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4. PUBLIC COMMENT – agenda items only
5. APPROVAL OF BOARD MINUTES
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6. RECOGNITIONS / REPORTS
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12. PUBLIC COMMENT – any subject, in accordance with Board Policy #132
13. ADJOURNMENT
CONCORD
SCHOOL DISTRICT

Retirees

Paul Bourassa          Bonnie Larochelle
Sophia Ellis           Marjorie Mead
Patricia Fahey         Louise Pigeon
Raymond Ferreira       Norma Robinson
Susan Gamache          Nancy Siff
Kevin Greene           Susan Stockley
Joan Griffin           Kathleen Sullivan
Jon Hall               Monica Unger
John Hatab             Cynthia Ward
Concord School District
Board of Education
Regular monthly meeting
May 6, 2019

Board members present: Tom Croteau, Chuck Crush, Barb Higgins, Nancy Kane, Jennifer Patterson, Liza Poinier, Jim Richards, Danielle Smith, Pam Wicks

Administrators: Superintendent Terri Forsten, Assistant Superintendent Donna Palley, Business Administrator Jack Dunn, Director of Human Resources Larry Prince

Agenda Item 1. Call to Order
Board President Jennifer Patterson called the meeting to order at 7:00 p.m.

Agenda Item 2. Approval of Agenda
Superintendent Forsten suggested amending the agenda by deleting the student representative updates, as Helen Massah and Gaven Brown were not present.

The Board voted 9-0 to approve the agenda as amended (motioned by Barb Higgins, seconded by Nancy Kane).

Agenda Item 3. Public Comment – agenda items only
There was no public comment.

Agenda Item 4. Distinguished Educators
Abbot-Downing School: Trish Boisvert

Trish Boisvert joined the District in 2005 and has taught at Conant and Abbot-Downing Schools in grades K-2. School Board members might remember her recent visit to a Board meeting, helping her students hand out “worms” – a memorable moment, and reflective of Trish as an educator ... not that she hands out worms to everyone, but rather, that she regularly goes “above and beyond” and has a passion for making connections to outdoor, hands-on learning. Ms. Boisvert co-authored an article in the environmental education magazine “Green Teacher,” called Riding the Waves of EBE, describing some of her work. When ADS celebrated Earth Day, Trish coordinated coffee can flower planting for first and second graders, and purchased flower bulbs for kindergarteners to plant. The coffee can flowers are hung along the fence of the playground. She helped design and coordinate ADS’ “Snowshoe” program by partnering with the Winter Wildlands Alliance,
which helped with the purchase of snowshoes and supported curriculum that targets cross-curricular skills. Trish has a strong interest in higher education and professional development, and was formerly the Student Services Coordinator at Southern New Hampshire University and an adjunct faculty member of Salem State College. She mentors student teachers and has committed to SNHU to mentor a student teacher as part of their new “year-round” internship program. She is the building representative for Project GROW, a professional development coach, PTO teacher, and Garden Club coordinator. She has been on hiring teams for the SSR Teacher, Art Teacher, and Principal. Trish understands her individual students’ and their families’ needs and excels at partnering with each family. Her classroom community is built on the Responsive Classroom (RC) model, providing students with opportunities to develop strong social/emotional skills and work as a caring, collaborative community. Each summer she revisits and reads the “Responsive Classroom Guide” to renew her RC mindset. She creatively designs activities to build her classroom community and welcomes parents as active participants. Her inclusive Thanksgiving Feast, which featured turkey and all the fixings, was the culmination of a fall curriculum unit. Trish Boisvert is ADS’ distinguished educator for her dedication, passion, and perseverance to ensuring student needs are met and families feel included in their children’s education. She works hard to make ADS a warm, friendly environment for all.

Beaver Meadow School: John Hatab

Students, colleagues and parents use these words to describe John Hatab: a passionate leader, a collaborator, hard worker, humorous, the ultimate visionary. John’s limitless dedication to the arts and the lives of his students is colossal and his passion for excellence is unparalleled. He believes that all students are valued contributors as artists and has cultivated this mindset at BMS and beyond. His desire to continue to grow as an educator and foster the talents of his students is only one of many reasons he is worthy of the 2019 Distinguished Educator Award. In the BMS hallways, visitors notice immediately the gallery of legacy projects, awesome works of art that have been displayed by John for the past 23 years. Individual sections of each legacy project are created by a fifth-grade student, who has been told that each student leaves a little bit of himself behind as he moves forward to the middle school. The individual sections are connected to create each masterpiece, symbolizing for students that they are forever connected to something larger than themselves. John is always willing to help and support students in countless ways, that include spending time with students as a silent mentor, encouraging students to be art ambassadors, and offering art therapy. This past year John designed a unique teaching model for students who have experienced trauma, and these students have thrived under his guidance and instruction. He always goes above and beyond to connect with students, and his genuine sense of caring provides an environment where risk-taking is expected. John exemplifies a true team player. BMS’ monthly all-school meetings are an inspirational tradition: every month visitors and students leave this community event inspired by the “peaceable theme,” featured artists, and the other ways the school celebrates and showcases learning and the arts; John’s gifts and liveliness are indelibly
woven into every agenda. Every March, John spends many, many hours organizing, building and assembling display walls for students art work at the Youth Art Month. This is a huge success and loved by the entire community. His creative talents and devotion are crucial components to this popular, annual event. John has been the backbone of the Students Actors Program for over 22 years, a long-standing tradition that has provided Concord with immeasurable entertainment and memories. His unwavering commitment to student growth has resulted in the development of performers who confidently sing solos and dance, with smiles that tear up an audience. As the Concord High School Set Director, he continues to inspire students to perform and be part of theatre magic. By sharing his love of Broadway, he has impacted thousands of students' lives who now share his passion for the arts. One cannot be in the same space as John and not feel his energy and spirit – his vision for art has become legendary. His striving for perfection challenges everyone to become the very best versions of themselves. John will be sorely missed at BMS as he retires; those who have worked with him have been privileged to find such a dedicated and talented teacher – truly a distinguished educator.

Christa McAuliffe School: Carol McCarthy

Passionate, intelligent, thoughtful, diligent, articulate, collaborative, and respectful – a veteran educator, Carol has served at the elementary level as a classroom Teacher, special educator, and Special Education Coordinator. Her extensive knowledge of and expertise with children in both regular and special education has garnered the respect and admiration of her colleagues and students at CMS and BMS. As a classroom teacher, Carol’s love of reading inspired her students to think deeply as they learned how to facilitate their own book talks. These book group conversations often inspired other students to read those same books. She designed writers’ workshops involving parents and trained volunteers to assist her in conferring with students and giving constructive feedback to grow students’ love of writing. Still today, she is masterful in getting students to see themselves as lifelong learners who are capable of great success. Using all her prior experience, Carol began her role as Special Education Coordinator at CMS and BMS six years ago. She used her strong understanding of curriculum, instruction, assessment and the special education process to actively mentor special educators in writing measurable goals, providing appropriate and measurable interventions, writing IEPs, facilitating meetings and collaborating with colleagues. Carol has the unique ability to support staff in transforming their daily practice using data to meet their students’ needs. Staff members frequently seek her guidance and advice in their own work with students and families. As a parent meeting facilitator, Carol clearly explains each meeting’s agenda as well as the special education process to parents, engaging them as equal members of the team and encouraging them to advocate for their child. Within her first year as Coordinator, Carol was challenged with a special education audit by the Department of Education. She consistently approached this work with positivity and an interest in learning about Concord schools’ strengths and areas for growth. This was a long process, but Carol saw every on-site visit and debriefing as an opportunity to improve the District’s collective work with students and parents. Social and emotional wellness is at
the forefront of Carol's work with children. Staff have benefited from her vast expertise to better understand and respond to behaviorally challenging students. She maintains that schools cannot hope to educate children without first meeting their most basic needs for physical and emotional safety. She has actively participated on the PBIS Tier 1 and Tier 2 teams and the student study teams between the two schools for several years. She values and seeks out partnerships with community organizations to broaden and establish family supports beyond school hours. She can often be found stopping at the local park, visiting students and dropping off water and snacks as a way to enhance school-to-home connections. BMS and CMS students know that she is an advocate for them both inside and outside of school. During the summer, Carol coordinates the special education extended school year programming. She works far beyond her designated hours, donating her time for the benefit of these children. She provides direct services to students in both math and reading, and collaborates with summer staff to implement and track new interventions to accelerate students' academic growth. An advocate for all children who never gives up on their successes, Carol is the 2018-2019 Distinguished Educator for BMS and CMS.

