by Kelli Campbell, to approve the following resignations:

- Dawn Ciccotelli Payroll Clerk
- Courtney Loveland English Teacher RMS
- Caitlin Hoyt Nurse
- Gail Dailey Part-Time Nurse
- Wendy Harrison Paraeducator SFS
- Leigh Messier Special Educator SFS
- Stacia Brochu Paraeducator SHS
- Adriana Komst Director of Finance

Motion carried unanimously.

Matt Pappas moved, seconded by Nick Bellows, to approve the following nominations:

- Molly Dunning Special Ed Secretary SHS
- Rowan Hawthorne English SHS
- Jeremy Mercier JR ROTC (January 1, 2027)
- Taylor Trudeau Elementary Band
- Jacqueline Tassinari Assistant Principal RMS
- Olivia Fieldsend Music Elementary Itinerant
- Lauren Farnham SLP Itinerant
- Julia Izzo SLP Itinerant
- Maureen Callaghan SLP Itinerant
- Julie Cote Graphic Design CTE

Motion carried unanimously.

Addendum

Matt Pappas moved, seconded by Kelli Campbell, to approve the following resignations:

- Lizbeth Torres Paraeducator SFS
- Jay Gallipo Social Studies RMS
- Chelsea Wood Grade 2 ERS

Motion carried unanimously.

Matt Pappas moved, seconded by Kelli Campbell, to approve the following nominations:

- Daniel Garber Payroll HR
- Kristina Currier Art Teacher RMS
- Emily Russell Math - SHS
- Jonathan Trudeau Elementary Band
- Rachael DeAngelis Grade 6 Science
- Kristen White Elementary Curriculum Coordinator

ABSTAIN: Erik White

Motion carried.

Matt Pappas moved, seconded by Nick Bellows, to approve the following summer nominations:

- Arias, John CTE Summer Camp: Aviation Program
- Erwin, Kayleigh CTE Summer Camp: Banking and Financial Services
- Kenney, Sean CTE Summer Camp: Technology and Networking

- Suoth, David CTE Summer Camp: Photography and Videography
- Mallory Goudin Title I Summer School
- Keerstin Harrington Title I Summer School
- Vilija Pauliukonis Title I Summer School
- Alyssa Higbie Title I Summer School
- Tonya Young Title I Summer School
- Christina Desjardins Title I Summer School
- Leigh Messier Title I Summer School
- Hannah DeCost Title I Summer School
- Angela Graves Title I Summer School
- Allison Zenthoefer Title I Summer School
- Valerie Barlow Title I Summer School
- Jennie Lovasco Title I Summer School
- Emma McGowan Title I Summer School
- Melissa-Lynn Wheeler Title I Summer School
- Tiffany Adam Title I Summer School
- Raenya Morann Title I Summer School
- Lindsey Bouffard Title I Summer School
- Sue DeLuc Title I Summer School
- Sarah Wormstead Title I Summer School
- Patricia Croteau Title I Summer School
- Jennifer DeCost Title I Summer School
- Tracy Craig Title I Summer School
- Ashley Friedel Title I Summer School
- Kelly Locke Title I Summer School
- Ellen Letourneau Title I Summer School
- Kendra Threeton Title I Summer School
- Julia Marchand Title I Summer School
- Deanna Hanley Title I Summer School
- Marymalane Mayo Title I Summer School
- Holly Bogardus Title I Summer School
- Amanda York Title I Summer School
- Carole Schrier Title I Summer School
- Nancy Leclair Title I Summer School
- Lori Kimball Title I Summer School
- Brittany Carville Title I Summer School
- Kim Corey Title I Summer School
- David McLaughlin Title I Summer School
- Melissa Brown Title I Summer School
- Ryan Bernier Title I Summer School
- Wendy Campbell Title I Summer School
- Talyn McGarrity RMS Advance Teacher
- Bob Moore RMS Advance Teacher
- Emma Knowles RMS Advance Teacher
- Ally Smith RMS Advance Teacher
- Robin Kippers RMS Advance Teacher
- Alison W RMS Advance Teacher
- Lilly Laganiere RMS Advance Teacher

- Sandra Purcell RMS Advance Teacher
- Heather Leas RMS Advance Teacher
- Al Spader RMS Advance Coordinator
- Tracy Smith RMS Advance Teacher
- Mandy Flemming RMS Advance Para
- Erin Saucier SHS Summer School Coordinator
- Taylor Ramsay SHS Summer School Digital Learning Coordinator
- Kim Towne SHS Summer School Teacher
- Kayla Blais SHS Summer School Teacher
- Eugene Constandaki SHS Summer School Teacher
- Sue Westfall SHS Summer School Teacher
- Stacy Horne SHS Summer School Teacher
- Kim Orr BCA Summer School Teacher
- Kristianne Lemieux BCA Summer School Teacher
- Dawn Connelly BCA Summer School Teacher
- Erin Ferland SPED ESY Teacher Spaulding High School
- Zachary Hobbs SPED ESY Teacher Spaulding High School
- Robert Desjardin SPED ESY Teacher Spaulding High School
- Amanda York SPED ESY Teacher Spaulding High School
- Avelina Jarek SPED ESY Teacher East Rochester School
- Brianna Boucher SPED ESY Teacher East Rochester School
- Kim Barham SPED ESY Teacher East Rochester School
- Dan Saucier SPED ESY Teacher East Rochester School
- Karissa Ryan SPED ESY Teacher East Rochester School
- Cassandra Tallant SPED ESY Teacher East Rochester School
- Courtney Clairwood SPED ESY Teacher Spaulding High School
- Emily Buinicky SPED ESY Paraeducator East Rochester School
- Kelsey Potvin SPED ESY Paraeducator East Rochester School
- Katie Tompson SPED ESY Paraeducator East Rochester School
- Ashley Fenton SPED ESY Paraeducator East Rochester School
- Victoria Jenkins SPED ESY Paraeducator East Rochester School
- Margaret Cormier SPED ESY Paraeducator East Rochester School
- Brigitte Garber SPED ESY Paraeducator East Rochester School
- Carson Holmes SPED ESY Paraeducator East Rochester School
- Desiree Hernandez SPED ESY Paraeducator East Rochester School
- Susan Leduc SPED ESY Paraeducator East Rochester School
- Joanne Rhind SPED ESY Paraeducator East Rochester School
- Hunter Peters SPED ESY Paraeducator Spaulding High School
- Sandra Frechette SPED ESY Paraeducator Spaulding High School
- Elizabeth Solano SPED ESY Paraeducator Spaulding High School
- Amanda Goodrich SPED ESY Paraeducator Spaulding High School
- Kathleen Stone SPED ESY Paraeducator Spaulding High School
- Renee Root SPED ESY Paraeducator Spaulding High School
- Judy Turgeon SPED ESY Paraeducator Spaulding High School
- Theresa Attieh SPED ESY Paraeducator Spaulding High School
- Shannon Baxter SPED ESY Paraeducator Spaulding High School
- Colin Spedding SPED ESY Paraeducator Spaulding High School
- Cadie Proctor SPED ESY Physical Therapist District

- Emily Osborn SPED ESY Speech Pathologist District
- Sora Stone SPED ESY Speech Pathologist District
- Maureen Callaghan SPED ESY Speech Pathologist District
- Jennifer Crone Special Education Teacher District
- Keerstin Harrington Special Education Teacher District
- Kim Barham Special Education Teacher District
- Vilija Pauliukonis Special Education Teacher District
- Holly Bogardus Special Education Teacher District
- Kate Kelley Special Education Teacher District
- Amanda York Special Education Teacher District
- Zachary Hobbs Special Education Teacher District
- Macella Francoeur Special Education Teacher District
- Maureen Callaghan Speech Pathologist District
- Molly Lineham Speech Pathologist District
- Emily Osborn Speech Pathologist District
- Christie Leclair Occupational Therapist District
- Cadence Proctor Physical Therapist District

Motion carried unanimously.

Matt Pappas moved, seconded by Katherine Anderson, to approve the following stipends:

- Jordan Gosselin Baseball Varsity (B) Asst.
- Paul Stewart Baseball, JV (B) Head Coach
- Jonathan Dube Baseball Freshman (B) Head Coach
- Brian Hebert Lacrosse Varsity (B) Asst.
- Abigail Brennan Softball, JV (G) Asst.

Motion carried unanimously.

Matt Pappas moved, seconded by Anne Grassie, to approve the donation from the Rochester Opera House in the amount of \$211 for each district school. Motion carried unanimously.

Matt Pappas moved, seconded by Anne Grassie, to approve a \$0.10 student lunch increase.

Nay: Nick Bellows, Lisa Carlberg

Motion carried.

Public Comment

Ryan Manning, Rochester resident and CHM teacher, suggested restoring the ropes course behind Chamberlain Street School.

Other

Two student representatives will be joining the school board in July.
Samantha Battis recommended having a special education sub committee.

Non-Public Session

Matt Pappas moved, second by Kelli Campbell to enter into non public session at 8:24 PM under the following RSA 91-A:3,II(a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the

employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.

Roll Call

YES: Matt Pappas, Kelli Campbell, Lisa Carlberg, Anne Grassie, Samantha Smith, Nick Bellows, Katherine Anderson, Sue Horne, Shauni McGowan, Jerry Gregoire, Samantha Battis, Sam Oliver, Erik White

NO: None

Motion carried unanimously

Public Session

Matt Pappas moved, second by Kelli Campbell, to return to the public session at 9:10 PM. Motion carried unanimously.

Kelli Campbell moved, seconded by Anne Grassie, to seal the minutes of the non-public session under RSA 91-A:3,II(a).

Nay: Lisa Carlberg, Katherine Anderson

Motion carried.

Jerry Gregoire moved, second by Katherine Anderson, to approve the superintendent's recommendations for non union salary increases.

Abstain: Matt Pappas

Nay: Lisa Carlberg

Motion carried.

