



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #5
Meeting Location:	McConnell Center, Room 305
Meeting Date:	Monday, May 10, 2021
Meeting Time:	7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM**
- F. APPROVAL OF MINUTES**
 - 1. Special Meeting #4, April 5, 2021
 - 2. Non-Public Meeting #2, April 5, 2021
 - 3. Regular Meeting #4, April 12, 2021
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Tara Ouimette / Nurse / Dover High School - Resignation
 - b. Timothy Doucette / French Teacher / Dover High School - Resignation
 - c. Susan Anderson / Administrative Assistant / Dover High School - Resignation
 - d. Nancy Colarusso / Teacher / Garrison Elementary School - Retirement
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. Annual DTU Nominations
 - b. Non-Union Nomination
 - c. DPA Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:**
 - a. May Donations
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - 1. JI – Student Rights and Responsibilities – First Reading
 - 2. JIC – Student Conduct – New Policy First Reading
 - 3. JICD – Student Discipline and Due Process – First Reading
- J. POLICY ADOPTION:**
 - 1. EC – Buildings and Ground Management/Integrated Pest Management Program (submitted by Diana Carpinone)
- K. RESOLUTIONS:**
 - 1. Create Student Services Capital Reserve
 - 2. Transfer of Funds to Student Services Capital Reserve
 - 3. Authorized Signature



DOVER SCHOOL BOARD – AGENDA

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Meeting Date:	Monday, May 10, 2021
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L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Task Force Updates
 - a. Big Opportunity Task Force
 - b. Summer Learning Task Force
 - c. Virtual School Task Force
2. 2020-2021 Last Day of School for Students
3. Fiscal Year 2022 School District General Assurances
4. Christa McAuliffe Sabbatical Program Agreement
5. Bid Award Recommendation
 - a. WPS Paving Project
 - b. WPS Hot Water Heater Replacement
 - c. GES Roof Replacement
 - d. DMS Floor Resurfacing
 - e. District-Wide Technology Hardware - Monitors
6. Conval Adequacy Aid Law Suit
7. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

Citizens, residents of the City of Dover, property owners in the City of Dover, and/or designated representatives of recognized civic organizations or businesses located in the City of Dover and/or residents of sending school districts, are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements, Citizen's Forum, at all public meetings, unless a vote to the contrary is taken by the School Board.

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members. Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.

All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.

4/19/2021

Dear Dr. William Harbron,

Please accept this letter, as my resignation from the position of the Dover High School, School Nurse.

It was such a great experience opening up the new Dover High School Health Office. I hope the nurses that follow my role, enjoy Dover High School Nursing as much as I did.

Sincerely,

Tara Ouimette, RN, BSN

From: [Timothy Doucette](#)
To: [William Harbron](#)
Cc: [Peter Driscoll](#)
Subject: Formal Notice
Date: Monday, April 19, 2021 2:08:53 PM

Good afternoon Dr. Harbron,

I wanted to reach out to you today to say thank you for the opportunity to work at Dover High School these past two years but I wanted to inform you that I do not plan to return next year. Again, working here has been a blessing to me and my family, but my wife and I have talked it over and we needed to make a change in the best interest of the family.

Respectfully,

Tim Doucette

Sent from [Mail](#) for Windows 10

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April 30, 2021

Susan Anderson

603-842-0716

Sanderson2530@gmail.com

To Whom It May concern:

Please accept this letter of resignation from the position of Attendance Admin at Dover High School effective 2 weeks from today. My last day at Dover High School will be May 14th.

Thank you for the opportunity to meet some amazing educators and Admin staff. Dover High School is a very impressive school.

During the next two weeks, I am willing to help in any way to make the transition as smooth as possible.

Best regards,

Susan Anderson

April 23, 2021

Dear Dr. Harbron,

I am writing to inform you that I will not be returning to the Dover School District for the 2021-2022 school year. I want to thank you and the Dover School Board for the opportunity and hope to continue serving the District as a substitute teacher and to help with the Garrison school garden/outdoor classroom project!

Being able to teach elementary school children over the past 12 years has been very rewarding. All of my decisions had our young students best interests in mind. It is simply time for a new chapter in my life where I have the flexibility to do all of the other things in life.

Sincerely,

Nancy M. Colarusso

**OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE**

TO: **DOVER SCHOOL BOARD**

DATE: May 10, 2021

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Coff, Emily	COVID-19 Contact Tracer	District	N/A	\$14/hr	N/A

**OFFICE OF THE SUPERINTENDENT
DOVER PUBLIC SCHOOLS
DOVER, NEW HAMPSHIRE**

TO: **DOVER SCHOOL BOARD**

DATE: May 10, 2021

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2020-2021 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Watkinson, Alicia	Paraprofessional	Dover High School	Kathleen Beske	\$15.20/hr	C2, Step 3

**Donation Request List for Approval
May 10, 2021 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
GES	GES PTA	\$1,100.00	Grant funds to purchase lost/missing Library books.	Replacement of lost/missing Library books.

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DATE OF ADOPTION: APRIL 10, 2006	PAGE 1 OF 1

FIRST READING – REVISIONS

STUDENT RIGHTS & RESPONSIBILITIES

Student rights and responsibilities shall be identified by each school and published in the Parent Student Handbook. **published annually in the applicable student handbook and will be made available in another language or presented orally upon request. Student disciplinary procedures will be implemented pursuant to Board Policies JIC and JICD.**

Policy History:

Adopted April 10, 2006

DOVER SCHOOL DISTRICT	POLICY CODE: JIC
DATE OF ADOPTION:	PAGE 1 OF 3

FIRST READING – New Policy

STUDENT CONDUCT

A. General Policy.

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board Policy JICD.

B. Student Code of Conduct

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

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DATE OF ADOPTION:	PAGE 2 OF 3

1. A graduated and age-appropriate system of supports and intervention strategies, such as:

- parent conferences,
- counseling,
- peer mediation,
- instruction in conflict resolution and anger management,
- parent counseling and training,
- community service, and
- rearranging class schedules.

2. Graduated and age-appropriate disciplinary consequences such as:

- restriction from extra-curricular activities,
- temporary (same day) removal from class or activity,
- detention,
- temporary reassignment/in-school suspension,
- out-of-school suspension, and
- expulsion.

3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:

- the nature and degree of disruption caused to the school environment;
- the threat to the health and safety of pupils and school personnel, volunteers or visitors;
- whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board Policy JICD.

4. Information regarding RSA 193:13, 193-D, this Policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.

C. Implementation and Notice.

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner

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DATE OF ADOPTION:	PAGE 3 OF 3

to assure parental notification if neither the school district nor SAU maintain a website].

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

D. Parental Notification of Simple Assaults.

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

District Policy History:

DOVER SCHOOL DISTRICT	POLICY CODE: JICD
DATE OF ADOPTION: JANUARY 8, 2018	Page 1 of 13

FIRST READING - REVISIONS

STUDENT CONDUCT, DISCIPLINE, AND DUE PROCESS

Safe School Zone

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

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

~~Further, the Dover School Board recognizes that out of school conduct of students attending school within the district is not normally a concern of the School Board. However, the School Board believes that disciplinary action for conduct occurring off school property and not involving a school activity is proper if the conduct has an adverse effect upon the school.~~

~~Therefore, it is the policy of the Dover School Board that any student attending school within this district will be subject to disciplinary action including, but not limited to, suspension from school for any conduct that, in the opinion of the school administrators, has an adverse impact upon the school.~~

~~Out of School and off campus student conduct that may subject a student to discipline includes, but is not limited to:~~

- ~~1. Damaging school property;~~
- ~~2. Violence at or near the school's bus stop, either before or after the school day;~~
- ~~3. Drinking alcohol, using tobacco products, or using illegal drugs at or near the school bus stop, either before or after the school day;~~
- ~~4. Damaging the private property of school staff or employees;~~
- ~~5. Any other activity the Board or administration determines impedes the general welfare of scholastic activities.~~

Cyber Bullying and Internet Threats

~~The Board also recognizes that there are growing occurrences of "cyber bullying" and threatening language being used by students on the internet when out of school and off-campus. Cyber bullying will be addressed in accordance with Policy JICK (Bullying Policy)~~