Rundlett Middle School: Elizabeth “Biz” Logan

Elizabeth “Biz” Logan is a dedicated health teacher at RMS who cares about the whole child and demonstrates this through her actions. Biz helped start the Blue Duke Care Closet, which offers food for RMS families struggling with food insecurity. She coordinates food drives within and outside of RMS to keep this room fully stocked, and also coordinates the student volunteers who fill bags or boxes with food for the most needy families. She also helps lead the Social Emotional Learning movement at RMS, by contributing lessons for the weekly advisory program, teaching mindfulness and other strategies to her students, and sharing approaches with her colleagues. She was a member of RMS' Grant Advisory Committee, charged with developing a plan to use grant funds to support the development of strong social/emotional supports for middle school students. Biz is a prolific grant writer, having been awarded grants for alternative student seating (pedal desks), CPR mannequins, and others. She is always looking for opportunities to enhance the health program and to bring innovative practices to her students. Biz is truly a lifelong learner, regularly seeking out opportunities to develop her knowledge and skills in health education. Recently, she didn’t hesitate to say yes when asked to offer a workshop to her colleagues at the Social/Emotional Learning conference. She has also helped coach soccer, and provided fitness classes for colleagues! Biz is a quiet, behind-the-scenes sort of earthshaker, a creative teacher who teaches very difficult content to students at a very challenging level of development. Words that have been used to describe Biz include: kind, caring, thoughtful, innovative, compassionate and student-centered – a distinguished educator indeed.

Rundlett Middle School: Kristine Nyhan

Kristine “Kristi” Nyhan is an extremely talented art teacher at RMS, contributing without seeking recognition as the yearbook advisor, a time-consuming extracurricular club that
embraces “Blue Duke Nation” pride and provides students with memories of their middle school years. Kristi coordinates the RMS National Junior Art Honor Society, which supports members in their efforts to attain the highest standards in art scholarship, character and service, and to bring art education to the forefront of the school and community. She is a contributor to other District and community events, including Youth Art Month, Art Teachers Art Show, SoupFest and preparing Thanksgiving placemats for Concord Hospital patients. Kristi has done PACE work at both the state and district level, helping to develop engaging performance assessments in art. She has worked to develop the District K-12 art curriculum, and brought great direction to the whole department, using her PACE work as a foundation. This ongoing work has resulted in an outstanding art program at RMS. She has also coached volleyball - rumor has it that she is one of the people who brought it to RMS! In the classroom, Kristi is innovative and passionate about teaching art to middle school students. She seeks to help each student understand that they can be an artist and she shows them how. Words used to describe Kristi include: collegial, collaborative, creative, forward-thinking and transformative – a valued distinguished educator.

Concord High School – James Cobb

Unsung hero, ultimate professional, and wonderful educator – just a few words to describe CHS Special Education teacher Jim Cobb. Jim has been the go-to teacher for students with social/emotional and/or behavioral concerns, whether identified with an educational disability or not. His go-to saying is, “We’ve got seats!” Jim provides a safe place for struggling students and helps them find the resources they need in order to succeed. For the students on his special education caseload, Jim provides the perfect balance of emotional support, and high expectations for both behavior and academics. All of this takes place not just in his classroom but throughout the building. His work can be observed, quite often, as he walks with students who are struggling, who need to talk, who need to see another teacher or administrator. On these walks, Jim provides students with a platform to express their needs, wants, perceptions and feelings. These walks are an extension of his classroom and his teaching. This strategy has proven time and again to be beneficial for his students. Aside from his great teaching and professionalism, what truly makes Jim Cobb stand out is that he does not see that anything he does goes beyond what is expected. Jim is a valuable resource about behaviors and how they impact a student’s ability to access and make progress in the general education curriculum, and his ability to share this information with teachers, counselors, administrators and parents is key. If you visited CHS in the summer, you would notice that while a majority of the staff are on vacation, some teachers choose to teach. Jim is not one of them. Instead, you can find him there on his own time, checking in with his students who are completing courses they were not able to finish successfully during the school year. Jim’s students see him as someone who shows them unconditional regard. They confide in him about their struggles and, at times, this information may result in ramifications for them. However, they trust that Jim will both support them in facing consequences and help them move forward and make better decisions. Jim connects his students with resources to reach their
goals, including counseling, job development/internships, housing, and academic tutoring. He is honest with parents, and when faced with challenging family dynamics, has a wonderful way of developing positive, trusting and professional relationships and encouraging them to allow their students to become stronger self-advocates while still providing guidance. Jim has a way of allowing families – all families – feel they are valued and an integral part of their student’s educational team. CHS is proud to honor Jim Cobb as a distinguished educator.

Concord High School – Brin Cowette

Brin has worked as a music teacher at CHS for the past four years. On a typical day, her teaching responsibilities include a combination of band, chorus and guitar classes, resulting in daily classroom work with well over 160 students. Whether in the first or last period of the day, Brin is working with students – conducting, singing, playing piano or guitar – with a seemingly limitless supply of energy and enthusiasm. Students respond positively to her instruction as they recognize that her love of teaching and passion for music are genuine. Like any work of art, the celebrated masterpiece can conceal the journey of time and hard work that led up to it. The polished recital pieces at District concerts represent hours of practice. When the chorus hits that difficult-to-reach note or their voices blend in perfect harmony, the thunderous applause of the audience does not equal the sheer delight experienced by Brin and her students, as they recall the early days of learning a new piece. During those ordinary days, when students grow tired of a song believing it is too difficult and beyond their ability, Brin demonstrates what kind of teacher she truly is, remaining the optimist, a voice of encouragement that promotes growth and confidence. Embodying grace under pressure, no mishap ever seems to rattle Brin – perhaps it is her own background as a figure skater that shapes her teaching. Brin’s students embrace her high expectations with the confidence that she will lead and guide them toward success. She understands the importance of engaging parents and communicates frequently to share good news from the classroom and enlist their support. Brin is a highly regarded teacher who gives generously of her time and talent to all members of the school community. Preparing students for the All State Music Festivals or providing extra rehearsal time for a student with special needs so that his solo part at a District concert will be the best it can be, she consistently goes the extra mile. Equally passionate about music and inspiring her students to experience excellence and success in their lives, she is a most distinguished educator.

Concord High School – George Golden

CHS Technology Education teacher George Golden is one of those wonderfully rare teachers who teach really hard topics and teach them well, but who also impart a deep love of the subject area – when he shows students how interesting and useful woodworking, architecture and engineering can be, they clamor for more. At CHS, there is a “five-timers club” of students who have taken all five of the classes that George teaches. This speaks to the fact that he is an inspiring teacher whom students just can’t get enough of. George is an esteemed colleague – he meets often with the math and science
department and has been a champion for integrating STEM practices into math and science courses. Every year, he takes students to a bridge-building competition at NHTI, and it is not uncommon for his students to sweep the top three spots. He has reached out into the community on behalf of his students; at least one was offered a lucrative job right out of high school as a result of his efforts and connections. His willingness to stay current on software and technology in his field is noteworthy: he audits college courses, works with his post-secondary partner Professor Khan at NHTI, and does whatever it takes to make sure that he, and therefore his students, have the latest understandings, knowledge and skills. In addition to all this, George has also been the longtime CHS alpine ski coach and his teams have had great success. Steve Mello reports that George has been one of the most dependable and diligent coaches on staff and shared an insightful story: the alpine ski team placed second in a major state championship a few years ago. George later crunched the performance data and realized that, in fact, his team had come in third. The next day, he drove to the school that had actually won second place, bringing them their trophy. This story exemplifies George’s keen sense of integrity in everything he does. The District is proud to honor George Golden for the spectacular work he has put in to build a premier program and his overall dedication to CHS students.

Agenda Item 5. Approval of Board Minutes

Ms. Patterson briefly noted the draft minutes of the regular Board meeting on April 1.

The Board voted 9-0 to approve the minutes of the regular Board meeting on April 1 (moved by Liza Poinier, seconded by Chuck Crush).

Ms. Patterson noted that there were two amendments to the draft minutes of the Public Hearing on April 17 – adding the location, and adding a sentence indicating that the floor had been opened for public comment after the presentation.

The Board voted 9-0 to approve the minutes of the Public Hearing on April 17 as amended (moved by Tom. Croteau, seconded by Jim Richards).

Jack Dunn noted a number of errors in the minutes of the March 27, 2019 Special Board meeting at which the vote on the 2019/2020 budget was taken. He asked that the Board amend the minutes per discussion to reflect the actual budget amounts. These amendments will be noted in the March 27, 2019 minutes of record.