Samantha Smith moved, seconded by Anne Grassie, to approve the 1-year contract for Diane Hoyt.

Nay: Lisa Carlberg

Motion carried.

Jerry Gregoire moved, seconded by Samantha Smith, to approve the AFSCME Contract. Motion carried unanimously.

Adjournment

Kelli Campbell moved, second by Katherine Anderson, to adjourn the full board meeting at 9:13 PM. Motion carried unanimously.

DRAFT

**ROCHESTER SCHOOL BOARD
SPECIAL SCHOOL BOARD MEETING
JAMES W. FOLEY COMMUNITY CENTER
150 WAKEFIELD STREET
SAU BOARDROOM
JUNE 16, 2026**



School Board Members Present: Matt Pappas, Anne Grassie, Shauni McGowan, Jerry Gregoire, Sam Oliver, Erik White, Sue Horne, Nick Bellows, Katherine Anderson, Samantha Battis, Kelli Campbell, Samantha Smith, Lisa Carlberg

School Board Members Absent: None

SAU Staff Present: Jared Fulgoni, Katy Keough, Shannon Vitas

Call to Order

Matt Pappas called the Special School Board meeting to order at 6:00 PM. Roll call was taken with a quorum present followed by the Pledge of Allegiance.

Finance Director

The Board interviewed a finance director candidate. Discussion focused on the candidate's experience in school finance, including budget development, financial oversight, position management, grant administration, and collaboration with municipal finance officials. The candidate emphasized transparency, proactive financial planning, effective communication, and building collaborative relationships with stakeholders.

Non Public Session

Matt Pappas moved, seconded by Katherine Anderson, to enter a non-public session at 6:47 PM under RSA 91-A:3, II(b) the hiring of any person as a public employee.

Roll Call Vote:

YES: Matt Pappas, Anne Grassie, Shauni McGowan, Jerry Gregoire, Sam Oliver, Erik White, Sue Horne, Nick Bellows, Katherine Anderson, Samantha Battis, Kelli Campbell, Samantha Smith, Lisa Carlberg

NO: None

Public Session Katherine Anderson moved, seconded by Kelli Campbell, to return to public session at 6:59 PM. Motion carried unanimously. **No action was taken upon returning to public session.*

Adjournment

Kelli Campbell moved, seconded by Jerry Gregoire, to adjourn the Special Full Board meeting at 7:00 PM. Motion carried unanimously.

DRAFT

**ROCHESTER SCHOOL BOARD
GOVERNANCE COMMITTEE MINUTES
ROCHESTER SCHOOL DISTRICT BOARDROOM
JAMES W. FOLEY COMMUNITY CENTER
150 WAKEFIELD STREET
JUNE 18, 2026**



Committee Members Present: Erik White, Samantha Smith, Shauni McGowan, Samuel Oliver, Jerry Gregoire, Lisa Carlberg, Kelli Campbell

Committee Members Absent: None

School Board & SAU Present: Jared Fulgoni, Sherri Nichols, Samantha Battis, Matt Pappas, Anne Grassie, Sue Horne, Shannon Vitas

Call to Order

Shauni McGowan called the meeting to order at 6:26 PM on roll call with a quorum present.

Reading of the Record

Erik White moved, seconded by Kelli Campbell, to approve the minutes from the May 21, 2026 Governance Committee meeting. Motion carried unanimously.

Public Comment

None

Governance Committee Policies

First Reading

Samuel Oliver moved, seconded by Erik White, to recommend approval of policy KAC - Volunteers in Schools to the full board as amended for first reading. Motion carried unanimously.

Samantha Smith moved, seconded by Kelli Campbell, to recommend approval of policy BCA - School Board Member Ethics to the full board as amended for first reading. Motion carried unanimously.

Kelli Campbell moved, seconded by Samuel Oliver to recommend approval of policy BDDC - Agenda Prep and Dissemination to the full board as amended for first reading. Motion carried unanimously.

Second Reading

School Attorney

Samantha Smith moved, seconded by Samuel Oliver, to recommend approval of policy BDG - School Attorney as amended and move to the full board for adoption. Motion carried unanimously.

News Media

Jerry Gregoire moved, seconded by Samantha Smith, to recommend approval of policy KBC - News Media as amended and move to the full board for adoption. Motion carried unanimously.

Administration Policies

First Reading

Kelli Campbell moved, seconded by Erik White, to recommend approval of the following four policies to the full board for first reading. Motion carried unanimously.

- DAF Administration of Federal Grants
- KB Title 1 Family & Community Engagement
- JFABD McKinney-Vento Allowable and Disallowable Supports
- JFARD-A Education of Homeless Children and Youth

Administration Policies

Second Reading

Samantha Smith moved, seconded by Samuel Oliver, to recommend approval of the following eight policies and move to the full board for second reading and adoption. Motion carried unanimously.

- IK Earning of High School Credit/Achievement of Competencies
- IKF High School Graduation
- IHBI Alternative Learning Plans / Alternative Programs
- IHBH Extended Learning Opportunities (ELO)
- IMBA Remote Learning
- IMBD High School Credit for 7th/8th Grade Coursework
- JLCF Wellness
- JECC Student Transfer Process

Proposed to Rescind

Second Reading

Kelli Campbell moved, seconded by Erik White, to recommend rescinding the following four policies and move to the full board for adoption. Motion carried unanimously.

- ILBAA High School Competency Assessments
- IMBC Alternative Credit Options
- IKFA Early Graduation
- IKAA Eighth Grade Algebra Grading

Additional Public Comment

None

Other

- Samantha Smith suggested a review of Spaulding High School graduation.
- The committee discussed the roles of the new high school student representatives to the school board.

Adjournment

Jerry Gregoire moved, seconded by Sam Oliver, to adjourn the Governance Committee meeting at 8:38 PM. Motion carried unanimously.

VOLUNTEERS IN SCHOOLS

The School Board policy on using volunteers in school is:

- To provide adequate training.
- To expect responsibility on the part of volunteers.
- To take steps in training and implementation of the volunteer program for reduction of liability for the school district and the volunteers.
- To maintain confidentiality regarding personal information about students among volunteers as well as regular school district staff.

All volunteers and chaperones must be fingerprinted

1. Building Administrative Assistants will compile and maintain a list of individuals interested in volunteering or chaperoning, including their names and phone numbers.
2. The Central Office Administration will ~~review this list daily and~~ coordinate fingerprinting appointments in a timely manner with the Human Resources Quality Assurance Specialist.
3. After completing the fingerprinting process, volunteers and chaperones will be notified of their clearance status by the Central Office. ~~instructed to contact the school directly to check their clearance status. Building Administrative Assistants at each school will provide updates regarding results.~~
4. Volunteers and chaperones must be fingerprinted. Volunteers and chaperones are considered eligible for a period of 3 years, assuming continuous involvement with the district, which is defined as at least one volunteer/chaperone opportunity in a 12 month period. If a volunteer or chaperone goes more than 12 months without involvement, they must be re-fingerprinted.

Please note that fingerprinting processing times may take up to 10 weeks or longer, as results are dependent on both the State of New Hampshire and the Federal Bureau of Investigation.

Legal Reference: RSA 186:59

Adopted: April 8, 1993

Amended: October 9, 2014

SCHOOL BOARD MEMBER ETHICS

In order to fulfill its duty under state law to provide education to pupils within the District, the Board adopts the following expectations for each of its members.

~~As a member of my local Board of Education, I will strive to improve public education, and to that end I will strive to adhere to the following expectations:~~

- Attend all regular scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- Respect the confidentiality of information that is privileged under applicable law or is received in confidence or non-public session;
- Understand that the Board, as governing body, does not manage the District, but rather sets the broad goals and standards for the District by way of policies adopted by a quorum of the Board at proper meetings under the Right-to-Know law;
- Recognize that individual Board members are without authority to act relative to School District business, and that I may not individually commit the Board to any action except as specifically designated to do so by Board action;
- Make decisions and take votes based upon the available facts, the full deliberation of the Board, and my independent judgment, and refuse to surrender or subordinate that judgement to any individual or special interest group;
- Recognize that as a general principle the District and its students benefit when Board decisions, which have been made following consideration of all sides and vote of a quorum, receive the subsequent support of the whole Board, whenever practicable.
- Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law or is received in confidence or non-public session;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent of Schools;
- Encourage the free expression of opinion by all Board members, and seek systematic communication channels between the Board and students, staff, and all members of the community;
- Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain;

BCA

- Communicate to the Superintendent and to the **rest of the board** Board (only as consistent with the Right-to-Know law) **public sentiment and reaction including but not limited to board programs, policies, and other board actions. ~~expressions of public reaction to Board programs, policies and other Board actions;~~**
- Refer individual parents or community member's concerns to an Administrator or the Superintendent;
- Present personal criticisms concerning District operations, staff, etc. to the Superintendent, not to District staff, the public, or unnecessarily at a Board meeting;
- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
- Support the employment of those people's best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Legal References:

189:1-a "Duty to Provide Education"; and RSA 189:1 "Days of School"

Adopted: April 8, 1993

Amended: June 12, 2008; April 17, 2017; November 12, 2020

BDDC

AGENDA PREPARATION AND DISSEMINATION

The Superintendent shall prepare all agendas for the meetings of the Board. In doing so, the Superintendent shall consult with the Board Chair and appropriate members of the executive staff.

~~Items to be placed in the agenda should be in the hands of the Superintendent on or before the seventh day preceding the meeting. Items not included in the agenda may be brought before the meeting provided it is agreed to by the Board.~~

Items of business may be suggested by any Board member, staff member, student, or citizen of the district. The inclusion of items suggested by staff members, students, or citizens shall be at the sole discretion of the Superintendent.

The Board shall follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present and voting. Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, shall be distributed to Board members, ~~sufficiently~~ 48 hours prior to the Board meetings, if at all possible, to permit them to give items of business careful consideration. The agenda shall also be made available to the press and others upon request.