~~Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their~~

~~education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.~~

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

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

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

~~Due process in accordance with all applicable laws will be afforded to any student involved in a proceeding that may result in suspension, exclusion, or expulsion. Due process will be administered by the superintendent, the superintendent's designee, and/or the Discipline Committee of the Dover School Board. The School Board Discipline Committee is comprised of three fixed members of the School Board. The Discipline Committee shall hear and adjudicate all discipline hearings in the Dover School District involving suspension of students for more than ten days or expulsion. The School Board authorizes the superintendent to impose suspensions of longer than ten days, provided that the superintendent was not the person who imposed the original ten-day suspension and provided that the suspension in excess of ten days is not imposed until after the student has been given a hearing before the superintendent. The Discipline Committee does not review appeals of student disciplinary decisions unless a right to appeal is explicitly conferred by policy or by law.~~

~~Students who receive short term suspensions (less than ten days), long-term suspensions, or expulsions are entitled to the following due process:~~

~~Short term suspension (ten school days or less),~~

- ~~1. the student shall meet with the superintendent or a district official designated by the superintendent to discuss the charges and the evidence against the student. The superintendent or district official shall inform the student of the possibility of a short term suspension.~~
- ~~2. The student shall be given an opportunity to present his or her side of the story at this meeting.~~
- ~~3. The student shall also receive a written statement directed to at least one of the student's parents/guardians explaining the disciplinary action taken against the student.~~

~~Suspensions are cumulative and will be kept on record throughout the student's career at Dover High School. Smoking, Fighting, Threatening, Hazing, Harassing, Bullying and~~

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~~Drug and Alcohol referral records will be kept on file during the student's entire career at Dover High School. All cases will be referred to the proper authorities.~~

~~As required by RSA 193:13 (a), educational assignments shall be made available to the suspended pupil during the period of suspension.~~

~~Long term suspensions (in excess of ten days):~~

- ~~1. Upon issuance of a long term suspension, there shall be a written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the pupil's last known address, prior to the hearing, for the charges and explanation of the evidence against the pupil.~~
- ~~2. The student is entitled to a hearing in which school officials shall present evidence in support of the charges and the student or the student's parent/guardian shall have an opportunity to present any defense or reply. The student or parent/guardian shall have the right to examine any witnesses presented by school officials. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges made by the superintendent.~~
- ~~3. Following the hearing, the Discipline Committee shall issue a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.~~
- ~~4. The Discipline Committee will provide notice to the student with notice that the decision of the School Board may be appealed to the State Board of Education, or, if the hearing is held before the superintendent, an appeal may be made to the School Board within ten days of the superintendent's decision.~~

~~Expulsion~~

- ~~1. The Discipline Committee, acting on behalf of the Dover School Board, may expel a student after there has been a formal hearing with the superintendent prior to expulsion.~~
- ~~2. The hearing may be held either before or after the short term suspension has expired and, pending the disciplinary hearing, may result in expulsion by the Dover School Board.~~
- ~~3. The Discipline Committee will provide written notice to the student and at least one of the student's parents/ guardians, delivered in person or by mail to the student's last known address, of the date, time and place for the hearing. The notice shall contain a statement of the charges and the nature of the evidence against the student and the superintendent's recommendation for school board action and a description of the process used by the superintendent to reach his or her recommendation. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five days prior to the hearing.~~
- ~~4. The Discipline Committee shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed. 317.04(g).~~
- ~~5. The Discipline Committee shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled. The expulsion shall run until the school board later reviews it and~~

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~~restores the student's permission to attend school, and the written decision shall state any action that the student may take to be restored by the Board. The decision shall also state that the student has the right to appeal the decision to the state board of education within twenty calendar days of receipt of the decision from the Board.~~

~~Students expelled from school may be reinstated by the Board under the provisions of RSA 193:13.~~

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

~~Discipline of students with identified or suspected disabilities will be in accordance with the Individuals with Disabilities Education Act 2004, New Hampshire Rules for the Education of Children with Disabilities, and Section 504 of the Rehabilitation Act of 1973.~~

~~Students and parents will be notified annually of this policy.~~

~~Legal References:~~

~~RSA 193:13, Suspension & Expulsion of Pupils~~

~~NH Code of Administrative Rules, Section Ed. 317.04, Disciplinary Procedures~~

~~NH Code of Administrative Rules, Section Ed. 306.06, Culture & Climate~~

~~See Appendix: JICD-R~~

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A. Policy Statement.

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board Policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

B. Standards and Procedures Relative to Disciplinary Consequences.

1. "Removal from the classroom" means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

Detentions are not appealable.

2. "Restriction from school activities" means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provisions must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class.

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class.

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Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc.. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. "Temporary Reassignment" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified at least 24 hours prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.
6. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.
 - a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

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- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct.

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1).

The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.

- b. Long-term suspension. A "long-term suspension" is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.

The Superintendent is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;
- ii. bullying pursuant to Board Policy JICK when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.

A student who is subject to a long-term suspension is entitled to the following due process:

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- i. Upon recommendation of a long-term suspension and prior to any hearing, there shall be written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.
- ii. A hearing that meets the requirements of Ed 317.04(f)(3)(g).
 - a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.
 - b. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.
 - c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or School Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.
 - d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.
- iii. The student is entitled to a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.
- iv. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's *for other person designated under B.6.b, above* hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal but will rely upon the record of the decision being appealed from.
 - c. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.
 - d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long-term suspensions.
 - e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The

alternative educational services shall be designed to enable the pupil to advance from grade to grade.

- f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to a suspension.

7. "Expulsion" means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV. An expulsion may be for either a stated duration or permanent.

- a. Grounds for Expulsion. Any pupil may only be expelled by the School Board, and only for the following grounds:

- i. A repetition of an act that warranted long term suspension under section B.6.b, above;
- ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii. Any act of violence pursuant to RSA 651:5, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); or
- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
- (2) The pupil's disciplinary history.
- (3) Whether the pupil is a student with a disability.
- (4) The seriousness of the violation or behavior committed by the pupil.
- (5) Whether the school district has implemented positive behavioral interventions under paragraph V.
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

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- b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.

During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.

A student who is subject to expulsion is entitled to the following due process:

- i. Upon recommendation of an expulsion and prior to any hearing, there shall be a written notice to the student and at least one of the student's parents/guardians, delivered in person or by mail to the student's last known address, which states the date, time and place for a hearing before the School Board. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five calendar days prior to the hearing.
- ii. The School Board shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed 317.04(f)(3)(g).
 - a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.
 - b. During the hearing, the student, or the parent/guardian shall have the right to examine any witnesses presented by school officials.
 - c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.
 - d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.
- iii. The School Board shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled.
- iv. The expulsion shall run until the School Board reviews it and restores the student's permission to attend school. The written decision shall state any action that the student may take to be restored by the School Board. The decision shall also state that the student has the right to appeal the decision to the New Hampshire State Board of Education at any time while the expulsion remains in effect.

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- c. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

C. Modification or Reinstatement After Suspension or Expulsion.

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

1. Modification by Superintendent. Subject to all other applicable laws, regulations and Board policies, and section D, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.
2. Review and reinstatement by Board. A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

D. Possession of a Firearm

Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. 921) in a safe school zone, as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the Dover School District School Board for a period of not less than 12 months.

Pursuant to RSA 193:13, IV, a student who is expelled from school in another state under the provisions of the Gun Free School Zones Act of 1994 shall not be eligible to enroll in the Dover School District during such expulsion. If the out of state expulsion is for an indefinite period of time, the student may petition the School Board for enrollment upon establishing residency.

As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification of the expulsion, and the student

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will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school's best interest and the student's best interest to allow a modification.

Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

E. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

F. Sub-committee of Board. For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

G. Superintendent and Principal Designees.

Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

H. Disciplinary Removal of Students with Disabilities.

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

I. Notice and Dissemination.

This policy shall be made available to families, students and staff as provided in Board Policy JIC.

J. Conflict in Law or State Regulation.

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If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

Legal References:

18 U.S.C. § 921, Et seq., Firearms
20 U.S.C. § 7151, Gun-Free Schools Act
RSA 189:15, Regulations
RSA 193:13, Suspension & Expulsion of Pupils
RSA Chapter 193-D, Safe Schools Zones
RSA 631:4, Criminal Threatening
RSA 651:5, XIII “Act of Violence”
NH Code of Administrative Rules, Section Ed 306.04(a)(3), Discipline
NH Code of Administrative Rules, Section Ed 306.04(f), Student Discipline Policy
NH Code of Administrative Rules, Section Ed. 306.04(g), Suspension & Expulsion
NH Code of Administrative Rules, Section Ed 317.04, Suspension and Expulsion of Pupils
Assuring Due Process Disciplinary Procedures
In re Keelin B., 162 N.H. 38, 27 A.3d 689 (2011)

District Policy History:

Policy Adopted January 8, 2018

DOVER SCHOOL DISTRICT POLICY CODE: EC

DATE OF ADOPTION: DECEMBER 14, 2020

PAGE 1 OF 2

Second Reading

BUILDINGS AND GROUND MANAGEMENT / INTEGRATED PEST MANAGEMENT PROGRAM

School District properties will be maintained in good physical condition: safe, clean, and sanitary, and as comfortable and convenient as the facilities will permit or the use requires. In the event the District receives money from the state School Building Aid program, the district will develop a 20-year maintenance plan, as required by statute.