Mr. Richards made a motion to amend the March 27, 2019 minutes to reflect a budget for the fiscal year 2019-2020 in the amount of $90,316,083, with a general fund budget of $84,868,002 appropriating $52,136,368 in local taxes and $7,730,534 in state taxes. Ms. Higgins seconded the motion.

Ms. Higgins left the meeting and returned after the following vote.

The Board voted 8-0 to amend the minutes of the March 27, 2019 Special Board meeting to reflect a budget for the fiscal year 2019-2020 in the amount of $90,316,083, with a general fund budget of $84,868,002 appropriating $52,136,368
in local taxes and $7,730,534 in state taxes (moved by Mr. Richards, seconded by Ms. Higgins).

Agenda Item 6. Bond Authorization

Mr. Dunn asked that the Board authorize the $5,000,000 bond for the replacement of the Concord High School and Broken Ground School roofs.

The Board voted 9-0 on the following motion (moved by Ms. Higgins, seconded by Mr. Croteau):

1. That under and pursuant to the Municipal Finance Act, Chapter 33, NH RSA, as amended, and any other enabling authority, there be and hereby is appropriated the sum of $5,000,000 in order to finance the costs of repairing and replacing the roofs at the District's High School and Broken Ground School buildings, including the payment of costs incidental or related thereto (collectively, the "Projects").

2. To meet this appropriation, the District Treasurer, with the approval of the Board of Education, is authorized to borrow $5,000,000 under the Municipal Finance Act, as amended, and any other enabling authority and issue Bonds of the District (and notes in anticipation thereof) (the "Bond") in the principal amount of $5,000,000, and notes in anticipation thereof.

3. That the Clerk of the School Board and the signers of the Bond are each hereby authorized to take any and all actions necessary or convenient to carry out the provisions of this vote, including delivering the Bond against payment therefor.

4. That all things heretofore done and all action heretofore taken by the School Board and its officers and agents in its authorization of the Projects and their financing are hereby ratified, approved and confirmed.

5. That the expected useful life of the Projects being financed by the Bond is hereby determined to be as follows:

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Useful Life (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School roof repair and replacement</td>
<td>40+</td>
</tr>
<tr>
<td>Broken Ground School roof repair and replacement</td>
<td>40+</td>
</tr>
</tbody>
</table>

6. This vote shall take effect upon its passage.
Agenda Item 7. Recognitions

Superintendent Forsten welcomed Barrett Christina, Executive Director of the NH School Boards Association, who awarded a $1500 scholarship to Hunter Cogswell, grandson of former Board member Clint Cogswell. He enumerated Hunter's many academic and extracurricular achievements, and his creative and mindful approach.

Superintendent Forsten commented on the five strong candidates for the Assistant Principal positions who would be brought forward for votes later in the meeting. She thanked those on the search committees. Rundlett began a self-study (run by NELMS), related to governance, parent and community involvement, facility, etc. She noted the performance of The Addams Family by the CHS Drama Club this upcoming weekend. AP exams will begin next week at the high school.

Agenda Item 8. Personnel

Larry Prince presented twelve professional leaves of absence and one child-rearing leave of absence.

The Board voted 9-0 to confirm the leaves of absence as presented (moved by Ms. Higgins, seconded by Ms. Kane).

Mr. Prince presented five administrator nominations.

Laura-Beth Ulwick, Assistant Principal/Student Services, Abbot-Downing School, $103,458, Step I, M+30/CAGS, one year only. New position. Budgeted at $111,760

Nancy Pender, Assistant Principal/Student Services, Broken Ground School, $107,769, Step III, M+30. New position. Budgeted at $111,760

Allison Pelletier, Assistant Principal/Student Services, Mill Brook School, $107,609, Step II, M+30/CAGS

Leigh Childs, Assistant Principal/Student Services, Beaver Meadow School, $103,778, Step III, New Position, Budgeted at $111,760

Carol McCarthy, Assistant Principal/Student Services, Christa McAuliffe School, $111,760, Step III, M+30/CAGS, one year only. New Position. Budgeted at $111,760

Mr. Crush had several questions about the interview process, including whether parents were involved. Superintendent Forsten noted that the selection process was led by each of the building Principals, who assembled interview teams consisting of parents, teachers, educational assistants and several Board members. Principals would typically invite the PTO president or, if unavailable, other parents in the PTO. Principal Lauze stated that she contacted parents whose students have special needs, and two parents were on the BGS interview committee.

Mr. Crush asked whether all the nominees were certified in special education administration. Superintendent Forsten noted that some had Associate Principal
certification; all carried special education teacher certification; some had a Special Education Administration credential. Mr. Crush noted that not all the nominees were certified in special education administration.

Mr. Crush asked whether the "inclusion" philosophy was part of the interview conversation. Principal Lauze noted that, as inclusion is District philosophy, this was reflected in the selection process.

Ms. Higgins noted that she was planning to vote no on this motion because she felt that more teachers or aides were needed, not more administrators.

Mr. Crush asked if the nominees' contracts were all the same length. Superintendent Forsten noted that all CAA contracts are drawn up each year.

The Board voted 7-0 (Ms. Higgins and Mr. Crush abstained) to confirm the nominations (moved by Pam Wicks, seconded by Mr. Croteau).

Mr. Croteau expressed thanks to the building Principals for quick and excellent work in the hiring of these individuals. Ms. Kane said she was honored to be part of the Mill Brook interview process, which included 11 members on the search committee and many interviewees. She said she was impressed with the process, and the thoughtfulness and enthusiasm of the staff. Mr. Richards also thanked all the participants of the interview teams, noting that this can be difficult work. Danielle Smith noted that she had voted against those positions in the budget, but having served on one of the search committees, was impressed with the quality of the candidates.

Mr. Prince presented a number of new teacher nominations for 2019-2020:

Ms. Higgins left the meeting.

P. Clint Klose, Theater Arts Teacher, Concord Regional Technical Center, $76,164, B-13, one year only. Clint currently holds this position and is once again requesting a leave of absence from his Music Teacher position at Beaver Meadow School to accept this assignment. Clint has been employed as a teacher with Concord School District since 1991. Federal Funds

Elizabeth York, English Teacher, Concord Regional Technical Center, $17,314, 20% of M+30-14, one-year-only. Elizabeth currently holds this position and is once again requesting a 20% leave of absence from her English Teacher position at Concord High School to accept this assignment. Elizabeth has been employed as a teacher with Concord School District since 1990. Federal Funds

Natasha Berlin, Reading Teacher, Concord High School, $17,314, 20% of M+30-14, one year only. Natasha is requesting a 20% leave of absence from her full-time ELL Teacher position at Concord High School to accept this assignment. Natasha has been employed as a teacher with Concord School District since 2012. This vacancy is from an 80% Reading Teacher position that was filled one-year-only by Heidi Crumrine and Kaileen Chilauskas in 2018-2019. Budgeted at $11,722
Daniel Breen, Social Studies Teacher, Concord High School, $51,688, B-4. Daniel is currently in this position as a one-year-only assignment. Daniel has been employed as a teacher with Concord School District 2015-2017 and 2018-2019. Daniel replaces Chrigus Boezeman (M-12 = $77,179) – transfer to CAA. Budgeted at $77,179.

A. Brin Cowette, Music Teacher, Concord High School, $11,855, 20% of B-7, one year only. Brin is a full-time Music Teacher at Concord High School, 20% of which is one-year-only. She will continue in this position for 2019-2020. Brin has been employed as a teacher with Concord School District since 2015. Brin is replacing Gabriel Cohen (20% of M-14=$16,785) – LOA. Budgeted at $16,785.

Heidi Crumrine, Reading Teacher, Concord High School, $17,314, 20% of M+30-14, one year only. Heidi is requesting a 20% leave of absence from her full-time English Teacher position at Concord High School to accept this assignment. Heidi has been employed as a teacher with Concord School District since 2004. This vacancy is from an 80% Reading Teacher position that was filled one-year-only by Heidi Crumrine and Kaileen Chilauskas in 2018-2019. Budgeted at $11,722.

Karrie Hanson, English Teacher, Concord High School, $51,026, M-2. Karrie is an English and ELL Teacher at Concord High School. Karrie has been employed as a teacher with Concord School District since 2018. Karrie replaces Meredith Vickery (M-13 = $80,574) – resignation. Budgeted at $58,612.