The agenda will be posted at the City Hall, on the District website and the foyer of the Superintendent's Office, in accordance with RSA 91-A:2.

Adopted: April 8, 1993

Amended: June 12, 2008

Board Review/Approved: August 10, 2017

DAF

ADMINISTRATION OF FEDERAL GRANTS

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

DAF-1 ALLOWABILITY.....2

DAF-2 CASH MANAGEMENT AND FUND CONTROL..... 6

DAF-3 PROCUREMENT.....7

DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD..... 14

SERVICE PROGRAM..... 14

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES..... 16

DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS.....17

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS.....17

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS..... 18

DAF-9 TIME AND EFFORT REPORTING / OVERSIGHT.....18

DAF-10 GRANT BUDGET RECONCILIATION..... 19

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT..... 20

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

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

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

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

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

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

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

DAF-1 ALLOWABILITY

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

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

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

important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.

- b. When determining whether a cost is “necessary”, consideration may be given to whether:
 - i. the cost is needed for the proper and efficient performance of the grant program;
 - ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;
 - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.

- c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.

2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
5. Be determined in accordance with generally accepted accounting principles.
6. Be representative of actual cost, net of all applicable credits or offsets.

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

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

- b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.
- B. **Selected Items of Cost:** The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.
- C. **Cost Compliance:** The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect

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

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

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

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

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

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

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.

- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

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

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

- E. **Timely Obligation of Funds:** Obligations are orders placed for property and services, contracts and sub awards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

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

When the obligation is for:

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

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

availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

Pre-award costs are those incurred prior to the effective date of the Federal award or subaward directly pursuant to the negotiation and in anticipation of the Federal award where such costs are necessary for efficient and timely performance of the scope of work. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the initial Federal awarding agency or of the NHDOE or other pass-through entity. For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

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

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

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

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

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

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

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.

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

DAF-3 PROCUREMENT

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

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

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

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to

negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

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

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

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

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

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

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

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

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure

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

- B. **Solicitation Language:** The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the

material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

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

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

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

1. Micro-purchases

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

2. Small Purchases (Simplified Acquisition)

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

3. Sealed Bids

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

- a. In order for sealed bidding to be feasible, the following conditions shall be present:
- i. a complete, adequate, and realistic specification or purchase description is available;
 - ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

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

4. Competitive Proposals

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

If this method is used, the following requirements apply:

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

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

services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals

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

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

D. **Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms:**

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

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

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

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

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

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

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

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

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

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

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

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at

www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

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

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. **Clause for Remedies Arising from Breach:** For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. **Termination clause:** For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B)).
3. **Anti-pollution clause:** For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G)).
4. **Anti-lobbying clause:** For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (J).
5. **Negotiation of profit:** For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b)).
6. **"Domestic Preference" Requirement:** The District must provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States, to the greatest extent practicable. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District's behalf (e.g. subcontractor, food service management companies, etc.). It also generally applies to all purchases, even those below the micro-purchase threshold, unless otherwise stipulated by the Federal awarding agency. See also additional "Buy American" provisions in DAF-4.C regarding food service procurement.
7. **Huawei Ban:** The District may not use Federal funds to procure, obtain, or enter into or renew a contract to procure or obtain equipment, services, or systems which substantially use

telecommunications equipment or services produced by Huawei Technologies Company or ZTE Corporation, or any of their subsidiaries.

- I. **Bid Protest**: The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

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

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

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

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

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

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

- A. **Mandatory Contract Clauses**: The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:
1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
 2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or

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

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

C. **“Buy American” Requirement:**

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

Under the NSLA, “*domestic commodity or product*” is defined as an agricultural commodity or product that is produced or processed in the United States using “*substantial*” agricultural commodities that are produced in the United States. For purposes of the act, “*substantial*” means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

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

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent, who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

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

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

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

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

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements.

Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. **“Equipment” and “Pilferable Items” Defined:** For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, *regardless of cost*, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.

- B. **Records:** The Superintendent shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

- C. **Inventory:** No less than once every two years, the Superintendent shall cause a physical inventory of all equipment and pilferable items must be taken and the results reconciled with the property records at least once every two years. Except as otherwise provided in this policy, inventories shall be conducted consistent with District policy.

- D. **Control, Maintenance and Disposition:** The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:
 - 1. prevent loss, damage, or theft of the property; Any loss, damage, or theft must be investigated;
 - 2. to maintain the property and keep it in good condition; and
 - 3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

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

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

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

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

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

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

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

In addition, for any costs that are charged directly to the federal award, the Superintendent shall maintain sufficient records to justify that:

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

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

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

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

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

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

- A. **Compensation:** Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under

the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

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

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

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

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

DAF-10 **GRANT BUDGET RECONCILIATION**

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

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

- B. **Grant Closeout Requirements:** At the end of the period of performance or when the Federal awarding agency determines the District has completed all applicable administrative actions and all required work under the grant, the agency will close out the Federal award. If the award passed-through the State, the District will have 90 days from the end of the period of performance

to submit to the State all financial, performance, and other reports as required by the terms and conditions of the award.

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

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

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

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

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

A. Sub-award Contents and Communication.

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

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

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

B. Subrecipient Monitoring Procedures.

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

Subrecipient monitoring procedures include:

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

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

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

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

D. Audit Requirements.

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

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

E. Methodology for Resolving Findings.

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

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

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

Legal References:

42 USC 1751 – 66 National School Lunch Act

2 C.F.R. Part 180

2 C.F.R. Part 200

*200.0 - 200.99; 200.305; 200.313(d); 200.317-.326; 200.403-.406; 200.413(a)-(c); 200.430;
200.431;*

200.458; 200.474(b)

200 Appendix II

7 CFR Part 210

210.16; 210.19; 210.21; 215.14a; 220.16

Adopted: July 8, 2021

Amended: February 10, 2022

TITLE I FAMILY AND COMMUNITY ENGAGEMENT

The Board of School Committee endorses the family and community engagement goals of the Every Student Succeeds Act and encourages regular collaboration between family members, community members, and school leadership. The education of children is viewed as a cooperative effort among the parents, school and community, as well as other family members who are involved in supporting the child's development and education.

Pursuant to federal law, the Rochester School District will develop jointly with distribute to parents of children participating in the Title I program a written family and community engagement policy.

The goal of this policy is to:

1. Honor and recognize families' funds of knowledge,
2. Connect family engagement to student learning,
3. Create welcoming, inviting cultures, and
4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The Rochester School District will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services (Targeted Schools). These meetings will provide parents and family members opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or the School Board Committee. These meetings will be used to:

1. Involve parents in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvements goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective family and community engagement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong family and community engagement.
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.

5. Conduct, with the involvement of families, an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The Rochester School District will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Involve families in the activities of the schools served.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation, childcare costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of children identified to participate in Title I programs will receive from the school Principal and/or Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

NHSBA Note, September 2016: Changes to this Sample Policy are required pursuant to the recent passage of the Every Student Succeeds Act (ESSA). ESSA contains various changes to Title I requirements and certain aspects of community and parental involvement. The changes made throughout this policy are intended to address those requirements. The changes made throughout this policy relative to Title I parental involvement are recommended by the New Hampshire Department of Education in collaboration with NHSBA.

Legal References:

20 U.S.C. §6318, Title I - Parental Involvement

NHSBA Code KB

First Reading Coordination:

Second Reading and Approval:

McKinney-Vento Allowable and Disallowable Supports Policy

Transportation, Educational Hardship Supports, Supplies, and Cost Sharing

(Aligned with Federal EDGAR Requirements and New Hampshire DOE Guidance)

Purpose

This policy establishes allowable and disallowable expenditures under the McKinney-Vento Homeless Assistance Act program to ensure compliance with federal grant requirements under EDGAR and guidance from the New Hampshire Department of Education.

The purpose of McKinney-Vento funds is to remove barriers to enrollment, attendance, participation, and academic success for students experiencing homelessness.

Legal Authority

This policy is guided by:

- U.S. Department of Education EDGAR Uniform Grant Guidance
 - 2 CFR Part 200 – Uniform Administrative Requirements and Cost Principles
 - Transportation Costs under 2 CFR §200.474
 - Travel Costs under 2 CFR §200.475
 - New Hampshire Department of Education transportation reimbursement guidance and administrative rules
-

General Allowability Standards

All expenditures must be:

1. Necessary and reasonable;
 2. Directly connected to removing educational barriers;
 3. Allocable to the McKinney-Vento program;
 4. Properly documented;
 5. Consistent with district policy and federal cost principles.
-

Allowable Supports

1. Educational Hardship Supports

Allowable educational hardship supports may include:

- School supplies;
- Backpacks;
- Basic classroom materials;
- Hygiene products needed for school participation;
- Required uniforms;
- Academic fees;
- Graduation fees;
- Chromebook or technology access when tied to educational participation;
- Emergency educational materials;
- Tutoring and supplemental educational services;
- Fees necessary for participation in school programs.

These supports must directly assist students in maintaining school stability and educational access.

2. Transportation Reimbursement

Transportation may be supported when necessary for:

- School attendance;
- Maintaining school of origin;
- Participation in educational programming;
- Access to tutoring or approved educational activities.

Allowable reimbursement methods include:

Mileage Reimbursement

Districts may reimburse mileage at the approved federal or district reimbursement rate when:

- The transportation is necessary for educational access;
- Documentation is maintained;
- Mileage logs are submitted.

Public Transportation

Allowable costs include:

- Public bus passes;
- Regional transit passes;
- City bus tokens;
- School-approved shuttle services.

Preference should be given to the lowest reasonable transportation cost available.

Transportation costs are allowable under federal cost principles when properly documented.

Cost Sharing and Transportation Coordination

Whenever feasible, districts should implement cost-sharing measures to maximize grant resources.