The Facilities Director, who reports to the Business Administrator, will have the general responsibility for the care, custody, and safekeeping of all school property, establishing such procedures and employing such means as may be necessary to discharge responsibility.

The Buildings and Grounds committee shall oversee the implementation of policy for School District properties.

The School District will work in coordination with the City Community Services Department to maintain shared-use grounds, including but not limited to playgrounds and playing fields.

Decisions about which products to use for turf management, ~~and~~ pest control, and weed control will be made with the best interest of the student's health and well-being and keeping the health of our environment in mind. The City and Schools will regularly review pest management techniques in keeping with best practices in the turf management industry. In fulfilling their obligation to ensure safe and useable public green spaces around the city and schools, the City and School Department will continue to seek the safest and most cost-effective means for turf treatments, ensuring at all times, the means and materials used are safe and applied in conformance with proven acceptable practices and regulatory standards.

The Integrated Pest Management (IPM) program will provide for the safest and lowest risk approach to controlling pest problems while protecting people, the environment and property. The IPM program focuses on long-term prevention and ensures that non-chemical methods will be ~~considered first~~ **prioritized** when selecting appropriate pest and weed control techniques. The District will strive to eliminate the use of all chemical controls. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of school buildings and grounds.

Turf management and pest control products will be used when students are not on the property and areas treated will be posted as such. The District will make all reasonable efforts to follow ~~the Principles of Natural Turf Management,~~ **guidelines set forth in the NOFA Standards for Organic Land Care** provided that those methods both address the need for usable turf surfaces and preserve the investment of the property being treated.

The following turf care procedures will be implemented:

- **Mowing equipment will be cleaned regularly with blades sharpened to meet industry standards**
- There will be no automatic application or blanket application of weed or pest control.

- Each playing field will be spot checked for grubs during the month or months most important in the grub life cycle.
- **If grubs are present above the monitoring threshold, these areas will be spot treated with an organic compatible product.**
- Each field will be soil tested on an annual basis.
- Fields will be top-dressed with compost as needed.
- Each field will receive a **regular aeration, this may be** plug aeration, a slice aeration, and a deep tine aeration **and/or shatter tine aeration as needed to alleviate compaction.**
- Each field will be slice seeded using ~~native and common type~~ grass seed **species adapted to the region appropriate for high use athletic fields.**
- Strategic turf replacement with pre-cut sod will be placed as needed (e.g., goal mouths). Lime will be applied to all fields to maintain proper PH balance, **when soil tests indicate it.**
- Appropriate **organic nitrogen (NPK)** Fertilizer applications **3-4** times per year to encourage deep and healthy root growth. **Fertilizer will contain zero Phosphorous to protect water quality, unless soil testing shows a deficiency. All other nutrients and amendments will be applied based on the results of a soil test.**

The appropriate weed and pest control will be used only as needed and should be organic, as defined by the USDA, **or designated EPA minimum risk (FIFRA 25(b) exempt).** **Regular pest monitoring will be performed to indicate if a control product is needed.** There will be no **set schedule, or** automatic application of weed control or pest control. Irrigation control will be used to maintain the appropriate saturation of the soil and all fields will be maintained between at a height of 2 1/2" to 3" except Fiske field in the fall that is required to be not more than 1" - **2 1/2"** in height for Field Hockey.

In those instances where **all reasonable efforts fail to control a pest**, ~~pesticide products fall outside of these specific guidelines~~, the District's decisions on pest management methods or product selection will conform to the spirit and intent of this policy and these guidelines **by choosing the least toxic product available, and following the NOFA Standards for Organic Land Care guidance on non-organic rescue treatment.**

Requests for rescue treatment will be approved by the Buildings and Grounds committee. If any non-organic applications are approved by the committee, the District shall make an advance notification by letter publicly available at least 7 days before application.

The District will use only **as rescue treatments** those pest management products that can be applied in a manner and at a time where no person will inhale or come into direct contact with them or be exposed to volatile agents.

At the building level, the principal will work in collaboration with maintenance and custodial staff to oversee the school plant **to** ensure the proper care of school property by staff and students.

Adopted December 11, 2017

Revised December 14, 2020

RESOLUTION

RE: REQUEST FOR THE CREATION OF A SCHOOL STUDENT SERVICES CAPITAL RESERVE FUND

- WHEREAS: The Dover School Department requires significant capital investments for the support of persons with disabilities; and
- WHEREAS: The Dover School Department has a well-established administrative team to advise the Dover School Board and business office regarding both planned and unplanned expenditure that are required by law for specialized student transportation, equipment, and specialized instructional and support services; and
- WHEREAS: The State of New Hampshire allows any school district in the state to establish a reserve fund for special education purposes under the provisions of RSA 35:1-b; and
- WHEREAS: The City Council has requested that the Dover School Department utilize capital reserve funds to provide savings opportunities and budget related security associated with long-term planning.

NOW, THEREFORE, BE IT RESOLVED THAT HEREIN IS A FORMAL REQUEST FROM THE DOVER SCHOOL BOARD TO THE MAYOR AND DOVER CITY COUNCIL THAT:

The City Council approves the creation of a distinct capital reserve fund to be used by the Dover School Department for School Student Services.

SUBMITTED BY:

Amanda Russell, Chairperson

Keith Holt, Vice Chairperson

Kathleen Morrison, Secretary

Rachel Burdin

Carolyn Mebert

Zachary Koehler

Jessica Rozzo

May 10, 2021

**RESOLUTION TO TRANSFER FUNDS TO THE SCHOOL STUDENT
SERVICES CAPITAL RESERVE FUND**

WHEREAS: the School Board has identified that the District will be incurring future expenses for the education of persons with disabilities; and

WHEREAS: on **TBD** the Dover City Council established a capital reserve fund titled School Student Services Capital Reserve fund for special education purposes under the provisions of RSA 35:1-b; and

WHEREAS: the Dover School Board has recognized Two Hundred and Fifty Thousand (\$250,000) Dollars in unencumbered funds within the 2021 Fiscal Year's Dover City Council adopted budget appropriation available for transfer to capital reserves;

NOW, THEREFORE, BE IT RESOLVED BY THE DOVER SCHOOL BOARD THAT:

- 1. Source of Funds.** Capital reserve fund may consist of moneys transferred during any fiscal year from appropriations that exist as a result of any particular purpose which may not be needed; or may consist of unexpended moneys in the School District's general fund at the end of any fiscal year. All earnings on capital reserve funds shall become part of the capital reserve.
- 2. Annual Reporting.** The Dover School District shall annually report the amount of moneys in the capital reserve fund.
- 3. Purpose.** The moneys in the capital reserve fund may only be expended for special education purposes under the provisions of RSA 35:1-b; These purposes are consistent with the resolution adopted by the Dover City Council.
- 4. Designation.** The Dover City Council hereby approves transfer of Two Hundred and Fifty Thousand (\$250,000) Dollars to the School Special Services Reserve Fund. Said transfer to be from School Department approved FY21 appropriations.

RESOLVED, this 10th day of May 2021.

SUBMITTED BY:

Amanda Russell, Chairperson

Keith Holt, Vice Chairperson

Kathleen Morrison, Secretary

Rachel Burdin

Carolyn Mebert

Zachary Koehler

Jessica Rozzo

May 10, 2021

RESOLUTION

May 10, 2021

RE: **Authorized Signature**

WHEREAS federal applications demand a School Board authorized signature, and

WHEREAS yearly applications have to be submitted by various program directors;

NOW, THEREFORE, BE IT RESOLVED by the Dover School Board that William R. Harbron, Superintendent of Schools, or his designee, or Michael Limanni, Business Administrator or his designee, be authorized to sign all federal and state grant applications.

SUBMITTED BY: **Amanda Russell, Chairperson
Dover School Board**

May 10, 2021

Dover School District Learning Program



YOU are invited to...