Melissa Louf, ELL Teacher, Concord High School, $10,338, 20% of B-4. Melissa is an 80% ELL Teacher at Concord High School, 20% of which is one-year-only. Melissa will be on an 80% ELL contract for 2019-2020. Melissa has been employed as a teacher with Concord School District since 2017. Melissa replaces Karrie Hanson (M-2 = $10,205) – transfer. Budgeted at $10,205.

Jane Newton, Reading Teacher, Concord High School, $33,570, 40% of M-14, one year only. Jane is requesting a 40% leave of absence from her full-time ELL Teacher position at Concord High School to accept this assignment. Jane has been employed as a teacher with Concord School District since 2004. This vacancy is from an 80% Reading Teacher position that was filled one-year-only by Heidi Crumrine and Kaileen Chilauskas in 2018-2019. Budgeted at $23,445.

Kristina Peare, Math Teacher, Concord High School, $15,233, 20% of B-13, one year only. Kristina is requesting a 20% leave of absence from her full-time Special Education Teacher position at Concord High School to accept this assignment. Kristina has been employed as a Teacher with Concord School District since 2000. Funded by reallocation from special education.

Zachary Procek, English Teacher, Concord High School, $48,512, M-1, 40% one year only. Zachary is currently in a one-year-only English Teacher assignment at Concord High School. Zachary has been employed as a teacher with Concord School District since February 2019. Zachary replaces Karrie Hanson (60% of M-2 = $30,616) – transfer.
Elizabeth York (20% of M+30-14 = $17,314) – LOA and Heidi Crumrine (20% of M+30-14 = $17,314) – LOA. Budgeted at $65,244

Kathryn Todd, Speech-Language Pathologist, Concord High School, $22,135, 30% of M-11, one year only, Kathryn is currently in this position as a one-year-only assignment. This is in addition to Kathryn’s 50% Speech-Language Pathologist position at Concord High School. Kathryn has been employed as a speech-language pathologist with Concord School District since 2012. Kathryn replaces Sara Hans (30% of M-14 = $25,178) – LOA. Budgeted at $25,178

Michelle Ruopp, Science Teacher, Rundlett Middle School, $51,026, M-2. Michelle is currently in a one-year-only Science Teacher assignment at Rundlett Middle School. Michelle has been employed as a teacher with Concord School District since 2018. Michelle replaces Kristin Mullen (B-2 = $46,616). Budgeted at $46,616

Michelle Mulligan, Kindergarten Enrichment Teacher, Elementary, $76,164, B-13, one year only. Michelle currently holds this position and is once again requesting a leave of absence from her Classroom Teacher position at Beaver Meadow School to accept this assignment. Michelle has been employed as a teacher with Concord School District since 1994. Budgeted at $58,612

Selina Blaine, Classroom Teacher, Beaver Meadow School, $56,098, M-4. Selina has been employed as a teacher with Concord School District since 2016. Selina replaces Patricia Fahey (M+30-14 = $86,572) – retirement. Budgeted at $58,612

Brittany Courchesne, Preschool Teacher, Beaver Meadow School, $71,269, M-10. Brittany is currently a part-time Preschool Teacher. Brittany has been employed as a teacher with Concord School District since 2018. Brittany replaces Selina Blaine (53% of M-4 = $29,732) – transfer and new position (47% of M-5 = $27,548). Budgeted at $57,280

Robert Fogg, Music Teacher, Beaver Meadow School, $66,859, B-10, one year only. Rob currently holds this position and is once again requesting a leave of absence from his 40% Music Teacher position at Christa McAuliffe School to accept this assignment. Rob has been employed as a teacher with Concord School District since 2017. Rob replaces P. Clint Klose (B-13 = $76,164) – LOA. Budgeted at $76,164

Kaleigh Otto, Classroom Teacher, Christa McAuliffe School, $44,102, B-1. Kaleigh replaces Bonnie Larochelle (M-14 = $83,926) – retirement. Budgeted at $58,612

Kristen Perreault, Classroom Teacher, Christa McAuliffe School, $44,102, B-1, Kristen replaces Meredith Shepherd (M-4 = $56,098) – resignation. Budgeted at $56,098


Mr. Crush asked about the “reallocations from special education” funds for Kristina Peare, who would be moving into regular education for the one year. Mr. Sica answered the question.
The Board voted 8-0 to confirm the nominations as presented (moved by Ms. Wicks, seconded by Mr. Crush).

Mr. Prince presented the list of vacancies.

Mr. Prince suggested that the Board vote to authorize the Superintendent to hire staff over the summer months (the Board will later vote to confirm the hires) per Policy 693 Superintendent, Approval of Employees.

The Board voted 8-0 to authorize the Superintendent to offer contracts over the summer, subject to confirmation by the Board (moved by Ms. Patterson, seconded by Ms. Smith).

Agenda Item 9. Communications & Policy

Ms. Patterson noted that the Committee met on April 10. She presented several policies for a first reading. No action was taken by the Board.

Policy #541.3 Driving and Parking – the Committee recommended adopting the NHSBA policy with several revisions, including a change of title to Student Motor Vehicle Use.

Policy #551 Season Ticket Rates – the Committee recommended adopting the NHSBA policy with several revisions, including a change of title to Admission for Sporting Events.

Policy #561/673 Sargent Memorial Essay Contest – the Committee recommended several revisions to this policy relative to the selection process.

Mr. Crush asked whether there was a need for ongoing follow-up to the counseling provided by NHHS after the arrest of a CHS teacher. CHS Principal Tom Sica noted that follow-up counseling had been offered and few students seemed to take this opportunity.

Agenda Item 10. Capital Facilities

Mr. Richards noted that the Committee met on April 15 to discuss the recent flooding at CHS, caused by a failed valve in the gymnasium. Summer projects include painting in the new elementary schools, and replacing the 1972 floor drain at Broken Ground School. The committee reviewed the work to date on the middle school facility project, including a “visioning session” in 2017 and a trip to Lincoln, Nebraska to tour its new combination middle school/family Y building. The design process and the five design options to date were reviewed. He noted that many additional topics are still to be discussed including traffic study, whether to renovate or build new, grade level configuration, a possible new location, the construction timeline and other items. The next two meetings will be held jointly with the Finance and the Instructional committees.
Agenda Item 11. City & Community Relations
Ms. Poinier reported that the Committee met on April 17 to discuss the proposed Director of Communications position, the District's website and brochure and its social media presence. Members discussed whether the Board might take positions on education-related legislative matters and how this might develop. Ms. Poinier suggested meeting with the City's new Public Information Officer to discuss ways to further the District's mission.

Agenda Item 12. Other Business
Superintendent Forsten noted that there had been only one snow day this winter season, January 9. The other weather-related changes to the school day were all two-hour delays.

The Board voted 8-0 to establish Thursday, June 13 as the last day of school for students (moved by Ms. Patterson, seconded by Mr. Crush).

Agenda Item 13. Proposed calendar of meetings
Superintendent Forsten discussed the proposed Board calendars for May and June, highlighting Commencement on Saturday, June 15.

Agenda Item 14. Public comment
There was no public comment.

Agenda Item 15. Adjournment
The Board voted 9-0 to adjourn (motioned by Mr. Richards, seconded by Ms. Kane).

The Board adjourned at 8:55 p.m.
Respectfully submitted,

Jim Richards, Secretary
Linden Jackett, Recorder
**Concord School District**

*2019-2020 Student/Staff Calendar*

### August/September

<table>
<thead>
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**Days**: 23

### October

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**Days**: 21

### November

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**Days**: 16

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**Days**: 15

### January

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**Days**: 20

**Note**: Additional school days needed due to inclement weather will be added to June.

**Curriculum Work Time (90 minutes between 3:00-5:00 PM)**

( ) - Professional Day - no school for students

**Parent-Teacher Conferences (4:30-8:00 PM)**

X - Days out for students and staff

**School Days**: 95

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### February

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**Days**: 15

### March

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**Days**: 21

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**Days**: 21

### May

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**Days**: 19

### June

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**Days**: 9

**Note**: Additional school days needed due to inclement weather will be added to June.

**School Days**: 82

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**Professional Day**

**Curriculum Work Time (90 minutes between 3:00-5:00 PM)**

( ) - Professional Day - no school for students

Parent-Teacher Conferences (4:30-8:00 PM)

X - Days out for students and staff

---

**Important Dates**

**August/September**

Aug 26 - Professional Day
Aug 27 - 1st Day for Students
Aug 30 - Sept 2 - Labor Day Weekend