Preferred Transportation Hierarchy

1. Existing school district transportation;
2. Public transportation routes;
3. Shared district transportation arrangements;
4. Parent/guardian mileage reimbursement;
5. Contracted transportation services only when no reasonable alternative exists.

Districts are encouraged to coordinate:

- Existing bus routes;
- Regional transit systems;
- Cooperative agreements with neighboring districts;

- Shared transportation planning.
-

Regular Bussing and Public Transportation Access

The district may support:

- Daily or weekly public bus passes;
- Student transit cards;
- Coordination with local transit authorities;
- Access to regularly scheduled school transportation.

The district should prioritize transportation systems that are:

- Sustainable;
- Cost-effective;
- Consistently available to students;
- Equitable across the student population.

Under New Hampshire transportation guidance, reimbursement structures recognize both regularly scheduled transportation and self-transportation arrangements.

Disallowable Costs

The following costs are generally NOT allowable under McKinney-Vento funds unless specifically approved and documented as the only reasonable option:

Uber, Lyft, Taxi, and Ride Share Services

The district shall not routinely use:

- Uber;
- Lyft;
- Taxi services;
- On-demand ride share applications.

These services are considered high-cost transportation options and may create concerns regarding:

- Cost reasonableness;
- Consistency;
- Procurement compliance;
- Student safety documentation;
- Lack of equitable transportation planning.

Ride-share or taxi services may only be used in documented emergency situations when:

- No public transportation exists;
- No district transportation is available;
- Immediate educational access would otherwise be prevented;
- Administrative approval is obtained in advance.

The district must maintain written justification demonstrating why lower-cost transportation alternatives were unavailable.

Additional Disallowable Expenses

McKinney-Vento funds may NOT be used for:

- Entertainment expenses;
- Non-educational incentives;
- Vehicle purchases;
- Vehicle lease payments;
- Gas cards without documentation;
- Personal family expenses unrelated to school participation;
- Luxury transportation services;
- Unapproved travel expenses.

All unallowable costs are subject to repayment under federal grant audit findings.

Documentation Requirements

The district shall maintain:

- Mileage logs;

- Bus pass receipts;
- Transportation approvals;
- Student support documentation;
- Proof of educational necessity;
- Cost-sharing calculations;
- Purchase receipts;
- Administrative approvals.

All records must comply with federal record retention requirements.

Administrative Review

All expenditures shall be reviewed by:

- McKinney-Vento Liaison;
- Business Administrator;
- Federal Grants Manager.

Questionable expenditures may require prior written approval under EDGAR standards.

Compliance Statement

Failure to comply with federal cost principles, EDGAR regulations, or New Hampshire Department of Education requirements may result in:

- Audit findings;
- Repayment of grant funds;
- Loss of federal funding eligibility.

This policy shall be reviewed annually and updated as federal or state guidance changes.

Education of Homeless Children and Youth Policy

Purpose

The School District is committed to ensuring that all children and youth experiencing homelessness have equal access to a free, appropriate public education, consistent with federal and state law. This policy establishes the District's obligations under the McKinney-Vento Homeless Assistance Act, Title I, Part A of the Elementary and Secondary Education Act, the Education Department General Administrative Regulations (EDGAR), and applicable New Hampshire statutes and regulations.

Legal Authority

This policy is adopted in accordance with, but not limited to:

- McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431–11435
- Elementary and Secondary Education Act (ESEA), Title I, Part A
- Education Department General Administrative Regulations (EDGAR), 2 C.F.R. Part 200
- New Hampshire Revised Statutes Annotated (RSA) 193, 193-E, and related provisions
- New Hampshire Department of Education (NHED) rules and guidance

Policy Statement

The District shall ensure that homeless children and youth:

- Are identified by school personnel and through coordinated efforts with community agencies
- Are enrolled in and have a full and equal opportunity to succeed in school
- Are not stigmatized or segregated on the basis of their homeless status
- Receive services comparable to those provided to other students, including educational, transportation, and supplemental services

Definition of Homeless Children and Youth

Consistent with the McKinney-Vento Act and New Hampshire law, homeless children and youth are individuals who lack a fixed, regular, and adequate nighttime residence, including but not limited to:

- Children and youth sharing housing due to loss of housing, economic hardship, or a similar reason
- Those living in motels

NEWS MEDIA RELATIONS

The Board encourages a policy of sound relations with the press and other communication media in the community and surrounding geographical area. The Superintendent shall plan for periodic releases to the press and other communication media which will provide information to the community concerning its schools and various phases of the school program.

Unless directed otherwise all school building related news releases (other than School Board Superintendent generated releases) will be the responsibility of the building principal.

Individual School Board members may communicate with the media to express their **personal** views and opinions, such communications do not represent the official position of the School Board. When speaking with the media, Board members should make clear they are speaking on their **own behalf** and not for the Board. Official statements on behalf of the School Board shall reflect actions taken at a duly noticed public meeting in accordance with RSA 91-A. Board members shall not disclose confidential or nonpublic information. If a school board member discloses confidential or nonpublic information, or makes a statement on behalf of the school board, they could be subject to an ethics review, per our policy.

Adopted: April 8, 1993

Board Review & Approval: October 9, 2014

IK

EARNING OF HIGH SCHOOL CREDIT

Achievement of Competencies

This policy establishes the requirements and procedures by which students earn high school credit through the achievement of competencies, consistent with New Hampshire law and Department of Education rules.

A. Definitions

Academic Standards – What a student should know and be able to do within a course or grade level.

Achievement of Competencies – Demonstration of proficiency through a collection of evidence.

Credit – Official recognition that a student has achieved the competencies associated with a learning opportunity.

Competencies – Student learning targets representing key content-specific concepts, skills, and knowledge.

District Competencies – Competencies established by the District.

Learning Opportunities – Includes in-person, online, blended, self-guided, work-based learning, ELOs, and alternative learning plans.

Proficiency – Minimum level of performance required.

Interdisciplinary – Learning across disciplines or content domains.

B. Credits Awarded Through Achievement of Competencies

Credits are awarded upon demonstrated proficiency and are not based solely on seat time, age, or enrollment.

Competencies may be demonstrated through collections of evidence or approved assessments.

Pre-placement testing shall not generate credit unless all competencies are assessed.

C. Methods of Earning Credit

- Traditional coursework.
- Transfer credit.
- Approved home education.
- Extended Learning Opportunities (ELOs).
- Remote learning.
- Dual/concurrent enrollment.
- Learn Everywhere.
- Eligible co-curricular experiences.
- Approved Grade 7–8 coursework.

D. Interdisciplinary Credit

The District shall recognize interdisciplinary credit consistent with Department of Education rules.

E. Transfer Credit

The Principal shall evaluate transfer credit based upon comparable competencies. Denials shall be issued in writing and may be appealed to the Superintendent, whose decision shall be final.

F. Learn Everywhere

The District shall recognize approved Learn Everywhere credits in accordance with Ed 1400 and Ed 306.

G. Denial of Credit

Credit shall not be granted for coursework below a sequence for which credit has already been earned.

H. Minimum Course Load

Students shall enroll in at least three credits annually unless otherwise permitted by an IEP, early graduation, Board policy, or Department of Education waiver.

I. Implementation

The Superintendent or designee shall establish administrative procedures necessary to implement this policy.

Administrative procedures shall be published in the Student Handbook where appropriate.

Legal References

RSA 193-E

RSA 193-E:3-f

RSA 193-H:1

Ed 306.02

Ed 306.22

Ed 306.23

Ed 1109

Ed 1401.02

Ed 1406.01

Ed 1407.02

Adopted:

Revised:

Reviewed:

IKF

HIGH SCHOOL GRADUATION REQUIREMENTS

The Rochester School Board establishes graduation requirements consistent with New Hampshire law and Department of Education regulations. Students who successfully complete all state and local graduation requirements shall be awarded a high school diploma.

The Board recognizes that graduation requirements may be revised periodically to comply with changes in state law, administrative rules, and local educational expectations.

A. GRADUATION AND DIPLOMA REQUIREMENTS

A diploma shall be awarded to any student who earns a minimum of 20 credits, including those listed in Section B, below, and completes all additional requirements (a) in Section C, below, and (b) in the "Spaulding High School Program of Studies."

B. EARLY GRADUATION

The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA). Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 3 credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.

C. STATE GRADUATION REQUIREMENTS

Students Entering Grade 9 Prior to the 2026-2027 School Year

Pursuant to Ed 306.23, Table 306-1, students entering Grade 9 prior to the 2026-2027 school year shall complete the following minimum requirements:

Subject	Credit
Arts Education:	1/2 credit
Digital Literacy:	1/2 credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical Sciences:	1 credit
Biological Sciences:	1 credit
US and NH history:	1 credit

US and NH government/civics:	1/2 credit
Economics, including personal finance:	1/2 credit
World history, global studies, or geography:	1/2 credit
Health Education;	1/2 credit
Physical Education:	1 credit
Open Electives:	6 credits
Totals:	20 credits

D. SPAULDING HIGH SCHOOL DIPLOMA REQUIREMENTS

Students Graduating Prior to 2030

In addition to meeting New Hampshire graduation requirements, students seeking a Spaulding High School diploma shall complete the following local requirements:

Subject	Credit
English	4 credits
Math	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
US and NH History	1 credit
US and NH Government/Civics	½ credit
World History, Global Studies, or Geography	½ credit
Economics, including Personal Finance	½ credit
Physical Sciences	1 credit
Biological Sciences	1 credit
Science Elective	1 credit
Arts Education	½ credit
Physical Education	1 credit
Health Education	½ credit
Information and Communications Technologies	½ credit or demonstrated competency

Open electives	11 credits
Total	26 credits

E. STATE GRADUATION REQUIREMENTS

Pursuant to Ed 306.23, Table 306-2, students entering Grade 9 starting in 2026-27 school year. shall complete the following minimum requirements:

Subject	Credit
Arts Education:	1/2 credit
Digital Literacy:	1/2 credit
English:	3.5 credits, to include 1/2 credit in writing
Mathematics:	3 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)
Physical sciences:	1 credit
Biological sciences:	1 credit
US History	1/2 credit
NH History	1/2 credit
Logic and Rhetoric	1/2 credit
Civics	1/2 credit
History, Government and US and NH Constitutions	1 credit
Economics	1/2 credit
Financial Literacy	1/2 credit

World History, Global Studies, or Geography	1 credit
Health and Wellness Education	1/2 credit
Physical Education	1 credit
Open Electives:	4 credits
Totals:	20 credits

F. SPAULDING HIGH SCHOOL DIPLOMA REQUIREMENTS

Students Graduating in 2030 and Beyond

Subject	Credit
English (must include 0.5 credit of Writing and 0.5 credit of Logic and Rhetoric)	4 credits
Mathematics: (Must include completion of Algebra and Geometry. Algebra credit can be earned through a sequential, integrated, or applied program. Students will “engage with and apply mathematics during every year they are enrolled.” (Courses that meet this requirement are denoted by a (π) in the 4th math experience column in various department listings)	3 credits
Social Studies: see table or flow chart.	5 credits
Science (must include 1 credit each in Physical Science and Biological Sciences)	3 credits
Art Education	1/2 credit
Physical Education	1 credit
Health Education	1/2 credit
Digital Literacy (Awarded after the successful completion of a digital portfolio in Advisory)	1/2 credit
Electives	8.5 credits

G. CERTIFICATE OF COMPLETION

Students who are eligible for special education have the option of receiving a Certificate of Completion (“Certificate”) as provided in this Section. The intent to receive a Certificate will be documented in the student’s current individualized education program (IEP) as part of the student’s transition plan. NOTE: Under Ed 306.23 (d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

- a. The student is identified with an eligible educational disability and is eligible to receive special education services.

- b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child’s transition plan, Individualized Education Program (IEP), or other documentation,

- c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child’s official high school transcript and, therefore, was unable to attain the required credits for a regular high school

- d. Diploma, and

- e. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon. The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student's IEP team, which writing shall include the IEP team's decision as to when the student will receive the Certificate in one of three predetermined opportunities:

- i. At the time of graduation with common age peers,
- ii. At the conclusion of the student's agreed-upon IEP program, OR
- iii. Upon reaching the age of 22

The granting of a Certificate and/or participation in the commencement activities does not negate the right of a special education student to receive FAPE until they reach age 22. Rather, a student eligible for special education is entitled to continue their high school educational program until such time as each student has earned a regular high school diploma, has attained the age of 22, or the IEP team responsible for evaluating the child and determining whether the child has a disability determines that the child no longer has a disability, whichever comes first.

A student receiving a Certificate under this Section who wishes to participate in a graduation ceremony may do so in accordance with either the IEP, the transition plan, or other documentation relating to the Certificate. If the student receiving a Certificate participates in a traditional graduation ceremony, the student's name will be included in the ceremony and written graduation publication(s) with no difference in listing from his/her peers awarded a regular diploma.

E. PASSAGE OF CIVICS EXAM & U.S. CITIZENSHIP TEST

The District will develop a competency assessment of the United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

The District will also administer the 128-question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate. Under RSA 189:11, II, the Superintendent will submit the composite results of the U.S. Citizenship Test to the N.H. Department of Education.

F. FEDERAL STUDENT AID APPLICATION (FAFSA)

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 1 of a student's senior year, and shall include,

but not be limited to:

1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;

2. Application timelines and submission deadlines; and
3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.

Before the start of each school year, the Superintendent will designate the personnel responsible for disseminating the information. The designee will provide a specific written outline for the Superintendent's approval of the proposed means of dissemination, which may include such things as in class instruction, college information fairs or programs, family information sessions, individual or group sessions with school counselors, information booklets.

Upon request of a student or a person authorized to act on behalf of the student, the Superintendent/Superintendent's designee shall ensure that either a physical or digital/online copy of a student's completed FAFSA is provided or is available to that student.

The Superintendent /Superintendent's designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and administrative rules.

LEGAL REFERENCES

- RSA 186-C:9
- RSA 189:11
- RSA 193:26-a
- N.H. Code of Administrative Rules Ed 306.22
- N.H. Code of Administrative Rules Ed 306.23
- N.H. Code of Administrative Rules Ed 1113.13

Adopted:
Revised:
Reviewed:

Alternative Learning Programs & Individual Plans

A. Purpose

Alternative learning plans are designed to address the needs of individual students or groups of students that might be different from the needs of the general student population and includes delivery of learning opportunities through individualization, personalization and differentiated methods. Such plans may be designed for students who might otherwise be at risk for dropping out of school, or who require a more rigorous course of studies than otherwise offered by the District. The District, through its teachers, administrators, and guidance counselors, will endeavor to identify students who may be at risk of dropping out of high school, or who may otherwise benefit from an alternative learning plan or program.

Alternative learning programs and plans under this policy may include, but are not limited to, independent study, extended learning opportunities (ELOs), independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, or other opportunities by the Superintendent or their designee, in conjunction with Board policies. If such a plan or program requires special expenditures beyond what is budgeted, the Superintendent will present the plan to the School Board for approval.

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 to achieve competencies and earn full or partial credits, or taken to supplement regular academic courses. If the alternative learning plan includes extended learning opportunities to achieve identified competencies and earn full or partial high school credits, the provisions of Board policies IK and IHBH, Extended Learning Opportunities, will apply.

B. Roles and Responsibilities

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and District curriculum and competency standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, Guidance Counselors and Administrators should inform students of the District's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school, or who would otherwise benefit from an alternative learning plan/program, should inform either the Principal or the Guidance Counselor of the employee's concerns. The Principal will then schedule a meeting with the student, the Principal, the Guidance Counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the Guidance Counselor, Principal, or the Principal's designee.

The Guidance Counselor or Principal's designee is responsible for assisting students and their

parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student needs.

The Principal or Principal's designee and the designated team will have primary responsibility and authority for initial approval of alternative learning plans. If the alternative learning plan is approved by the Superintendent, or if required, the School Board, the Principal will have responsibility for overseeing implementation of the plan. The Principal will be responsible for reviewing and approving determinations that district competencies have been achieved and related credits awarded toward the attainment of a high school diploma or its equivalent.

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the District will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of the District. Alternative learning plans that are approved by the District become the responsibility of the District to facilitate implementation.

C. Approval Process

1. The student and parent/guardian shall meet with the guidance counselor or principal to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan. In order to be approved, the alternative learning plan must comply with and address the applicable elements included in Ed 306.17.
2. The Superintendent or Superintendent's designee will review the paperwork and will determine whether or not to approve the alternative learning plan. Ideally, the Superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. As indicated above, however, if the plan will require District expenditures exceeding the dollar limit specified above, then the Superintendent will present the plan with a recommendation to the School Board at the next scheduled meeting of the Board (unless an extension is requested by the parent). The parent/guardian will be permitted to address the Board, and the matter will be in public or non public at the election of the parent/guardian. The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.
3. It is the student's responsibility to complete the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program, achieve the identified competencies, and, if applicable, receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course or program.
4. The District reserves the right to determine the competencies to be recognized, and, if applicable, the number of credits to be awarded. The course name and actual grade earned will be noted on

the student's official transcript.

D. Evaluation Criteria

The Superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

1. Provides for proper administration and supervision of the program or plan, 2.

Provides that certified school personnel oversee and monitor the program,

3. Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning, and

4. Are developed and amended, if necessary, in consultation with the student, a school Guidance Counselor, the school Principal and at least one parent/guardian of the student.

E. Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The Principal will be responsible for certifying completion of the plan, and ensuring that proper assessments are administered for determining achievement of competencies, and, if applicable, the awarding of credits, consistent with the District's policies (see, e.g., Board policy IK).

If a student is unable to complete the alternative learning plan for valid reasons, the Principal will evaluate the experience completed to date and make a determination for the recognition of achievement of competencies and, if applicable, award of full or partial credits. The Principal will determine the validity of such reasons on a case-by-case basis, and when appropriate, may recommend an alternative experience.

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

Legal References:

RSA 193:1 Duty of Parent; Compulsory Attendance by Student RSA 91-A:3

Non-Public Sessions

Ed 306.04(b)(12) Remote Learning

Ed 306.04(b)(13) Alternative Means of Demonstrating Achievement of Competencies Ed 306.17

Alternative Programs

Extended Learning Opportunities

Purpose

“Extended learning opportunities” (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting. The Board encourages students to pursue extended learning opportunities (ELO) as a means of acquiring knowledge and skills through instruction or study outside the classroom. Extended learning opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, remote learning, summer activities, or other opportunities approved as provided below, and in accordance with applicable Board policies. The purpose of extended learning opportunities is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ extended learning opportunities that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies. Credit is earned when students achieve the State or District competencies of a subject area. Students achieve competency when they can demonstrate proficiency in the subject area. Extended learning opportunities allow students to earn credit through demonstration of competencies, or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If a student can demonstrate proficiency in high school competencies after the completion of the extended learning opportunity, irrespective of current grade level, the provisions of Policy IK will apply.

Roles and Responsibilities

All areas of study in the program must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All learning opportunities approved as an ELO shall have specific instructional objectives aligned with the State minimum standards and/or District curriculum standards. All extended learning opportunities will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Students wishing to pursue a specific learning opportunity must first present their proposal to the school’s ELO Coordinator] for approval. The name and contact information for the school’s ELO coordinator(s) will be found in the Student/Parent Handbook or by contacting the Principal’s office or the Guidance Department. The designated ELO coordinator will assist students in preparing the application form and other necessary paperwork, and will work with the Principal/Curriculum Coordinator to determine the competencies and potential credits that may be earned through the ELO.