JOIN the **Green Wave** in an exciting summer learning opportunity designed to

- ★ Prevent the *summer slide*
- ★ Fill learning gaps
- ★ Build community
- ★ Provide enrichment

**Please note, that we will be working with Title I, ESOL, and other district programs such as band and theater. If your student qualifies for additional opportunities through these programs, you will be notified separately. Qualified students may participate in all programs.*

Who? Current Dover students in grades K-8 are welcome to participate at no Charge.



What? Students will engage in structured learning activities and hands-on enrichment all while building relationships with their peers and teachers! Breakfast and lunch will be provided.

When? Monday-Thursday; 8:00 am - 3:30 pm; Beginning Tuesday, July 6th and Ending Thursday, August 12th: Half OR Full Day available

Where? Current K-4th grade students at Garrison Elementary and current 5th-8th grade students at DMS. Bussing provided!

How? Complete and return the registration form* to your child's homeroom teacher, or email to L.Shattuck@Dover.k12.nh.us

No later than Friday, May 14th

Want to know more or interested in registering?

Email L.Shattuck@Dover.k12.nh.us or call 516-6708

*Submission of a registration form does not guarantee acceptance into the program





Dover's Summer Learning Program

YOU are invited to...

JOIN the Green Wave in an exciting summer learning opportunity designed to

- ★ prevent the summer slide
- ★ fill learning gaps
- ★ build community
- ★ provide enrichment

(Please note, that we will be working with Title I, ESOL, and other district programs such as band and theater. If your student qualifies for additional opportunities through these programs, you will be notified separately. Qualified students may participate in all programs).

Who? Current Dover students in grades K-8 are welcome to participate at no cost.

What? Students will have the opportunity to engage in structured learning activities and hands-on enrichment all while building relationships with their peers and teachers! Breakfast and lunch will be provided.

When? Monday-Thursday; 8:00 am - 3:30 pm (Full Day) OR 8:00 am-12:00 pm (Half-Day)
Beginning Tuesday, July 6th and Ending Thursday, August 12th

Where? Current K-4th grade students can be bussed or dropped off at Garrison Elementary.
Current 5th-8th grade students can be bussed or dropped off at DMS.

How? Complete and return the registration form **by no later than Friday, May 14th.**
Registration forms can be returned to your child's homeroom teacher, or scanned copies may be emailed to: l.shattuck@dover.k12.nh.us. *Submission of registration form does not guarantee acceptance into the program.*

Our summer learning programs will...	A.M. Academic Blocks (Available to All Students)	Additional Support Services (Title I, ESOL, or ESY-Invitation Only)	P.M. Enrichment Opportunities (Available to All Students)
...provide engaging and enriching learning experiences for students of all skill levels. ... provide structured learning opportunities that are linked to standards and competencies, including the opportunity to fill in academic achievement gaps. ...build positive relationships with peers and students.	*More time on academic content – Extend the number of hours spent on the material to ensure appropriate learning. * Dedicated attention to content that might have been lost – Increase the quality of learning by promoting better attention to the material.	* Prevent continued pandemic loss and additional summer learning loss. * Accelerate learning – Promote gains of more than two months in math and reading, helping students to get back on and stay on track . * One to one or small group direct instruction to target specific student needs in a very small setting.	*Activities that are engaging and relevant to students *Learning grounded in a real-world approach *Hands-on activities *Content complements curricula standards and competencies. Sample Offerings: Art, Music, Theater, Cooking, Gardening, Outdoor Education, Legos, and much more!

Sample Student Schedules

Please note that these schedules are subject to change. They are examples of potential offerings only.

	Elementary Summer Learning (K-4)
8:00-8:30	Drop-Off/Breakfast
8:30-9:00	Morning Meeting (SEL)
9:00-10:30	Academic Block: Literacy (Pull out services may occur)
10:30-11:10	Snack/Recess
11:10-12:10	Academic Block: Math (Pull out services may occur)
12:10-12:55	Lunch/Recess or Pick-Up/Dismissal
12:55-1:05	Camper Quiet Time (independent reading, drawing, puzzles, etc.)
1:05-3:00	Enrichment Art/Rec (theatre, music, cooking, kickball, etc.)
3:00-3:30	Closing Activity & Dismissal/Pick-Up

	DMS Summer Learning 5 & 6	DMS Summer Learning 7 & 8
8:00-8:30	Drop-Off/Breakfast	
8:30-9:00	Advisory or Team Building (SEL)	
9:00-11:00	Academic Block 1: Literacy Voyagers TimeWarp (Students receiving services may be pulled to work with groups during this time).	
11:00-11:15	Snack/Break	
11:15-12:00	Academic Block 2: Math Number Worlds & Do the Math (Students receiving services may be pulled to work with groups during this time).	
12:00-12:30	Lunch or Pick-Up/Dismissal	
12:30-1:00	Camper Free Time (Independent reading, board games, unstructured play opportunities, arts/crafts, etc.)	
1:00-2:00	Lit Camp	Enrichment or Art/Rec (Theatre, Music, Cooking, Kickball, etc.)
2:00-3:00	Enrichment or Art/Rec (Theatre, Music, Cooking, Kickball, etc.)	Lit Camp
3:00-3:30	Closing Activity & Dismissal/Pick-Up	

Dover's Summer Learning Program Offerings

	K-4	5-8
Literacy	We'd like to invite you to join us as we take on project based learning! Students and educators will tackle real world, enriching experiences building their literacy and math skills in practical, exciting ways. Join us for just one week or all six as we explore the world around us. Title I, ESOL, and ESY students will receive their traditional targeted instruction in the mornings, and are welcome to join into an afternoon project. We're excited to have some fun in the sun with you!	Join us in the mornings as we time travel to learn about different cultures while expanding our reading, writing, and spelling skills! We'll be doing the "TimeWarp"! We can't wait to go exploring with you. Where are we going? 5th: Africa 6th: China 7th: Latin America 8th: Native America In the afternoons we'll have the opportunity to hang out at "Lit Camp" and build our social emotional skills and stretch our thinking while tackling longer texts together!
Math		We'll be using Number Worlds and Do the Math to expand our math skills using multiplication, division, fractions, geometry, and algebraic reasoning.
Enrichment		We can't wait to explore the world around us! Dive into week-long enrichment activities that are designed to be hands-on and engaging. We'll have fun in the sun (and inside). Maybe you'll learn to cook? Perhaps you'll explore the great outdoors. You might even get to build a few things.

Specific Questions, Concerns, or need more information? Please email: l.shattuck@doover.k12.nh.us

Dover's Summer Learning Program: Registration Form

Demographic Information

Student's Name: _____ Age: _____ Grade: _____

School: _____ Homeroom Teacher: _____

Parent/Guardian 1 (Name/Phone Number): _____

Parent/Guardian 2 (Name/Phone Number): _____

Email Address: _____

Emergency Contact 1 Name : _____

Relationship to Student: _____ Phone Number: _____

Emergency Contact 2 Name: _____

Relationship to Student: _____ Phone Number: _____

Does the student have any health concerns or conditions that staff should be aware of? If yes, please explain: _____

Summer Program Dates

Please choose from the following options. Your student may attend half or full days for up to six weeks.

____ Week 1: July 6th-July 8th ____ Full Day ____ Half Day

____ Week 2: July 12th-July 16th ____ Full Day ____ Half Day

____ Week 3: July 19th-July 22nd ____ Full Day ____ Half Day

____ Week 4: July 26th-July 30th ____ Full Day ____ Half Day

____ Week 5: August 2nd-August 4th ____ Full Day ____ Half Day

____ Week 6: August 9th-August 12th ____ Full Day ____ Half Day

Other

Will you need the district to provide transportation to and from the summer program?

____ Yes ____ No

The district is able to provide breakfast to half day students and breakfast and lunch to full day students attending the program. Please let us know your preference:

____ Breakfast ____ Lunch ____ Both ____ Neither (Family will provide)

Any food allergies or dietary restrictions? _____

Will your student be participating in band or theater camp? ____ Yes ____ No

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Name (Print): _____



Summer Jump Start Instrumental Lessons



Students currently in 4th or 5th grade that are planning to play in the Band Program at DMS next year are strongly encouraged to take advantage of the Districts Free Summer Lesson Program.

The purpose of the program is to offer beginners the opportunity to learn the basics of playing an instrument necessary to jump right into the band program at DMS in the fall.

Beginners will have the ability to rent an instrument and participate in a 45 minute daily group lesson for the first week followed by a minimum of 3 but no more than 5 30 minute private lessons to be scheduled at your convenience between the weeks of 7/6 -8/12.