**September**

Sep 18 - Curriculum Work Time
Oct 11 - Columbus Day
Oct 15 - Columbus Day Work Time
Nov 8 - Professional Day
Nov 11 - Veterans Day
Nov 14 & 18 - Parent-Teacher Conferences
Nov 27 - 29 - Thanksgiving Recess
Dec 23 - Jan 1 - Holiday Recess

**January**

Jan. 20 - Martin Luther King Jr. Day
Jan. 24 - Semester I Ends
Jan. 27 - Professional Day
Feb. 24 - 28 - Winter Recess
Mar. 20 - Professional Day
Apr. 1 - Curriculum Work Time
Apr. 30 - May 1 - Spring Recess
May 9 - Curriculum Work Time
May 25 - Memorial Day
June 11 - Last Day of School for Students (tentative)
June 13 - Graduation

**Parent-Teacher Conferences (4:30-8:00 PM)**

X - Days out for students and staff
TO: Members, Concord School Board
FROM: Larry Prince, Director of Human Resources
DATE: June 3, 2019
REFERENCE: Teacher Confirmations 2019-2020 School Year – Existing Staff

Heidi Vibert
Concord, NH
Abbot-Downing School
Special Education Teacher
Heidi is currently a 50% Special Education Teacher.
Heidi has been employed with Concord School District since 2018.
Heidi replaces Laura-Beth Ulwick (M+30-14 = $86,572) – LOA from CEA to accept CAA position one-year-only
Budgeted at $86,572

$53,540
M-3
one year only
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: June 3, 2019  
REFERENCE: Teacher Confirmations 2019-2020 School Year – New to CEA

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<th>Name</th>
<th>School</th>
<th>Position</th>
<th>Salary</th>
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<tr>
<td>Diana Liz</td>
<td>Concord High School</td>
<td>Special Education Teacher</td>
<td>$86,572</td>
</tr>
<tr>
<td>Bow, NH</td>
<td></td>
<td></td>
<td>M-14</td>
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<tr>
<td>Education</td>
<td>Plymouth State College, Plymouth, NH, M.Ed./01</td>
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<td>University at Albany, Albany, NH, B.A./90</td>
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<td>Experience</td>
<td>Southside Middle School, Manchester, NH</td>
<td>Special Education Teacher, 2012-2015</td>
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<td></td>
<td>Memorial High School, Manchester, NH</td>
<td>Guidance Counselor, 2010-2012</td>
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<td>Gilbert H. Hood Middle School, Derry, NH</td>
<td>Special Education Teacher, 2007-2010</td>
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<td></td>
<td>Diana replaces Howie Leung (M+30-14 = $86,572)</td>
<td>Budgeted at $86,572</td>
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<tr>
<td>Andrea McMillan</td>
<td>Concord High School</td>
<td>ELL Teacher</td>
<td>$35,282</td>
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<tr>
<td>Chester, NH</td>
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<td>80% of B-1</td>
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<td>Education</td>
<td>James Madison University, Harrisonburg, VA, B.S./93</td>
<td>one year only</td>
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<td>Experience</td>
<td>Concord High School</td>
<td>ELL Tutor, 2018-2019</td>
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<td>Busche International Academy, Chester, NH</td>
<td>ELL Teacher, Summer 2016 and 2017</td>
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<td>Adult Learning Center, Virginia Beach, VA</td>
<td>ELL Teacher, 2011-2015</td>
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<td>Veritas Christian Academy, Chesapeake, VA</td>
<td>Teacher, 2009-2011</td>
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<td>Capital Christian School, Santa Fe, NM</td>
<td>Teacher, 1998-1999</td>
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<td>Middle School of Beijing Institute of Technology, Beijing, China</td>
<td>ELL Teacher, 1994-1996</td>
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<td>Andrea replaces Karrie Hanson (20% M-2 = $10,205) – transfer, Natasha Berlin (20% M+30-14 = $17,314) – LOA and Jane Newton (40% M-14 = $33,570) – LOA</td>
<td>Budgeted at $61,089</td>
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</table>
Kathleen Barnfield  
Nashua, NH  
Education:  
- University of New Hampshire, Durham, NH, M.Ed./13  
- University of New Hampshire, Durham, NH, B.A./12  
Experience:  
- Merrimack School District, Merrimack, NH  
  Special Education Teacher, 2013-2019  
  ABA 4 Autism, Milford, NH  
  Behavior Therapist, 2017-2019  
  This is a new position  
  Budgeted at $86,572

Lily Blau  
Sanbornton, NH  
Education:  
- Roger Williams University, Bristol, RI, B.A./19  
- Lily replaces Jennifer Follansbee (M-5 = $58,612) – resignation  
- Budgeted at $58,612

Hannah Linquata  
Concord, NH  
Education:  
- Southern New Hampshire University, Manchester, NH, B.A./18  
- Hannah replaces Tracey Huppe (long-term sub)  
- Budgeted at $42,201

Emily Grohs  
Pembroke, NH  
Education:  
- University of New Hampshire, Durham, NH, M.Ed./18  
- University of New Hampshire, Durham, NH, B.S./17  
Experience:  
- Maple Wood Elementary School, Somersworth, NH  
  Grade 5 Teacher, 2018-2019  
  This is a new position  
  Budgeted at $53,540
TO: Members, Concord School Board  
FROM: Larry Prince, Director of Human Resources  
DATE: June 3, 2019  
REFERENCE: Spring Coach Nominations  

Zachary Procek  
Hooksett, NH  
Education:  
Concord High School  
Southern New Hampshire University, Manchester, NH, M.Ed./19  
Saint Anselm College, Manchester, NH, B.A./17  
Profession:  
Concord High School  
English Teacher, 02/2019-present  
Experience:  
Concord High School  
Co-Ed Spring Track Assistant Coach, 2019  
Indoor Track Coach, 2018-2019  
Trinity High School, Manchester, NH  
Cross Country, Indoor and Outdoor Track Coach, 2017-2018  
Runners Alley, Manchester, NH  
Organize group runs and events throughout Manchester, ranging from 10 to 60 people  
McIntyre Ski Area, Manchester, NH  
Ski School Instructor, 2013-2017  
Zachary replaces Tristan Black-Ingersoll  

$4,070  
Step 3, Group 6  
9.5%
## Coaching Nominations

**Concord High School**

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<th>Position</th>
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<tr>
<td>Cross Country</td>
<td>4,070</td>
<td>Zachary Procek</td>
<td>X</td>
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<tr>
<td>Football (Head)</td>
<td>8,139</td>
<td>Eric Brown</td>
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<td>Football (Asst)</td>
<td>5,569</td>
<td>Kevin Nyhan</td>
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<td>Football (Freshman)</td>
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<td>Colin Brown</td>
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<td>Football (JV)</td>
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<td>David Levesque</td>
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<td>Football (Freshman Asst)</td>
<td>4,070</td>
<td>Brian Beane</td>
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<td>Golf</td>
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<td>Mark McDonough</td>
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<td>Soccer (Head)</td>
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<td>Scott Dunlop</td>
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<td>Soccer (JV)</td>
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<td>Andrew Baldwin</td>
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<td>Soccer (Freshman)</td>
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<td>Simon Parsons</td>
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<td>Intramural Strength Training</td>
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<td>Nicholas Zeras</td>
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<td>Ticket Manager (annually)</td>
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<td>Andrea Bacher</td>
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<td><strong>GIRLS SPORTS:</strong></td>
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<td>Cheerleading (Head)</td>
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<td>Laura Norwalt-Owen</td>
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<tr>
<td>Cross Country</td>
<td>4,070</td>
<td>Allison Davis</td>
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<td>Field Hockey (Head)</td>
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<td>Andrew Briers</td>
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<tr>
<td>Field Hockey (JV)</td>
<td>5,569</td>
<td>Philip Tuttle</td>
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<td><strong>CHS COED SPORTS:</strong></td>
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<td>New</td>
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<tr>
<td>Soccer Unified</td>
<td>TBA</td>
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**Rundlett MS:**

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<th>Position</th>
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<th>Name</th>
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<tr>
<td>Soccer (7 &amp; 8 Grade) A</td>
<td>2,570</td>
<td>Kerry Clock</td>
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<tr>
<td>Soccer (7 &amp; 8 Grade) B1</td>
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<td>Michael Serard</td>
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<td>Soccer (7 &amp; 8 Grade) B2</td>
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<td>Cross Country B/G (6-8) Asst</td>
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<td>Angela (Jill Dater)</td>
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**Girls Sports:**

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<td>Field Hockey (6,7,8 Grade) B</td>
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<td>Soccer (7 &amp; 8 Grade) ($1,285)</td>
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<td>Amy Sheer and Sara Grant</td>
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<tr>
<td>Soccer (7 &amp; 8 Grade) B1</td>
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<td>Christine Shea</td>
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<td>Step 3</td>
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<td>Soccer (7 &amp; 8 Grade) B2</td>
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<td>Joan Griffin</td>
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<td>Volleyball (6,7,8 Grade)</td>
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Concord School Board
City and Community Relations Committee

Date: May 15, 2019

Committee members present: Liza Poinier, Chair, Danielle Smith, Pam Wicks
Absent: Barb Higgins
Other School Board members present: Tom Croteau, Jennifer Patterson
Administration: Donna Palley, Assistant Superintendent

Liza Poinier called the meeting to order at 5:50 p.m. and reviewed the agenda, including the Committee’s goals, connecting with the City of Concord Public Information Officer, discussing the District website and brochure, and District communications in general.