The Principal will have primary responsibility and authority for overseeing the implementation of ELOs and all aspects of such programs. The Principal will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the District.

The Principal will review and determine what credit(s) can be awarded for ELOs toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions below (see Appeal Process).

Students approved for an extended learning opportunity must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the District before beginning the program.

All extended learning opportunities not initiated and designed by the District shall be the financial responsibility of the student or their parent/legal guardian. Students seeking independent study, remote instruction, college coursework, internships, or other extended learning opportunities that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. However, the District may provide transportation if feasible.

Students who have a financial or transportation need that would prevent such participation, may request school assistance through the ELO Coordinator/Principal/Guidance Counselor. Such requests may be granted if District resources are available and at the discretion of the Superintendent. The Principal or Guidance Counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus extended learning opportunities are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement between the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the extended learning opportunity.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the Principal may grant waivers to the thirty (30) day submission requirement at their discretion, provided all other application criteria are satisfied. Such waivers will be granted on a case-by-case basis. All required information must be attached to the application and submitted to the student's Guidance Counselor.
3. The application will be reviewed by appropriate District staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, t
4. he information must be submitted within one week of receipt of the request.
5. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the District cannot guarantee placement in an equivalent District-offered course.
6. The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The Principal or Principal's designee will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requirement that each extended learning opportunity meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards

Appeal Process

A student whose application has been denied may request a meeting with the Principal. The Principal will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the Principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress and attendance. The Principal will be responsible for certifying course completion and the award of credits (based on the achievement of competencies) consistent with the District's policies on graduation.

If a student is unable to complete the extended learning opportunity for valid reasons, the Principal or Principal's designee, will evaluate the experience completed to date and make a determination for the award of partial credit (when the ELO has empowered the student to demonstrate some, but not all, of the required competencies) or recommend a different learning opportunity.

If a student ceases to attend or is unable to complete the extended learning opportunity for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the Principal may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate mechanisms to document student progress and achievement of competencies on student personnel records.

Students transferring from other schools who request acceptance of credit(s) awarded through extended learning opportunity programs shall have their transcripts evaluated as provided in Board policy IK.

N.H. Code Admin. Rules Ed 306.04(b)(13) Alternative Means of Demonstrating Achievement of Competencies

N.H. Code Admin. Rules Ed 306.04(b)(21) Instructional Program

N.H. Code Admin. Rules Ed 306.22(c)(4) High School Curriculum, Credits, and Co-curricular Programs

Remote Learning

“Remote learning/ education” means and includes any instructional mode that is not in-person instruction including, but not limited to, video-based, internet-based, online courses (e.g. Virtual Learning Academy Charter School “VLACS”), other remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

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

1. When inclement weather, makes it unsafe to safely transport students to or from in person instruction (i.e., remote learning day); or
2. As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses); or
3. As articulated in a parent-approved program approved by the local school board pursuant to Board policy IHBI.

A. District/School-Wide Remote Education During Inclement Weather.

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the District or school may elect to provide instruction remotely, pursuant to Board policy IC.

B. Individual Participation in Remote Education.

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

1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.
2. High School Credit. If the course is to be taken for credit, then Policy IK, Earning of High School Credit- Achievement of Competencies, will also apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit;
 - a. Although courses may be offered for the earning of credits/competencies, students cannot be required to take a remote course for required courses/achievement of required competencies. Rather, remote courses may be electives, or duplicate or equivalent of in-person options;
 - b. Remote learning options for courses or programs that are used as part of the 43 courses required for an approved high school shall be included in the school's program of studies (Ed 306.22(q)(5));
 - c. The District shall provide, where necessary, all equipment, software, and internet connectivity necessary to participate in district-based remote learning or alternative

programs or learning opportunities that are to be counted toward the 43 courses required for an approved high school (Ed 306.22(q)(5)).

3. Pre-conditions for Enrollment in Independent Remote Learning Programs/Courses. The written approval of the building principal is required before a district student enrolls in a remote learning course or program that is intended to become part of their educational program. Students applying for permission to take a remote learning course/program must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the academic preparation and maturity level needed to function effectively in a remote education learning environment.
4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.
5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
6. Staff Supervision. When students are participating in remote learning on school grounds during the school day, a teacher or other staff member will be assigned to provide general supervision, and to assist students having difficulty with remote learning.
7. Assessments and Progress Monitoring. The principal will assign a teacher to monitor student progress, grading of assignments, and testing.
8. Earning of Credit. Students earning credit for distance education courses shall be required to demonstrate achievement of applicable competencies and participate in all assessments required by the statewide education improvement and assessment program. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher/educator.
9. Privacy and Confidentiality. Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district

representatives, the virtual school or online teacher and others.

10. Student Conduct. Board policy JIC, School District Internet Access for Students, as well as all Board policies and school rules and regulations will apply to and during all remote learning programs. Students participating in remote learning will also be subject to any policies or rules of any third-party program (e.g. VLACS, etc.).

C. Educational Progress and Policy Violations.

If a student participating in distance education is not making educational progress, as determined by educational assessments, the option to participate in remote learning may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 200. A student shall remain in remote learning until the conclusion of the appeal. If the state board upholds the district's conclusion of lacking educational progress, the student shall immediately be disqualified from continued participation in the District's remote learning opportunities.

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

Legal Reference:

RSA 189:1 Days of School

RSA 189:24 Standard School

N.H. Code of Admin. Rules, Sect. 306.04(a)(12) Remote Learning

N.H. Dept. of Ed. Rule - Ed 306.15 School Year

N.H. Dept. of Ed. Rule - Ed 306.15(f) Remote Learning

High School Credit for 7th/8th Grade Coursework

Students in 7th or 8th grade may take advanced courses and upon achieving the competencies consistent with graduation can apply the credit of those courses toward high school graduation, provided the course demonstrates content standards and competency requirements consistent with related high school courses or competencies and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery, and competency shall apply.

There shall be annual communication to middle school students and parents in advance of course selection for the upcoming year that explains the opportunities to take middle school courses for high school credit and the requirements for receiving credit.

The high school principal shall approve such coursework and credit in order for such credit to be applied toward high school graduation. Completion of the course, grades, and credits earned shall be noted on the transcript. School Board policy IK relative to the earning of credit applies to 7th and 8th grade students taking advanced courses while in middle school.

Legal References:

Ed 306.261(e), Granting High School Credit for 7th/8th Grade Coursework (after July 1, 2017)

WELLNESS

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity in promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff, and schools in the District.

I. DISTRICT WELLNESS COMMITTEE

The Superintendent, in consultation with others, will facilitate development of updates to the District Wellness Policy, subject to School Board approval, and will oversee compliance with the policy. In addition, the Superintendent shall designate a Building Wellness Coordinator for each school to help ensure compliance with this policy at the building level. The Wellness Committee is charged with making recommendations relative to the objectives and requirements of Board policy IMAH, Daily Physical Activity.

The Superintendent or designee shall convene a representative "District Wellness Committee" or "Wellness Committee" ("DWC"), whose functions will include reviewing and recommending updates to this policy, and establishing specific goals for nutrition promotion, education, and physical activity.

The Superintendent, or their designee, shall serve as the Chairperson of the District Wellness Committee. It shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the Committee.

The District Wellness Committee shall meet no less than three times per school year.

The District Wellness Committee should represent each school and the diversity of the community to the extent feasible.

As a statutory committee, the Wellness Committee shall comply with the requirements of RSA 91-A regarding meetings.

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

A. Implementation Plan

The District will develop and maintain a plan to manage and coordinate the implementation of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

B. Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website, on registration verification, and/or district-wide communications. Annually, the District will also publicize contact information of the District Officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

C. Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess its implementation. The person responsible for managing the triennial assessment and contact information is the Rochester School District Nutrition Director.

D. Recordkeeping

The Superintendent, or their designee, will retain records related to this Policy, to include at least the following:

- The District Wellness Policy;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation on how the District Wellness Policy and Policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that District Wellness Policy include updates, and the most recent assessment on the implementation of the Policy has been made available to the public; and
- Documentation of efforts to review and update the District Wellness Policy, including who is/was involved in each update and the methods the District uses to make stakeholders aware of opportunities to participate on the District Wellness Committee.

E. Community Involvement, Outreach, and Communications

The District will communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents/guardians about the improvements made to school meals and compliance with school meal standards, the availability and application process of child nutrition programs, and a description of and compliance with Smart Snacks in School nutrition standards.

III. NUTRITION

A. School Meals

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet USDA nutrition standards, which may be found at: Nutrition Standards for School Meals <https://www.fns.usda.gov/schoolmeals/nutrition-standards>

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at: Professional Standards for School Nutrition Professionals www.fns.usda.gov/school-meals/professional-standards

C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes.

D. Competitive Foods and Beverages and Marketing of the Same in Schools

The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, along with a Guide to Smart Snacks in Schools, is available at Tools for Schools: Focusing on Smart Snacks. www.fns.usda.gov/tn/guide-smart-snacks-school. To support healthy food choices and improve student health and well-being, all foods and beverages sold to students on the school campus during the school day, outside the reimbursable school meal programs, will meet or exceed the USDA Smart Snacks nutrition standard. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts.

E. Celebrations and Rewards

The District will limit the times when food is used as a celebration and/or reward and look to alternatives when possible. The district will also provide healthy food choices as applicable to the celebration/rewards.

F. Food Sale Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine (9) bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

G. Nutrition Promotion

The District will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs. This promotion shall include:

- a. Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation <https://foodplanner.healthiergeneration.org>

H. Nutrition Education

The District will teach, model, encourage, and support healthy eating by all students. Schools should provide additional nutrition education that:

- b. shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- c. disseminates consistent nutrition messages throughout the school.
- d. is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- e. to the extent practicable, is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- f. may include enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens;
- g. promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- h. emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- i. links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- j. teaches media literacy with an emphasis on food and beverage marketing; and
- k. includes nutrition education training for teachers and other staff.