Group Lessons run 6/22 - 6/25

Private Lessons run 7/6 - 8/12

Student Name:

Current Grade Level:

Student School:

Instrument Choice: (Please circle)

Flute Clarinet Saxophone Trumpet Trombone Euphonium Percussion

Parent email:

Parent Phone:

Students/Parents will be contacted to further explain the rental process as well as scheduling information for the private lessons and answer any questions you may have regarding the summer instrumental lesson program.

Students who already have an instrument are encouraged to have their instrument tuned up prior to the summer program.

If you have any questions, please feel free to contact your school music teacher. Emails can be sent to d.tromba@dover.k12.nh.us

Dave Tromba
Green Wave Music
W—603-516-7298
C-603-498-7080

Here are some handy instructions on how to rent an instrument **online** and have the instrument delivered to the school with no shipping charge.

- 1) Go to <https://www.musicarts.com> and click on the heading area that says “Rentals”
- 2) Click the bullet for “Use Quick Code”. Enter S8205 then select the grade level of the student for the 2021-22 school year, and click Get Started. Ralph’s House of Tone (local store) will show up, and click continue.
- 3) Select the student school for the 2021-22 school year. The delivery and pick up will occur at Dover Middle School even if the student is attending a different school in the district.
- 4) Find the instrument and its description/picture and click – beginning band options are Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, and Bell Kit. Choose “Summer Delivery” for the delivery time and click continue.
- 5) The 3-month trial period for your initial payment will show. It is recommended to choose the LDW coverage (check mark) – you can click on “Why do I need this” for more information on the LDW repair coverage. Click continue.
- 6) You will then have the option to purchase common supplies for the rental in addition to the beginning music book (Sound Innovations) such as a music stand, etc. Dover Teachers strongly encourage the purchase of facemasks and instrumental bell covers. Click the continue button when ready to proceed with your rental order. Note: If you wish to make any non-rental purchases through the website, you should complete those in a separate transaction from the rental order and associated items for that rental.
- 7) Enter the students name, your name and your ID, click to accept the rental terms after you have read them, and then click “Add to cart” to proceed to your shopping cart. At the login screen choose “Checkout as Guest” even if you have signed up on the Music & Arts website in the past. For shipping information, choose “Pick up at school” for the instrument be delivered free of shipping charges to Dover Middle School, and click continue. By doing so you will not need to visit the store.
- 8) Enter your Billing information and address and click continue along to your final review to place the order. Once the rental order is placed you should receive a confirmation number screen & copy to the email address you provided.
- 9) Allow up to 2 business days for your rental request to finalize. Have your rental order confirmation accessible when you pick up your rental and accessories.

Big Opportunity Task Force

Executive Summary

Goals & Overview

The COVID-19 global pandemic necessitated changes in how Dover schools delivered instruction to students. As anticipated, virtual learning presented challenges for many students and families. Students who thrive in social settings or live in unstable home environments faced the biggest challenges, and our schools faced limitations on how to support these students and families. While reflecting, we also realized that lessons were learned and educational practices were transformed. For all the challenges, we found many lessons of hope, positivity, and success linked to the struggles. The goals of this work are as follows:

1. To identify areas of success for students, families, staff, and schools during virtual learning.
2. To determine which identified areas may continue to positively impact our school community as more students return.
3. To use the areas identified in the goals above to develop action steps for Dover Schools moving into the 2021-2022 school year and beyond.

Process & Progress

The facilitators conducted dozens of interviews that included classroom teachers, related arts teachers, special education case managers, paraprofessionals, specialists, parents, and students. Interviewees were prompted to reflect on any positive experiences of virtual learning and teaching, with a focus on social-emotional learning, technology, programs, activities, teamwork, and professional growth. Though targeted areas were identified by the facilitators, other themes emerged throughout the interviews. The facilitators have begun the process of synthesizing the information from the interviews in both a written report and a Prezi/YouTube presentation that will be utilized for professional development.

Initial Findings

There were positive aspects to virtual learning brought up in each interview. Some ideas were specific to content or age level, but many ideas overlapped as teachers and families adapted to virtual learning. Highlights from the interviews include, but are not limited to, the following:

- Google Products serves multiple purposes centered around organization, collaboration, student ownership, and executive functioning.
 - Google Classroom allows teachers, support staff, students, and families to communicate easily and stay in sync with assignments and expectations.
 - Google Calendar allows specialists to see schedules and “push in” to student calendars. Calendar also allows students to take ownership of following and understanding a schedule.

- Google Slides is a productive tool for recreating Foundations materials and for leaving substitute plans.
- Google products supported student executive functioning skills. With reduced need to support these skills, students and teachers gained learning time.
- Freckle and Raz have great potential for differentiation and classroom stations. This skill practice also reduced the need for worksheets.
- Using technology, teachers could offer differentiated assignments in a discrete way, eliminating the social stigma associated with remedial work. Students could also work at their own pace without pressure associated with the speed peers were working at. This reduced overall performance anxiety for students, particularly at the middle level.
- Zoom has added a level of ease for meetings, whether with students, colleagues, or parents. This has increased parent participation in conferences and special education meetings.
- Teachers are enjoying and utilizing the new technology provided by the district in multiple ways, resulting in more creative learning opportunities.
- Go-Guardian has provided not only a way to monitor online activity, but to help students and families troubleshoot. This is particularly helpful for non-english speaking individuals where the visual hands-on approach bridges language barriers.
- Teachers began utilizing videos of themselves in their own classrooms so they could focus on the students. They also shared videos with colleagues and exposed students to additional teaching styles.
- Teachers realized that lessons can be condensed by focusing on clarity, and designed instruction with increased focus on clarity both in videos and direct instruction.
- Teachers focused more on the objectives of standards and lessons, as well as clear and targeted assessment of those standards.
- Schools can learn from each other and work together, as evidenced by high school students sharing their learning with elementary school students, or mentoring younger students in a variety of ways.
- Flexible student work times allowed for tiered instruction and support during “office hours” and allowed students the opportunity to connect with teachers for support in many ways.
- Flexibility in planning and teaching periods increased collaboration among teachers and encouraged a more diverse and robust selection of learning materials cultivated.

Next Steps & Lingerin Questions

- Complete the Big Opportunity Written Report and Prezi by the end of May.
- Film YouTube videos that correspond to the report topics in June. Videos will use the visuals from the Prezi.
- Create professional development opportunities that use the Youtube videos and are modeled after *The Distance Learning Playbook* (used in the fall of 2020 for development)

Example of a Question/Suggested Action: Ensure that we plan professional development so that all staff is thoroughly trained on SAU11 technology resources. This is essential to students having similar opportunities that do not depend on which teacher they have. Would a creative change in the district schedule provide time to meet these goals?

Family Quotes

“It was easy for my student to navigate his day - as the colored lines approached in the calendar he knew it was almost time to log back in.”

“We set up timers on a tablet for him that go off 5 min before his zoom. Even on my days off, he maneuvered classes entirely by himself starting on Day 3.”

“My student can move things around (in Google Slides) like a pro now.”

“I feel like he (my student) talks about school to us more now. What he is learning, what they talked about. Before, by the time he got off the bus, he was done with school and it was hard to get info out of him. He just seems more relaxed.”

“I think the independent skills he learned this year are going to set him up for life.”

“This period was an unexpected window into my middle school child’s life. With my older child I never had this level of knowledge about their learning or about them as a learner.”

“The relationship between teachers and parents felt more collaborative. Maybe because I could hear their voices and communicate with them often I felt more welcome to reach out and ask for help or questions we had as parents.”

Virtual School Task Force

Executive Summary

The Virtual School Task Force sprang from the idea that the Dover School District could learn from the success some students have found in virtual classes. The District has the opportunity to examine these experiences and determine if virtual learning needs to be an integral part of the District's learning offerings as the District continues to move forward past this pandemic year. Developing learning that will fully engage students in the learning process, and provides families with more choice and flexibility, helps us on our mission to empower all learners.

Goals

The goals of the taskforce are multifold:

1. To identify the grade levels to be served by the virtual school.
2. To identify a virtual learning model that can effectively be implemented in the District.
3. To identify the structure to best support the students and families electing to continue with a virtual education.
4. To identify the curriculum resources and products to be used to support an effective district virtual school program.