Stephanie Breton, City of Concord Public Information Officer, described her new role and how the City addresses its communications needs. Her focus is media relations (press releases, city newsletter, meeting notices) branding and community relations. The City also has accounts with Facebook, Twitter, YouTube and Instagram. She said that Instagram may be a more contemporary platform than Facebook, and commented that it could be useful if the District had dedicated staff to manage it, i.e. taking pictures and posting them.

Donna Palley noted that currently, the Director of Technology manages the District-wide Facebook page. Ms. Poinier asked how Ms. Breton manages City departments’ participation in their Facebook pages. Ms. Palley noted that there have been conversations on the school and District levels about how much information each school wants to post.

Pam Wicks noted that the requirement to gain permission to post photos of individual students is important. She said she takes photos from a distance so that students are not identifiable.

Ms. Breton discussed the significant amount of material the City’s web page contains, its purpose, and the audience for its website. Ms. Breton remarked again that staff must be made available to manage social media accounts. She said each City department has several people managing its web pages. Ms. Poinier said that having a number of individuals managing all the web pages had been discussed for the District.

Ms. Poinier commented that nearly the entirety of the City Manager’s newsletter appears in the Concord Insider, and suggested District information could be included. Ms. Breton noted the subscription feature on the website for various City newsletter emails. There was brief discussion of printed marketing material. Jennifer Patterson asked about the City podcasts. These are monthly and consist of Department representatives and different community member interviews, which can be subscribed to via SoundCloud or iTunes. Tom Croteau asked how the District can measure the success of its online marketing efforts; Ms. Breton noted that social media analytics are available for Facebook and other media channels.
The Committee discussed the District website and social media presence. Ms. Poinier asked whether there was a role for the Committee in supporting staff in maintaining the website. The Committee viewed the website.

Pam Wicks noted that she liked the sliding photo on the main webpage. She said she did not know how difficult it would be to add more of these, including Board meeting dates. She said the calendar is too far down on the page.

Danielle Smith asked who manages the individual school web pages; Ms. Palley noted that school pages and calendars are maintained by designated staff at each school. She said that it is challenging for teachers to maintain their own web pages.

Ms. Palley stated that the website is a template, a purchased product that can be modified in some regards but is not entirely flexible. She said that a committee had worked on the website features and setup. She said that many items are posted in several places on the website.

Linden Jackett described the google calendars (School Board, School Year, individual school calendars) and how they are integrated by the vendor with the website calendar.

Ms. Smith said it would be nice to see more uniformity on the calendar pages between the schools and suggested guidelines to make the school pages more consistent.

Mr. Croteau remarked that it is sometimes difficult to figure out what should go on the web pages, and that administrators and staff are heavily taxed.

Ms. Patterson asked who the website is geared to and how parents get their information; when her children were in school she liked seeing the course offerings and theatre information. She suggested it was important to consider the audience outside the schools themselves and what information those people might be looking for.

Ms. Wicks said she does not view the BGS page except to verify a calendar event, and noted that, as PTO president, she has not updated that group's page in a very long time. She wanted field trips, concerts and information nights to be included, but not math academy unless her own child was in it. She suggested adding the rotating schedule. Ms. Palley noted that the 6-day rotating schedule is in document form on the BMS page, while it is embedded in another school's calendar. Ms. Wicks said she doesn't want to "click" any further to find the 6-day schedule.

Ms. Smith said she liked the "For Families" box at the top of the page. She asked what "PowerSchool" is - Ms. Palley explained that the PowerSchool gradebook is available for middle school and high school students and families. Ms. Poinier suggested describing what PowerSchool is in the first paragraph of the "For Students" page

In response to a question from Mr. Croteau, Ms. Palley noted that there is a program that helps low-income families to gain internet access and the administration believes that most families have access to the internet.
Ms. Smith suggested checking what people are clicking through use of analytics; Ms. Jackett noted that analytics would need to be added manually to every single page, and that this feature may not be available.

Ms. Poinier noted that "Login" is right next to the "Search" box – she said she accidentally clicks on it, and asked if could be moved away from the search menu. Ms. Palley suggested this might be a fixed item.

Ms. Patterson said there is a great deal of useful material on the Board page, referencing the budgets, policies and CBAs. She suggested making the member roster more prominent and asked whether the page should be used to post agendas or minutes. Ms. Jackett suggested adding a photo of the Board; perhaps reprinting any "My Turn" editorials written by Board members, including any potential legislative stances established by the Board, and the member roster. She said this page should not become too cluttered.

The Committee then discussed the District brochure. Ms. Poinier noted that the project has been on hold, waiting for direction. There was discussion whether the product should be a booklet or a brochure. It was noted that the content is good, but far too text-heavy and needed more photos. Ms. Palley noted that most of the photos came from the website, and the text was written by building and District administrators.

Several Committee members commented that much of the text was valuable and should be used in some form, perhaps on the website. Hiring a consultant to revamp, streamline, provide key bullet points, and rewrite in "one voice" was discussed.

Ms. Palley said that inhouse staff has the capacity to do this work. She suggested more prominent pictures and less text, using bullets to highlight, for example, the number of National Merit Scholars from the District, achievements of athletic teams, number of AP classes, where students are getting into college, arts, performing arts or robotics.

Ms. Patterson suggested highlighting some of the same activities and information that were presented at the recent Governor and Council meeting at CHS.

Ms. Poinier stated that she felt the Committee needed to find ways to support staff in relation to communication with news media and the community. She remarked that positive news does not frequently go out of the District office, and that a regular newsletter would be a good idea.

The Committee voted 3-0 to adjourn (motioned by Ms. Wicks, seconded by Ms. Smith).

The meeting adjourned at 7:15 p.m.

Respectfully submitted,

Liza Poinier, Chair
Linden Jackett, Recorder
Concord School District
Board of Education
Communications and Policy Committee

Date: May 22, 2019

Committee members present: Jennifer Patterson, Chair; Tom Croteau, Nancy Kane, Chuck Crush

Other Board members present: Barb Higgins, Liza Poinier, Jim Richards

Administration: Terri Forsten, Superintendent; Donna Palley, Assistant Superintendent

Jennifer Patterson called the meeting to order at 5:47 pm. The agenda included the review of several policies, including a new policy on the administration of federal grant funds. She noted that the committee would recess into non-public session at the end of the meeting to consider a school assignment request under Policy 517 Manifest Educational Hardship.

She stated that the Board held a non-public meeting on May 21 about concerns related to the April 2019 arrest of a Concord High School teacher, noting that reasonable questions about the matter had arisen from both the public and Board members. She said that while the Board takes very seriously its responsibility to conduct its business transparently, there are a number of situations about which the Board cannot share certain information. She said that, while she is a champion of NH RSA 91-A, New Hampshire’s “Right to Know” law, it also requires the Board to honor certain exceptions. For example, personnel matters are exempted from disclosure, and all persons’ due process rights are inviolable. She said it was important, too, that the Board not take any step that might impede or interfere with a criminal investigation. Finally, she noted that very strong state and federal laws are in place to protect student privacy. These legal provisions constrain even the information that Board members can receive. Were a personnel action to be taken, an appeal could be brought to the Board, and previous knowledge might constrain the Board’s response.

She said that the Board does want to hear questions from the public but may not be able to answer them. She next suggested several positive steps the Board and the community could take going forward. These included: making sure strong policies consistent with the law are in place, as significant changes in sexual harassment and related laws have recently been made; working with the Superintendent to ensure the District is offering training and education in these areas, so that everyone understands that the policies are
in place and how to interpret them; continuing the Board conversation about both internal and external clear and timely communication.