IV. PHYSICAL ACTIVITY

The District will provide physical education consistent with national and state standards. In addition, the District will promote developmentally appropriate physical activity as provided in Board policy IMAH, Daily Physical Activity.

A. Before and After School Activities

The District offers opportunities for students to participate in physical activity after school through interscholastic and intramural sports and clubs.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason.

V. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS

The District will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school in the District will participate in Red Ribbon Week & Mental Health Awareness Act each school year.

VI. PROFESSIONAL LEARNING

When feasible, the District will offer annual professional learning opportunities and resources for staff to enhance their knowledge and skills in promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

Policy Code: JECC**VOLUNTARY TRANSFER OF STUDENTS TO SCHOOLS****Statement of Policy**

The Rochester School Board assigns students to schools within the District based upon the student's legal residence, in accordance with RSA 193:12. School attendance zones shall be established by the District, reviewed annually by the administration, and published on the District's website.

The Superintendent is authorized, pursuant to RSA 189:1-a, to approve or deny requests for voluntary student transfers to schools other than those to which students are assigned. Such requests shall be considered only when they are determined to be in the best educational interest of the student and when capacity and programmatic considerations permit.

Class Size Guidelines

All voluntary transfer decisions shall be made in accordance with School Board-established class size guidelines as follows:

- Kindergarten: 18 students per classroom
- Grades 1–2: 22 students per classroom
- Grades 3–5: 25 students per classroom

Eligibility for Consideration

The Superintendent or designee may consider voluntary transfer requests under the following circumstances, subject to available space:

1. Students with identified special needs, consistent with IDEA and RSA 186-C;
2. Rising grade 5 students requesting to remain in their current elementary school;
 - Siblings of such students may also be considered for continued enrollment in the same school;
 - Parents/guardians shall be responsible for transportation;
3. Children of District employees requesting attendance at the school of the employee's assignment, provided such placement does not interfere with the employee's professional responsibilities;
 - Transportation shall be the responsibility of the parent/guardian.

Voluntary Transfer Request Process

1. The parent/guardian shall submit a written request to the principal of the student's currently enrolled school stating the basis for the request.
2. The parent/guardian shall submit a written request for consideration to the principal of the desired school.
3. The principals of the sending and receiving schools shall jointly review enrollment data, class size, and programmatic capacity.

ILBAA**HIGH SCHOOL COMPETENCY ASSESSMENTS**

A student who desires to receive credit for a high school course without enrolling in the course may do so by attaining a grade of not less than Competent (C) on the competencies in the course.

Successfully attained credit under this policy will earn a grade of Competent (C) and shall not be used in computations of grade point average. Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal, and shall be responsible for ensuring that all high school courses include one or more appropriate comprehensive exam(s) or other assessment. The number of High School credits earned in one school year shall not exceed two (2) credits; maximum eight (8) credits in four years, per School Board Policy.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Adopted: February 8, 2007

Amended: September 8, 2011

IMBC

ALTERNATIVE CREDIT OPTIONS

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the 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 encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Superintendent has established regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year – school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- This procedure is available by contacting the High School Principal.

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment *under the provisions of Policy ILBAA*
- Interdisciplinary credit
- Satisfactory completion of course requirements at another public school district, an approved private school or a home-schooling experience
- Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- College Credit/Dual Credit: including the Governor's STEM Scholarship Program.
- Early Graduation
- Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.

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.

Adopted: April 13, 2006
Amended: October 11, 2012
Amended: February 8, 2018

IKFA

EARLY GRADUATION

A high school student may complete the requirements for graduation at the end of the junior year by taking approved school courses and extra courses in the sophomore and junior years.

It is possible for a student to complete requirements for graduation at the end of the first semester of the senior year by taking approved summer school courses, extra courses in the sophomore year, junior year, and in the first semester of the senior year.

In order to qualify for early graduation a student must meet all course and credit requirements for graduation.

It is absolutely necessary that a student and parents do the necessary long-range planning for early graduation. A statement that the program is approved by parents is required.

To be eligible for early graduation a student must complete an application before the end of the previous semester. Application forms are available in the Guidance office.

Adopted: April 8, 1993
School Board Review/Approve: January 12, 2017

IKAA**GRADING FOR EIGHTH GRADE ALGEBRA**

All Eighth Grade Algebra I students who have passed the course will have this recorded on their High School transcripts, and they will receive an eighth grade credit for this course. The purpose for the students taking the course in eighth grade is to allow them entrance to more advanced courses in the High School.

Adopted: July 13, 1995
Policy Committee Review: October 18, 2012

DRAFT

**ROCHESTER SCHOOL BOARD
TLSS COMMITTEE MINUTES
ROCHESTER SCHOOL DISTRICT BOARDROOM
JAMES W. FOLEY COMMUNITY CENTER
150 WAKEFIELD STREET
JUNE 18, 2026
6:00 PM**



Committee Members Present: Erik White, Samantha Smith, Shauni McGowan, Samuel Oliver, Jerry Gregoire, Kelli Campbell

Committee Members Absent:

School Board & SAU Present: Jared Fulgoni, Sherri Nichols, Sue Horne, Anne Grassie, Matt Pappas, Samantha Battis, Shannon Vitas

Call to Order

Erik White called the meeting to order at 6:00 PM on roll call followed by the Pledge of Allegiance.

Reading of the Record

Samantha Smith moved, seconded by Shauni McGowan, to approve the minutes of May 21, 2026. Motion carried unanimously.

Public Comment

None

BCBA Job Description

Jared Fulgoni, Superintendent, presented a new job description for a Board Certified Behavior Analyst (BCBA). The BCBA will provide behavioral assessments, develop intervention plans, train staff, analyze student data, and collaborate with multidisciplinary teams to support student success.

Samantha Smith moved, seconded by Kelli Campbell, to recommend approval of the BCBA job description and move it to the full board. Motion carried unanimously.

Grading Transition

Dr. Nichols, Assistant Superintendent presented a proposed grading transition from the current A/B/C/NYC/IWS grading system to a 1–4 proficiency-based grading system.

A phased model approach would begin with elementary schools, followed by middle school and high school. The phased approach is intended to allow staff training, family communication, evaluation of outcomes, and gradual adjustment to the new grading framework before districtwide adoption.

Additional Public Comment

None

Other

None

Non-Public Session

None

Adjournment

Kelli Campbell moved, seconded by Samuel Oliver, to adjourn the TLSS meeting at 6:26 PM. Motion carried unanimously.



JOB TITLE: Board Certified Behavior Analyst (BCBA)

REPORTS TO: Director of Student Services

LOCATION:

Rochester School District
Rochester, New Hampshire

POSITION PURPOSE:

The Board Certified Behavior Analyst (BCBA) provides consultation, coaching, and behavioral support services for students with social, emotional, and behavioral needs. Responsibilities may include participation in Functional Behavioral Assessments (FBAs), development and monitoring of Behavior Intervention Plans (BIPs), staff training, data analysis, direct student support, and collaboration with multidisciplinary teams. The BCBA supports school staff, paraeducators, and parents/guardians in the implementation of evidence-based behavioral interventions and proactive behavioral supports across educational settings.

SPECIFIC RESPONSIBILITIES:

- Ensure the delivery of direct and/or consultative behavioral services for identified students.
- Provide consultation, support, and technical assistance related to the development, implementation, and monitoring of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
- Conduct FBAs and develop BIPs for students with intensive or complex behavioral needs, as determined by the District.
- Provide ongoing coaching and training to staff regarding implementation of behavioral interventions, data collection, and behavior support practices.

- Analyze behavioral and intervention data to support evidence-based decision making and intervention planning.
- Support staff in addressing behavioral challenges through proactive intervention strategies, de-escalation practices, and crisis response support as needed.
- Ensure appropriate contact with parents regarding behavioral issues.
- Support implementation of evidence-based behavioral and instructional interventions aligned with student needs.
- Assist in creating visuals and materials necessary for BIPs.
- Select appropriate assessment tools; administer assessments and interpret data to make research-driven decisions regarding intervention strategies.
- Conduct observations and provide consultations for additional students and classrooms as referred.
- Make data-driven recommendations to facilitate implementation of behavioral plans, including environmental accommodations and functional alternatives to challenging behaviors.
- Conduct behavioral observations, collect and analyze data, and assist teams in using data-based decision making to support student programming and intervention planning.
- Develop systems for data collection, progress monitoring, and evaluation of intervention effectiveness.
- Collaborate with multidisciplinary teams to support development and implementation of positive behavioral supports and interventions.
- Apply principles, processes, and concepts of applied behavior analysis (ABA).
- Model and train staff regarding principles of ABA and behavior supports.
- Collaborate with school psychologists, school counselors, special educators, administrators, related service providers, and multidisciplinary teams regarding behavioral programming, intervention strategies, and implementation supports.
- Attend IEP and other meetings as necessary.
- May require home visits for observations.
- Performs other related tasks as assigned.

SKILLS AND KNOWLEDGE:

- Knowledge of applicable federal and state laws and regulations, as well as school board policies, regarding education and students.
- Demonstrates competence with the concepts of behavior management and applied behavioral analysis and applies the dimensions of applied behavior analysis when developing interventions for student success across the developmental and academic continuum (PK to 21 years of age)

- Demonstrates professional competence in supporting students with a range of behavioral, communication, developmental, and social-emotional needs across educational settings.

MINIMUM QUALIFICATIONS:

- Master's degree in a related field.
- BCBA Certification/Licensure.

PREFERRED QUALIFICATIONS:

- A minimum of three years' experience working in a school setting.
- Experience supporting students with complex behavioral needs in educational settings preferred.

JOB TYPE: SCHOOL YEAR

This is a 7.5 hour work day, 200 day position with paid sick days, paid holidays, and PTO days.