Progress

The Curriculum & Learning department met to gather initial information for the task force. They researched current reports and successful virtual schools to look at their models, structure, curriculum and resources. This research led to meeting with the Florida Virtual School (FLVS) and the Wisconsin Virtual Learning (WVL) for a demonstration of their models. They also reviewed the current model of the Virtual Learning Academy (VLACS) with which the district currently has a partnership. Next, teachers representing each content area, grades four through eighth, were invited to join the task force. A kickoff meeting was held last week, and the full task force reviewed the groundwork done thus far, including the research, and determined action items. The task force created a family and a student survey to determine the level of interest, and is continuing the exploration of virtual school models and structures.

Next Steps

The next steps are to finalize the surveys, email one to families, and give the other to students. Then meet and analyze the survey data using a protocol to guide the conversation, and develop new action items stemming from the results.



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

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

April 6, 2021

TO: Superintendents

FROM: Timothy Carney, Administrator
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2022

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

The submission of general assurances is required in part by:

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

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

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

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

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

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return to the NHDOE Bureau of Federal Compliance office no later than **June 30, 2021**.

If you should have any questions regarding these general assurances, please contact Timothy Carney, Administrator of the Bureau of Federal Compliance at Timothy.Carney@doe.nh.gov or at 603-271-2634.

New Hampshire Department of Education

FY2022

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

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

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

This FY2022 general assurances document contains some differences from the FY2021 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements to which you are agreeing.

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

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

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

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

Should you have any questions please contact Timothy Carney at 603-271-2634, Lindsey Labonville at 603-271-3837, or Jessica Lescarbeau at 603-271-3808.

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

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

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHDOE, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will not dispose of, modify the use of, or change the terms of the real property title or other interest in the site and facilities without permission and instructions from the awarding agency. The subrecipient will record the Federal awarding agency directives and will include a covenant in the title of real property acquired in whole or in part with Federal assistance funds to assure non-discrimination during the useful life of the project.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to

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

administer those funds and property.

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

"By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."
- 23) If an LEA, the subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 24) If an LEA, the subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 25) If an LEA, the subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising

educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.

- 26) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 27) The subrecipient will submit a fully executed and accurate Single-Audit Certification form to the NHDOE not later than March 31, 2022. The worksheet will be provided to each subrecipient by the NHDOE.
- 28) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 29) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 30) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- 31) The recipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 32) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 33) Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 34) Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 35) Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 36) Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 37) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-

1 et seq.).

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

B. Explanation of Grants Management Requirements

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

1. Financial Management Systems

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

Specifically, the financial management system must be able to:

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

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

- a) Cash Management (2 CFR 200.302(b)(6) & 200.305)
- b) Determining the allowability of costs in accordance with 2 CFR 200 Subpart E—Cost Principles and the terms and conditions of the Federal award. (2 CFR 200.302(b)(7))
- c) Conflict of Interest (2 CFR 200.318(c))
- d) Procurement (2 CFR 200.320)
- e) Method for conducting Technical Evaluations of Proposals and Selecting Recipients (2 CFR 200.320(b)(20)(ii))
- f) Suspension and Debarment (2 CFR 200.214)
- g) Travel Costs (2 CFR 200.475)
- h) Equipment and Supplies (2 CFR 200.313(d), 200.314)

- i) Time and Effort (2 CFR 200.430(i))
- j) Record Keeping (2 CFR 200.334 and 200.335)

3. Internal Controls

The subrecipient must:

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

4. Allowable Costs

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

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

5. Audits

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

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

audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from subrecipient resources obtained from non-federal entities).

The subrecipient assures it will implement the following audit responsibilities;

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

6. Reports to be Submitted

Audits/Management Decisions

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

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpj0hmyh1r45p1po1))/account/login.aspx)

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

- a) New Hampshire Department of Education
Bureau of Federal Compliance
101 Pleasant Street
Concord, NH 03301
- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

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

Single Audit Certification

An executed and accurate Single-Audit Certification form shall be submitted to the NHDOE no later than

March 31, 2022. A copy of the form will be provided to each subrecipient by the NHDOE.

7. Debarment, Suspension, and Other Responsibility Matters

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

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

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

The subrecipient certifies that it and its principals:

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

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

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

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

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (34 CFR 84.610) is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace.

- The recipient's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation, and employee assistance programs.
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
- Abide by the terms of the statement.
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 5 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

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

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

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

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

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

Program staff within the NHDOE must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project*

beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).

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

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

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

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

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

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

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

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

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

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

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

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

Ed 317.03 Standard for Expulsion by Local School Board.

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

11. Lobbying

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

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

New Hampshire RSA 15:5 - **Prohibited Activities.**

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

12. Subrecipient Monitoring

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

13. More Restrictive Conditions

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

14. Obligations by Subrecipients

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

15. Personnel Costs – Time Distribution

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

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

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

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

16. Protected Prayer in Public Elementary and Secondary Schools

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

schools.

17. Purchasing/Procurement

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

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

18. Retention and Access to Records

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

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

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

19. The Stevens Amendment

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

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

20. Transfer of Disciplinary Records

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

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

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

C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.
- 2) **Management decision** - *Management decision* means the Federal awarding agency's or pass-through entity's written determination, provided to the auditee, of the adequacy of the auditee's proposed corrective actions to address the findings, based on its evaluation of the audit findings and proposed corrective actions.
- 3) **Pass-through entity** - *Pass-through entity (PTE)* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.
- 4) **Period of performance** - *Period of performance* means the total estimate time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. Identification of the Period of Performance in the Federal award per 2 CFR 200.211(b)(5) does not commit the awarding agency to fund the award beyond the currently approved budget period.
- 5) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.

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

CERTIFICATION

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

Superintendent or other Qualifying Administrator Certification:

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

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

SAU Number: _____ District or SAU Name: _____

Typed Name of Superintendent
or other Qualifying Administrator

Signature

Date

School Board Certification:

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

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

Signature

Date

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

New Hampshire Department of Education
Bureau of Federal Compliance
101 Pleasant Street
Concord, NH 03301

federalcompliance@doe.nh.gov



DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Michael Limanni, Business Administrator
DATE: May 7, 2021
RE: Approval of Bid Award

Woodman Park Elementary School *Paving*

GMI Asphalt	\$248,325
New England Paving Company	\$241,000
R&D Paving Corporation	\$209,850

Recommendations:

The business office recommendation is to award this bid to R&D Paving Incorporated. This company was chosen because of their price point and excellent recommendations.



DOVER SCHOOL DISTRICT SAU 11

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Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Michael Limanni, Business Administrator
DATE: May 7, 2021
RE: Approval of Bid Award

Garrison Elementary School

Roof Replacement

Academy Roofing Corp	\$129,700
Kevin W. Smith & Son, INC.	\$164,900
The Melanson Company, A Tecta American Co., LLC	\$195,000
Weather Guard Industries	\$ 99,000

Recommendations:

The business office recommendation is to award this bid to Weather Guard Industries. This company was chosen because of their price point and excellent recommendations. Weather Guard has recently completed a McConnell Center roofing project for the City of Dover. All bidders bid on the same specifications.



DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Michael Limanni, Business Administrator
DATE: May 7, 2021
RE: Approval of Bid Award

Dover Middle School *Gymnasium Floor Resurface*

American Sport Floors, Inc.	\$24,374
Gymnasium Floors Inc.	\$26,872
O'Sullivan Floorings Co, Inc.	\$34,800

Recommendations:

The business office recommendation is to award this bid to American Sport Floors, Inc. This company was chosen because of their price point and excellent recommendations. This vendor received excellent reports on professionalism, timing, and quality.

From: Kimberly Saunders <ksaunders@conval.edu>
Sent: Tuesday, May 4, 2021 3:56 PM
To: Kimberly Saunders <ksaunders@conval.edu>
Subject: Additional time for decision

I am writing today to urge you to consider joining the challenge to base adequacy. You had indicated that you wanted to receive information previously, but that the time frame was challenging. With a change to the deadline I thought that it was really important for you to be informed. I recognize that this email is landing in your already full email and that this year having one more thing to think about is overwhelming. However, as we think about what barriers are being put up for students to receive a constitutional right and the continued attack on public education in NH I urge you to speak with your Boards about the importance of joining this important litigation. Almost every community in NH is facing more and more challenges as people have to choose between the public good of public education and their own financial well-being. This conflict isn't between towns and school boards, it is between communities and the State. Thirty years is too long for the communities, too long for continued negotiations, and too long for the children of NH. The information below will help you have a working understanding of the issues, if you think that this is a possibility please give me a call so that we can discuss what it would mean financially for your District and why it is more important than ever for us to stand up as the voice for public education in NH.