The committee then discussed a new, required policy on administration of federal grant funds. Superintendent Forsten stated that these regulations were created at the federal level. The District received notice from its auditors that these policies were not in place. Previously, the Superintendent has signed an annual statement about distribution of funds and its adherence to the entitlement regulations of federal grants. She noted that the Board has until June to have these policies adopted.

Superintendent Forsten noted that the sample offered by the auditors was a very long document, and suggested breaking it into a number of smaller related policies. Ms. Patterson noted that the Boards fiscal policies are in section 300 of the policy manual, and suggested numbering these new policies from 390-399. She suggested the Committee recommend that the Board adopt the policies wholesale, as they are mandatory, and consider any modifications at a later time. Because these are urgent and required policies, she would consider a motion at the Board meeting to waive a first reading in order to get them adopted.

It was decided to modify the language of the first paragraph and add it to each smaller policy, as stated:

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.

Ms. Patterson noted that one policy break-out is very short and suggested combining it with another. Superintendent Forsten will review this before the June Board meeting.

The committee voted 4-0 to recommend that the set of policies which shall constitute all the components of the required policy for administration of federal grants funds, as presented, be adopted by the full Board at its June meeting (motioned by Ms. Patterson, seconded by Chuck Crush).

The Committee then reviewed the Board’s two policies and procedures connected to sexual harassment, Policy #414 (for staff) and Policy #521 (for students). The last page of Policy #414 includes the reporting form. The legal references from each policy (Ed 303, Ed 306, and RSA 354-A) were also presented.

Superintendent noted that prior to 2018, the Board did not have a policy specific to students. In March 2018, the Board revised Policy #414. She said she was not aware of any changes to the law recently, and NHSBA has not made a revision to its model policies on this issue since 2017.

Barb Higgins suggested that it should be crystal clear which policy applies to students.
Ms. Patterson noted that Policy #414, which also applies to third parties, is much broader than Policy #521 Students.

Nancy Kane asked whether Policy #521 is included in student handbooks; Superintendent Forsten showed where on the District website this was kept.

Chuck Crush asked whether an outside consultant has ever reviewed Board policies. Ms. Patterson explained that the Committee's charge is to carefully consider and update Board policies, referring to the New Hampshire School Board Association and occasionally its own legal counsel for legal research.

Jim Richards asked whether and when students and teachers are told to read the handbook. Superintendent Forsten said she will check with the CHS Principal on that.

Mr. Crush said the Board must differentiate between sexual harassment and child abuse (Policy #432 Child Abuse and Neglect). Ms. Higgins suggested the child abuse policy should be more specific than it is. Ms. Patterson noted that it would be useful to review how the policies interplay with one another. Mr. Crush suggested that the Committee include the child abuse policy in a future discussion. Superintendent Forsten suggested the Committee could review these three policies at a summer meeting.

Tom Croteau suggested adding student-friendly text to the student handbook encouraging students to feel comfortable about coming forward. He would like to make reporting less stressful.

Ms. Kane suggested focusing Nancy on Rundlett Middle School, as the culture of respect is established there.

Ms. Patterson opened the floor to public comment.

There was no public comment.

Manifest Educational Hardship situation

Ms. Patterson motioned to move into non-public session at 6:55 p.m. under RSA 91-A:3 II (c) that states, in part: "... Matters which, if discussed in public, would likely affect adversely the reputation of any person ..."

The Committee by roll call voted 4-0 to move into non-public session at 6:55 p.m. under RSA 91-A:3 II (c) (motioned by Ms. Patterson, seconded by Mr. Croteau) to discuss a personnel issue.

The committee recessed into non-public session.

Ms. Patterson moved to come out of non-public session at 7:15 p.m.

The Committee by roll call voted 4-0 to come out of non-public session at 7:15 p.m. (motioned by Ms. Patterson, seconded by Ms. Kane).

The Committee came out of non-public session at 7:16 p.m.
Committee members voted 4-0 to adjourn (motioned by Ms. Patterson, seconded by Mr. Crush).

The meeting adjourned at 7:16 p.m.

Respectfully submitted,

Jennifer Patterson, Chair
Linden Jackett, Recorder
Concord School District Policy #541.3

Student Motor Vehicle Use

Improper use of a motor vehicle on school grounds can result in suspension from school (in school or away from school) for a period of time not to exceed five (5) days. Driving a motor vehicle off school grounds during the school day without written authorization will be considered improper use of a motor vehicle and will be considered grounds for suspension.

Parking at the school is a privilege granted by the school, and the privilege will be withdrawn if it is abused. Abuse of this privilege may include reckless driving, speeding, improper parking, occupying a parked vehicle, loitering, littering or use of alcohol and/or drugs.

Prior to driving or parking on school grounds, students will be required to register motor vehicles in the main office and will be required to have a school sticker on the motor vehicle.

If a student is found to have left the school grounds in a motor vehicle without authorization, parents will be notified and the student may be subject to disciplinary action, including suspension from school.

Adopted February 6, 1984. Revised __________, 2019
Corresponds to NHSBA Policy JLIE
Concord School District Policy #551
Admission for Sporting Events

The Director of Physical Education and Sport shall set rates for sporting events at the beginning of each school year.

Admission rates:

1. All Concord students will be admitted free with a student ID.

2. For sports that charge an admission fee, season passes for adults will be available at a reduced rate.

Adopted 1971. Revised 1972; 1975; 1976; February 6, 1984; __________ 2019
Concord School District Policy #561 *

Sargent Memorial Essay Contest

The School Board authorizes an amount of money to be spent annually from the Sargent Memorial Essay Fund for three (3) fifty-dollar ($50) awards to honor essay winners. The $50 awards will be presented for the best patriotic essays or orations on the part of students in the District and will be distributed as follows:

- Concord High School (CHS) $50
- Rundlett Middle School (RMS) $50
- Elementary $50

Each elementary school containing grade five is eligible to participate in the contest. Each Principal will be responsible for judging the contest in his/her building by whatever method he/she prefers.

The Superintendent will select the outstanding elementary patriotic essay or oration. Winning essays/orations at Concord High School and Rundlett Middle School will be selected by the two secondary Principals or designees prior to Memorial Day.


* Also Policy #673
Concord School District Policy #390
Administration of Federal Grants Funds

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

This policy establishes the minimum standards regarding internal controls and grants management to be used by the District in the administration of any funds received by the District through federal grants programs as required by applicable New Hampshire and federal laws or regulations including, without limitation, the Uniform Grant Guidance.

The Board directs the Superintendent and the Business Administrator 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 grants or award shall be provided training sufficient to carry out their duties in accordance with all applicable requirements for the federal grants 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.

Legal References:
2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 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 Title 2 CFR Part 200

Adopted _____, 2019.
Concord School District Policy #391
Determination of Allowable Costs

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

The Superintendent is responsible for the efficient and effective administration of grants 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 grants award.

A. Cost Principles:

1. Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under federal awards:

2. 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 established practices or School Board policy, which may increase the expense. While federal regulations do not provide specific descriptions of what satisfies 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.

3. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.

4. Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the District.

5. 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.

6. Be determined in accordance with generally accepted accounting principles.

7. 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.

8. Be not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.

9. 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:

1. 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:

1. The Superintendent shall require that grants 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.
   a. 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.
   a. These costs may include general data processing, human resources, utility costs, maintenance, accounting, etc.
   b. 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.
   c. 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:
   d. Administrative or clerical services are integral to a project or activity.
   e. Individuals involved can be specifically identified with the project or activity.
   f. Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency.
   g. The costs are not also recovered as indirect costs.
      i. 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.
ii. 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:

1. 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.

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

3. When the obligation is for:

4. Acquisition of property – the date on which the District makes a binding written commitment to acquire the property.

5. Personal services by an employee of the District – when the services are performed.

6. Personal services by a contractor who is not an employee of the District – the date on which the District makes a binding written commitment to obtain the services.

7. Public utility services – when the District received the services.

8. Travel – when the travel is taken.

9. Rental of property – when the District uses the property.

10. A pre-agreement cost that was properly approved by the grant application and outlined in 2 C.F.R. Part 200, Subpart E – Cost Principles – on the first day of the project period.

F. Period of Performance:

1. 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. 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 carryover. For direct grants, the period of performance is generally identified in the GAN.

2. In the case of a state-administered grant, obligations under a grant may not be made until the grant funding period begins or all necessary materials are submitted to the granting agency, whichever is later. In the case of a direct grant, obligations may begin when the grant is substantially approved, unless an agreement exists with NHDOE or the pass-through entity to reimburse for pre-approval expenses.
3. 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.