Pay: will be determined by the non-union agreement.

DRAFT

**ROCHESTER SCHOOL BOARD
OPERATIONS COMMITTEE MINUTES
JAMES W. FOLEY COMMUNITY CENTER
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET
JULY 6, 2026
6:00 PM**



Committee Members Present: Anne Grassie, Nick Bellows, Samantha Battis, Katherine Anderson, Sue Horne, Matt Pappas

Members Absent: None

School Board & SAU Staff Present: Dr. Sherri Nichols, Katy Keough, David Rychlik, Sheila Callaghan, Sam Oliver, Samantha Smith, Shauni McGowan, Shannon Vitas

Call to Order

Chair Anne Grassie called the meeting to order at 6:10 PM. Roll call was taken with a quorum present followed by the Pledge of Allegiance.

Reading of the Records

Matt Pappas moved, seconded by Samantha Battis, to approve the minutes of the June 4, 2026 Operations Committee meeting. Motion carried unanimously.

Public Comment

None

Enrollment Report

District enrollment for grades K–12 remains at 3,555 students. Kindergarten enrollment remains stable, with current enrollment at 234 students. The largest enrollment decrease is at Spaulding High School with a decline of 107 students. Administration also reviewed enrollment trends by grade level and projections for the upcoming school year.

Facilities Report

Administration reported that summer operations are underway. Projects include: prep of athletic facilities for fall sports, district-wide custodial cleaning and maintenance, and coordination of summer facility use, activity scheduling, and building occupancy.

Ongoing District Projects:

Administration reported that several summer capital projects are underway, including the Gonic Renovation Project, the Maple School Closure Project, and the upcoming construction of the CTC Dental Program.

Spaulding High School Sports Complex:

Work continues at the Spaulding High School Sports Complex, including the field restroom facility and track surface.

.

Work Orders:

A total of 193 work orders were processed, 151 completed and 42 remain open.

IT Report:

A total of 168 IT tickets were processed, 130 completed and 38 remain open. The average resolution time was 5.5 days.

Food Service Report

Administration reviewed the new food service contract with Southwest Food Service Excellence LLC.

Other

None

Additional Public Comment

None

Non-Public Session

None

Adjournment

Matt Pappas, seconded by Katherine Anderson, to adjourn the Operations Committee meeting at 6:48 PM. Motion carried unanimously.

DRAFT

**ROCHESTER SCHOOL BOARD
FINANCE COMMITTEE MINUTES
JAMES W. FOLEY COMMUNITY CENTER
SCHOOL DISTRICT BOARDROOM
150 WAKEFIELD STREET
JULY 6, 2026
6:00 PM**



Committee Members Present: Annie Grassie, Nick Bellows, Samantha Battis, Katherine Anderson, Sue Horne, Matt Pappas

Committee Members Absent: None

School Board & SAU Staff Present: Dr. Sherri Nichols, Katy Keough, David Rychlik, Sam Oliver, Samantha Smith, Shauni McGowan, Shannon Vitas

City Finance Director: Mark Sullivan

Call to Order

Chair Matt Pappas called the meeting to order at 7:10 PM roll call was taken with a quorum present.

Reading of the Record

Katherine Anderson moved, seconded by Matt Pappas, to approve the minutes from the June 4, 2026 Finance Committee meeting. Motion carried unanimously.

Public Comment

None

Personnel

Matt Pappas moved, seconded by Samantha Battis, to approve the following resignations:

Motion carried unanimously.

- Samantha Lancey - Grade 3 - MSMS (EOY)
- Bryar Tipton - Music - SHS
- Donna Aube -Foodservice - ERS
- Kimberly Swenson - Foodservice - CSS
- George Gauthier - Custodian - McC
- Jennie Lovasco - Special Education - RMS
- Krista Brown - Administrative Assistant - SHS
- Claire Turnbull - Grade 4 - MSMS
- Ariana Ragonese - Guidance - SHS
- Emma Shaw - Grade 2 - MSMS
- Kelleigh Killingsworth SS - RMS

Matt Pappas moved, seconded by Anne Grassie, to approve the following nominations:

Motion carried unanimously.

- Mikhail Ozols - Grade 4 - Gonic
- Michayla Meehan - Grade 2 - CSS
- Bonnie Noury - Nurse - Itinerant
- Natalie Saccoccia - OT - ESY Only
- Andre Van Coesant - Math - SHS - 50%

- Kelsey Ryckman - BCBA
- Tracy Marr - RBT
- Vicky York - RBT
- Destinee Baptiste - RBT
- Melissa Marini - RBT
- Hannah Jacobs - Heath Occ/ First Responders UA - RMS
- Megan Moore - Grade 8 English - RMS
- Nicole Truax - Dentistry - CTE/SHS
- Kate de Geofroy - Grade 4 Teacher - McClelland
- Katalyna Bussiere - Para - RMS
- Shanon Remick - Payroll
- Huyen Blakely - Grade 7 Math - RMS
- Monica Baribeau - Special Education - RMS
- Heather Pelletier - Grade 3 - ERS
- Shane LaRochelle - Grade 7 SS - RMS

Matt Pappas moved, seconded by Anne Grassie, to approve the following stipends:

Motion carried unanimously.

- Tim Mucher - Basketball, Varsity (B) - Head Coach
- Jon Billings - Basketball, Varsity (B) Asst.
- Kyle Dube - Basketball, JV (B) - Head Coach
- Aaric Adams - Basketball, Freshman (B) - Head Coach
- Phoebe Downer - Basketball, Varsity (G) - Head Coach
- Joe Smith - Soccer, Varsity (B) Head Coach
- Dan Bastien - Soccer, Varsity (G) Head Coach
- Eric Diamond - Band RMS

Matt Pappas moved, seconded by Katherine Anderson, to approve the following ESY nominations:

Motion carried unanimously.

- Barbara Aubert - Paraeducator Coordinator
- Erin Southard - Paraeducator

Katherine Anderson moved, seconded by Anne Grassie to approve the grant funded Mckinney Vento stipend. Motion carried unanimously.

Finance Report

Director of Operations, David Rychlik and City Finance Director, Mark Sullivan reviewed the FY26 Revenue and Expenditure Report as of June 30, 2026.

Revenue exceeded the budget by approximately \$297,000, with local revenue sources, including property taxes and host community funds, meeting or exceeding budget expectations. The FY26 revised budget totaled \$78,055,088, with approximately 97.7% of the budget expended or encumbered as of June 30.

Administration reported that the District's final FY26 fund balance remains preliminary, pending the completion of year-end accounting, outstanding revenues, encumbrances, and audit adjustments.

The current return to fund balance is projected to be approximately \$1.3 million, subject to final fiscal year-end reconciliation. Administration also noted that payroll accounting related to retirements,

resignations, and accrued liabilities will be reviewed with the District's auditors to ensure expenses are recorded in the appropriate fiscal year.

The Committee discussed opportunities to improve long-term financial planning by consolidating small, restricted capital improvement project balances into broader capital maintenance accounts to provide greater flexibility in addressing facility needs and emergency repairs.

Additional Public Comment

None

Non-Public Session

Matt Pappas moved, seconded by Katherine Anderson, to enter into a non-public session at 7:58 PM under RSA 91-A:3,(a) The dismissal, promotion, or compensation of any public employee and RSA 91-A:3,(e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled.

Roll Call

YES: Annie Grassie, Nick Bellows, Samantha Battis, Katherine Anderson, Sue Horne, Matt Pappas. Motion carried unanimously.

Public Session

Adjournment



Office of the Superintendent
Jared Fulgoni, M.Ed.
Superintendent of Schools

P 603-332-3678
E fulgoni.j@sau54.org

Rochester School Department
150 Wakefield Street
Rochester, NH 03867

Finance Personnel - July 7, 2026

Retirements

XXX

Resignations

Samantha Lancey	Grade 3 - MSMS (EOY)
Bryar Tipton	Music - SHS
Donna Aube	Foodservice - ERS
Kimberly Swenson	Foodservice - CSS
George Gauthier	Custodian - McC
Jennie Lovasco	Special Education - RMS
Krista Brown	Administrative Assistant - SHS
Claire Turnbull	Grade 4 - MSMS
Ariana Ragonese	Guidance - SHS
Emma Shaw	Grade 2 - MSMS
Kelleigh Killingsworth	SS - RMS

Nominations

Mikhail Ozols	Grade 4 - Gonic
Michayla Meehan	Grade 2 - CSS
Bonnie Noury	Nurse - Itinerant
Natalie Saccoccia	OT - ESY Only
Andre Van Coesant	Math - SHS - 50%
Kelsey Ryckman	BCBA
Tracy Marr	RBT
Vicky York	RBT
Destinee Baptiste	RBT
Melissa Marini	RBT
Hannah Jacobs	Heath Occ/ First Responders UA - RMS
Megan Moore	Grade 8 English - RMS
Nicole Truax	Dentistry - CTE/SHS
Kate de Geofroy	Grade 4 Teacher - McClelland
Katalyna Bussiere	Para - RMS
Shannon Remick	Payroll
Huyen Blakely	Grade 7 Math - RMS

Monica Baribeau
Heather Pelletier
Shane LaRochelle

Special Education - RMS
Grade 3 - ERS
Grade 7 SS - RMS

Stipends

Tim Mucher
Jon Billings
Kyle Dube
Aaric Adams
Phoebe Downer
Joe Smith
Dan Bastien
Eric Diamond

Basketball, Varsity (B) - Head Coach
Basketball, Varsity (B) Asst.
Basketball, JV (B) - Head Coach
Basketball, Freshman (B) - Head Coach
Basketball, Varsity (G) - Head Coach
Soccer, Varsity (B) Head Coach
Soccer, Varsity (G) Head Coach
Band RMS

ESY

Barbara Aubert
Erin Southard

Paraeducator Coordinator
Paraeducator