This case is challenging the base adequacy aid provided to school districts by the State of New Hampshire. In particular, we are asking the court to issue a preliminary and a permanent injunction barring the State from violating Part II, Article 83 and Part II, Article 5 of the New Hampshire Constitution by underfunding schools and to issue a declaratory judgment finding RSA 198:40-a(II)(a) unconstitutional both on its face and as applied to each Petitioning School District. The State is required to provide the full cost of providing an adequate education and they are not currently meeting that obligation but instead unlawfully and unconstitutionally downshifting those costs to the local taxpayers.

Superior Court Judge David Ruoff had granted summary judgment to the 4 school districts in June 2019, finding that the \$3562 in base adequacy was woefully inadequate, but stopped short of determining what the amount should be finding that "If the Court granted the Petitioners' request, the Court would effectively be defining an 'adequate education' and infringing on a role reserved for the Legislature." The State appealed this decision to the Supreme Court which held, in a March 23, 2021 decision, that the Superior Court erred both in determining that the case could be decided summarily and in determining that the Legislature must be the one to determine how much the school districts have been underfunded. In particular, the Supreme Court remanded the case to the Superior Court to determine the components and costs of a constitutionally adequate education after a full discovery process and trial.

If there were districts wanting to join the original four districts, new school districts may be allowed if they act quickly. An amendment to the 2019 Second Amended Petition to add claims for 2021 and going forward and to add new petitioner school districts could be allowed if done quickly. We had a status **conference with the Court for April 21st** where the court agreed to give us an additional 30 days to add new partners. In order to prepare the paperwork, we would need to have confirmation as soon as possible, and preferably before **May 18th**.

A full discovery process and trial will likely run in excess of \$250,000 or \$300,000 and take a year or two. Depending on how many school districts were to join, the existing school districts negotiate the percentage obligation of each district. The more districts that sign up then the smaller the percentage of fees that each district will likely be responsible for. Districts can talk with Kimberly explicitly about what they may be able to do, presently the district's have agreed to between 6% and 22%.

Please let me know if you have any more questions and if your school district is interested in joining the eight school districts in the **remand** of this important case. If you would like to discuss what percentages may be appropriate and agreeable for your district, please contact ConVal Superintendent Kimberly Rizzo Saunders at 603 490-7236.

Best,

Kimberly

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Kimberly Rizzo Saunders, EdD
Superintendent
ConVal School District
106 Hancock Road
Peterborough, NH 03458
ksaunders@conval.edu
T: 603-924-3336 x 2028

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DOVER SCHOOL DISTRICT
Condition of Accounts - May 12, 2021

DISTRICT-WIDE Expenditures							
Account	Description	GL Budget	YTD	Balance	Encumbrance	Budget Balance	
1100	REGULAR EDUCATION PROGRAMS	\$ 24,006,641	\$ 16,415,468	\$ 7,591,173	\$ 6,701,987	\$	889,186
1200	SPECIAL EDUCATION PROGRAMS	\$ 13,542,249	\$ 10,355,899	\$ 3,186,350	\$ 3,229,413	\$	(43,063)
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,119,039	\$ 1,424,492	\$ 694,547	\$ 565,708	\$	128,839
1400	OTHER EDUCATIONAL PROGRAMS	\$ 696,019	\$ 430,148	\$ 265,871	\$ 117,817	\$	148,054
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 210,803	\$ 177,737	\$ 33,066	\$ 35,157	\$	(2,092)
2100	SUPPORT SERVICES - Students	\$ 4,489,409	\$ 2,971,245	\$ 1,518,164	\$ 1,209,871	\$	308,294
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,425,490	\$ 1,036,475	\$ 389,015	\$ 365,387	\$	23,628
2300	SUPPORT SERVICES - General Admin.	\$ 1,486,608	\$ 1,222,473	\$ 264,135	\$ 252,031	\$	12,104
2400	SUPPORT SERVICES - School Admin.	\$ 2,857,810	\$ 2,381,673	\$ 476,137	\$ 492,871	\$	(16,734)
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 4,942,984	\$ 4,392,728	\$ 550,256	\$ 380,808	\$	169,448
2700	SUPPORT SERVICES - Student Transportation	\$ 3,218,898	\$ 1,584,065	\$ 1,634,833	\$ 1,445,973	\$	188,860
2800	SUPPORT SERVICES - Centralized Services	\$ 1,371,977	\$ 1,579,193	\$ (207,216)	\$ 189,743	\$	(396,960)
2900	SUPPORT SERVICES - Other	\$ 9,900	\$ 19,010	\$ (9,110)	\$ 26,966	\$	(36,076)
5200	FUND TRANSFERS OUT	\$ 39,573	\$ -	\$ 39,573	\$ -	\$	39,573
47190	SCHOOL DEBT - Principal & Interest	\$ 6,393,656	\$ -	\$ 6,393,656	\$ 6,393,656	\$	-
TOTAL GENERAL FUND EXPENDITURES:		\$ 66,811,056	\$ 43,990,606	\$ 22,820,450	\$ 21,407,387	\$	1,413,063
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 656,985	\$ 993,015	\$ 925,189	\$	67,826
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 7,852,610	\$ 2,595,953	\$ 5,256,657	\$ 714,001	\$	4,542,657
Summarized Condition of District Expenditures:		\$ 76,313,666	\$ 47,243,543	\$ 29,070,122	\$ 23,046,577	\$	6,023,546

DISTRICT-WIDE Revenue							
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Balance	
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ 5,000	\$ -	\$ 5,000	\$ -	\$	5,000
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ 1,500	\$ -	\$ 1,500	\$ -	\$	1,500
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 42,417	\$ 63,255	\$ (20,838)	\$ -	\$	(20,838)
01321.3390	TUITION - BARRINGTON	\$ 2,661,498	\$ 1,936,374	\$ 725,124	\$ -	\$	725,124
01321.3390	TUITION - NOTTINGHAM	\$ 1,713,865	\$ 1,116,763	\$ 597,102	\$ -	\$	597,102
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ -	\$ 10,000	\$ -	\$	10,000
01321.3390	TUITION - BELLAMY ACADEMY	\$ 81,690	\$ 20,423	\$ 61,268	\$ -	\$	61,268
01322.3390	TUITION - SPED AIDES	\$ 275,000	\$ 286,187	\$ (11,187)	\$ -	\$	(11,187)
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 115,000	\$ 68,582	\$ 46,418	\$ -	\$	46,418
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ 8,005	\$ 26,995	\$ -	\$	26,995
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 15,000	\$ 3,004	\$ 11,996	\$ -	\$	11,996
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 52,000	\$ 35,387	\$ 16,613	\$ -	\$	16,613
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ 2,404	\$ 35,596	\$ -	\$	35,596
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,177,638	\$ 10,175,350	\$ 2,288	\$ -	\$	2,288
03210.3700	SCHOOL BUILDING AID	\$ 390,062	\$ 390,062	\$ (0)	\$ -	\$	(0)
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 475,000	\$ 1,077,536	\$ (602,536)	\$ -	\$	(602,536)
03241.3700	CTE TUITION AID	\$ 325,000	\$ 410,565	\$ (85,565)	\$ -	\$	(85,565)
03242.3700	CTE TRANSPORTATION AID	\$ 2,500	\$ 3,484	\$ (984)	\$ -	\$	(984)
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ 27,450	\$ (27,450)	\$ -	\$	(27,450)
04210.3599	INDIRECT COST ALLOCATION	\$ 85,000	\$ 71,729	\$ 13,271	\$ -	\$	13,271
04220.3599	ABE ALLOCATION	\$ 45,918	\$ 23,136	\$ 22,782	\$ -	\$	22,782
04310.3311	IMPACT AID	\$ 6,000	\$ -	\$ 6,000	\$ -	\$	6,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 141,086	\$ 108,914	\$ -	\$	108,914
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$	-
TOTAL GENERAL FUND REVENUE:		\$ 16,803,088	\$ 15,860,782	\$ 942,306	\$ -	\$	942,306
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 199,084	\$ 1,450,916	\$ -	\$	1,450,916
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 7,852,610	\$ 3,403,954	\$ 4,448,656	\$ -	\$	4,448,656
Summarized Condition of District Revenue:		\$ 26,305,698	\$ 19,463,820	\$ 6,841,877	\$ -	\$	6,841,877

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 16,803,088	\$ 15,860,782
State Wide Property Tax:	\$ 7,195,076	\$ 7,195,076
Local Property Tax:	\$ 42,812,892	\$ 42,812,892
TOTAL GF Revenue:	\$ 66,811,056	\$ 65,868,750
TOTAL GF Expenditure:	\$ (66,811,056)	\$ (65,397,993)
Ending GF Fund Balance:	\$ 0	\$ 470,757
TOTAL FS Revenue:	\$ 1,650,000	\$ 199,084
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,582,174)
Ending FS Fund Balance:	\$ -	\$ (1,383,089)
TOTAL Other SR Fund Revenue:	\$ 7,852,610	\$ 3,403,954
TOTAL Other SR Fund Expenditures:	\$ (7,852,610)	\$ (3,309,953)
Ending Grant Fund Balance:	\$ -	\$ 94,001



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, May 10, 2021

SUPERINTENDENT REPORT

The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to Board meeting agenda items; (2) inform the Board of significant issues as they relate to the Board; and (3) inform the Board of informational items pertaining to the Dover School District.