Legal References:

2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 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 Title 2 CFR Part 200

Adopted ____, 2019.
Concord School District Policy #392
Cash Management and Fund Control

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

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 Grant Guidance for advance payments and in accordance with the requirements of the New Hampshire Department of Education (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 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 grants fund payments in accordance with the provisions of the grant. Additionally, the District’s financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent or Business Administrator 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 the 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.

Legal References:
2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 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 Title 2 CFR Part 200

Adopted _____, 2019.
Concord School District Policy #393

Procurement

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

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 Grant 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 Policy #320 Purchasing Procedure.

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 of 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 who 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 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 School Board will not approve expenditures for unauthorized purchases or contracts.

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-purchases 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 Policy #322 Bidding. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.

ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.

iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.

v. The Board reserves the right to reject any and all bids for sound documented reason.

vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.I.

4. Competitive Proposals

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

If this method is used, the following requirements apply:

a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.

b. Proposals shall be solicited from an adequate number of sources.

c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.

d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

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

5. Noncompetitive Proposals

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

a. the item is available only from a single source;

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

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

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

1. Placing qualified small and minority businesses and women’s business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women’s business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women’s business enterprises;
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, section J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the certification from the vendor. It should be attached to the payment backup and retained for future audit review.

H. Additional Requirements for Procurement Contracts using Federal Funds:

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

2. For any contract using federal funds under which the contract amount exceeds $10,000, it must address the District’s authority to terminate the contract for cause and for convenience, including the manner by which termination will be effected and the basis for settlement. (See 2 CFR 200, Appendix II(B).)

3. For any contract using federal funds under which the contract amount exceeds $150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II(G).)

4. For any contract using federal funds under which the contract exceeds $100,000, the contract must include an anti-lobbying clause and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (I).

5. For each contract using federal funds and for which there is no price competition, and for each federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of the contractor’s past performance and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.323(b).)

I. Bid Protest:

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

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

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 Policy #249 Data/Records Retention.

Legal References:

2 C.F.R. Part 180 2 C.F.R. Part 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 Title 2 CFR Part 200

Adopted ___, 2019.
Concord School District Policy #394
Procurement – Provisions Pertinent to Food Service Program

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

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

A. Mandatory Contract Clauses:

The following provisions shall be included in all cost-reimbursable contracts for food services purchases, including contracts with cost-reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;

2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or

3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;

4. The contractor’s determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;

5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;

6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and

7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency or the department.
B. Contracts with Food Service Management Companies:

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

Legal References:

2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 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 Title 2 CFR Part 200

Adopted ____, 2019.
Concord School District Policy #395
Conflicts of Interest and Mandatory Disclosures

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

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

Each employee, School 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).

Legal References:
2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 200.313(d); 200.403-.406; 200.413(a)-(c); 200.430; 200.431; 200.458; 200.474(b) 200 Appendix II 7 CFR Part 210.16; 210.19; 210.21; 215.14a; 220.16 Title 2 CFR Part 200

Adopted ____, 2019.
Concord School District Policy #396
Inventory Management – Equipment and Supplies Purchased with Federal Funds

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy and any administrative procedures adopted implementing this policy.

Equipment and supplies acquired ("property" as used in this policy) 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 School 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 Business Administrator 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 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 Business Administrator shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records. Except as otherwise provided in this policy, inventories shall be conducted consistent with Policy #350 Fixed Assets (Inventories).

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. maintain the property and keep it in good condition; and

3. ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

Legal References:

2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 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 Title 2 CFR Part 200

Adopted _____ 2019.
Concord School District Policy #397
Travel Reimbursement – Federal Funds

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

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

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

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

The validity of payments for travel costs for all District employees and school officials shall be determined by the Business Administrator.

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

Mileage reimbursements shall be at the rate approved by the Board or by 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 the 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 grant award, the Business Administrator shall maintain sufficient records to justify that:

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

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

Legal References:
2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 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 Title 2 CFR Part 200

Adopted _____, 2019.
Concord School District Policy #398
Grant Budget Accountability and Reconciliation

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

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 grant 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.

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

Legal References:
2 C.F.R. Part 180 2 C.F.R. Part 200 200.305; 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 Title 2 CFR Part 200

Adopted _____ 2019.
Concord School District Policy #399
Time-Effort Reporting / Oversight

All funds awarded directly or indirectly through any federal grants or subsidy programs shall be administered in accordance with this policy, and any administrative procedures adopted implementing this policy.

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 that compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

A. Compensation:

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

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

B. Time and Effort Reports:

Time and effort reports shall:

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

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

Legal References:
2 C.F.R. Part 180 2 C.F.R. Part 200
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 Title 2 CFR Part 200

Adopted ____ 2019.
## Enrollment Report June 2019

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<th>Elementary</th>
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| Beaver Meadow School | 9   | 11  | 11  | 7   | 11  | 7   | 311   |
|                     | 16  | 17  | 21  | 15  | 9   | 9   |       |
| 3R class            | 16  | 17  | 22  | 16  | 5   | 14  |       |
|                     | 12  | 17  | 24  | 17  | 10  | 10  |       |
|                     | 12  | 49  | 52  | 67  | 48  | 51  | 311   |

### Grades 4/5 combined:

| Broken Ground School | 20  | 21  | 20  | 21  | 21  | 22  | 22  | 22  | 22  | 22  | 23  | 23  | 23  | 23  | 23  | 23  | 23  | 23  | 23  | 23  | 23  | 113 | 126 | 110 | 349   |

| Christa McAuliffe School | 16  | 18  | 17  | 21  | 22  | 26  | 409   |
|                          | 16  | 18  | 17  | 21  | 22  | 26  |       |
|                          | 17  | 20  | 18  | 21  | 23  | 27  |       |
|                          | 18  | 21  | 19  | 21  | 24  | 28  |       |
|                          | 67  | 59  | 70  | 63  | 69  | 81  | 409   |

| Mill Brook School | 17  | 18  | 19  | 17  | 18  | 20  | 17  | 18  | 19  | 20  | 18  | 19  | 20  | 18  | 19  | 20  | 19  | 20  | 20  | 123 | 112 | 118 | 353   |
|                  |     |     |     |     |     |     |       |     |     |     |     |     |     |       |     |     |     |     |     |     |     |       |      |

| Totals | 290 | 286 | 316 | 294 | 301 | 321 | 1808   |

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<td>Community Placement</td>
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<td><strong>Total</strong></td>
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**District Total**

(not including preschool numbers)

| District Total | 4326 |
# Monthly Enrollment Report Summary
## 2018-2019 School Year

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**Total Elementary**  
1801 | 1804 | 1804 | 1803 | 1808 | 1806 | 1805 | 1804 | 1808

| RMS              | 961       | 960       | 953       | 950       | 949       | 947       | 945       | 944       | 943        |

**Total RMS**  
961 | 960 | 953 | 950 | 949 | 947 | 945 | 944 | 943

| CHS              | 1435      | 1443      | 1443      | 1419      | 1428      | 1423      | 1418      | 1410      | 1418       |
| Deerfield        | 161       | 160       | 160       | 160       | 159       | 158       | 157       | 157       | 157        |

**Total CHS**  
1596 | 1603 | 1593 | 1579 | 1587 | 1581 | 1575 | 1567 | 1575

**Total K - 12**  
4358 | 4367 | 4350 | 4332 | 4344 | 4334 | 4325 | 4315 | 4326

| Preschool        |           |           |           |           |           |           |           |           |           |
| Beaver Meadow    | 36        | 40        | 40        | 40        | 42        | 43        | 44        | 44        | 45         |
| Mill Brook       | 49        | 54        | 55        | 55        | 58        | 59        | 57        | 60        | 66         |
| Community Placement | 31    | 30        | 30        | 32        | 32        | 31        | 31        | 31        | 31         |

**Total Preschool**  
116 | 124 | 125 | 127 | 132 | 133 | 132 | 135 | 142

59
# June 2019 Board Meetings

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
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<th>Thu</th>
<th>Fri</th>
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<tr>
<td>6:15 p.m. Retiree reception</td>
<td>5:30 p.m. Capital Facilities</td>
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<td>7:00 p.m. Board meeting</td>
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<tr>
<td>5:30 p.m. Communications &amp; Policy</td>
<td>5:30 p.m. Communications &amp; Policy (on a grievance)</td>
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<td>10:30 a.m. CHS Graduation Memorial Field</td>
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<td>5:00 Executive Committee</td>
<td>5:30 p.m. Instructional</td>
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<td>5:30 p.m. Special Board meeting on the bond sale</td>
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## July 2019 Board Meetings

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<td>5:00 p.m.</td>
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