BOARD AGENDA ITEMS

G. CONSENT AGENDA

Resignations/Retirements – Recommend approving the resignations/retirements as listed.

Leaves of Absence – None

Job Shares – None

Nominations – Recommend approving the nominations as listed for (1) Annual DTU Nominations, (2) Non-Union Nominations, and (3) Paraeducators Nominations.

Extended Trips – None

Donations – I recommend approving the May donations.

I. POLICY – CHANGES – PROPOSALS:

Starting on July 1, 2021, New Hampshire's new discipline law (Title XV: Education Chapter 193 Pupils Section 193:13) will go into effect. The following policies are to be adopted:

- Policy JI – Student Rights and Responsibilities – Revised – First Reading
- Policy JIC – Student Conduct – New Policy – First Reading
- Policy JICD – Student Discipline and Due Process – Revised – First Reading

The following is summary of the changes in the new law:

- Except for "health, safety, and welfare" situations, the short-term suspension of up to 10 consecutive school days now seems to be limited to rule violations after you have attempted "graduated sanctions" without success.
- The length of the "long-term suspension: has been sharply limited from any defined length in time down to no more than 10 consecutive school days (on top of an initial, short-term suspension of 10 consecutive school days). The "long-term suspension" can no longer be used to address repeated rule violations, but is limited to more serious offenses, like theft, violence, bullying, and weapons.
- Expulsion by the school board can no longer be used to address repeated rule violations, but are limited to more serious offenses like theft, violence, bullying, and weapons.
- Expulsion by the school board in almost all circumstances require a finding that the behavior presents an "ongoing threat" to the safety of school children or school personnel.



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- Any suspension of more than 20 cumulative school days in the school year require the school to provide "alternative educational services" designed to enable the student to "pass from grade to grade."
- Any suspension of more than 10 cumulative school days in the school year require the school to develop an "intervention plan" designed to address the problematic behaviors."

The new and revised policies will require a careful review by the Board due to the implications of significant changes in school discipline practices.

Once the new policies are adopted, the following policies were recommended to be withdrawn, although, the District does not have the policies in place to withdraw:

- Policy JIA – Student Due Process
- Policy JICI-R – Modification of Weapons Expulsion

The District will need to identify how to align discipline practices and procedures with the new policies. Tom Waldron and Lindsay Dube will facilitate the Task Force that will include the Dean of Students from each school and others that may be invited by the Task Force. The work of the Task Force will provide guidance and protocols for the implementation of the new and revised discipline policies.

J. POLICY ADOPTION:

1. EC – Buildings and Grounds Management/Integrated Pest Management Program (submitted by Diana Carpinone) - The Board recently adopted a revised EC – Buildings and Grounds Management/Integrated Pest Management Program on December 14, 2020. Ms. Carpinone had contacted Zachary Koehler indicating additional revisions she felt were needed in Policy EC. The revised EC Policy being presented to the Board reflects Ms. Carpinone's recommendations. This is the second reading of the policy and the opportunity for the Board to adopt or not to adopt the revised policy.

K. RESOLUTIONS

I recommend the board approve the Resolutions presented.

1. Create and Fund Student Services Capital Reserve Fund Resolution:
2. Transfer of Funds to Student Services Capital Reserve
3. Authorized Signature

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **Task Force** – The District has initiated three Task Force Teams to address the following areas:
 - **Big Opportunity:** To identify and reflect on the best practices that have been learned through the remote/virtual learning for students and to identify effective practices that can be implemented in the 2021-2022 academic year.



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- **Summer Learning:** To develop a comprehensive and robust summer program for students in kindergarten through the twelfth grade that will prepare students for a successful 2021-2022 academic year.
- **Virtual School:** To develop a model for a district-based virtual school to serve the students in the Dover School District.

The Task Force Facilitators prepared an executive summary of the work completed to date. A representative of the Task Force will be present to update the Board on what has been accomplished to date.

2. **2020-2021 Last Day of School for Students** - Throughout the school year, the District continued virtual/remote learning on snow days except for February 16, 2021. The use of the snow day moved the final day of school from Friday, June 18 to Monday, June 21. The District met the required number of hours for instruction. I recommend the final day for students be on Friday, June 18, 2021.

For the start of the 2020-2021 school year, the District added three professional development days – September 2, 3, and 9.

ELEMENTARY SCHOOLS

State Hours	District Days	Daily Minutes	Minutes not allowed	Total Daily Instructional Minutes	Total Hours	Hour Difference	Extra Days/Instructional Time Only
945	177	410	35	375	1,106.25	161.25	$25.8 - 3 = 22.8$

DOVER MIDDLE SCHOOL

State Hours	District Days	Daily Minutes	Minutes not allowed	Total Daily Instructional Minutes	Total Hours	Hour Difference	Extra Days/Instructional Time Only
990	177	410	57	353	1041.35	51.35	$8.73 - 3 = 5.73$

DOVER HIGH SCHOOL

State Hours	District Days	Daily Minutes	Minutes not allowed	Total Daily Instructional Minutes	Total Hours	Hour Difference	Extra Days/Instructional Time Only
990	177	410	50	360	1062	72	$12 - 3 = 9$

3. **Fiscal Year 2022 School District General Assurances** – Annually, the Board must review and adopt the School District General Assurances to apply and receive federal funding. The document will require the signature of the Board Chair and Superintendent following the adoption of the Board. The School District General Assurances are for Fiscal Year 2022.
4. **Christa McAuliffe Sabbatical Program Agreement** – Eric Schlapak, Dover High School Math Teacher, has been awarded the Christa McAuliffe Sabbatical for the school year 2021-2022. The selection committee was blown away by Eric's proposal to better integrate math into NH career and technical education (CTE) classrooms



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through both lesson modules and professional development resources for CTE instructors. The committee felt that Eric has identified a statewide need that is not being met and that his project could potentially improve education in NH on a statewide level. Approval of sabbatical and acceptance of award with New Hampshire Charitable Trust with modified language pending approval from NHCT for Eric Schlapak.

5. **Bid Award Recommendation**

The Board approved the projects at the April 12, 2021 Regular Board Meeting. I recommend the Board approve the projects as presented.

- a. WPS Paving Project
- b. WPS Hot Water Heater Replacement
- c. GES Roof Replacement
- d. DMS Floor Resurfacing
- e. District-Wide Technology Hardware

6. **Conval Adequacy Aid Lawsuit** – The District has been invited to join the Conval Adequacy Aid Lawsuit. The Oyster River Cooperative School District and Grantham School District are joining the lawsuit.

7. **Condition of Accounts** – Michael Limanni, Business Administrator will present the Condition of Accounts.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

April 2021 Summary

- **Week of April 5:** Thursday, April 1, the Governor issued Emergency Order #89 for the return of students to five days of in-person instruction. On Monday, April 5, the Board held a special meeting to review the re-entry plan that was targeted for Monday, May 3, but was adjusted by the Board to comply with the Governor's Emergency Order #89.

On Wednesday, April 7, the Board continued negotiations with the DTU. The Board representatives will be seeking further guidance from the Board on Monday, April 12.

The Board had the opportunity to meet with the City Council in an Executive Session to be updated on the lawsuit associated with the adequacy funding of public schools.

On April 6, 7, and 8, I had the opportunity to attend the NHSAA 2001 Innovations in Learning Conference. The conference was scheduled from 8:30 to 11:45 a.m. Sessions I attended are indicated in the daily log.

The Racial Equity Vision Keepers Committee was unable to meet on Thursday as scheduled. The meeting will be rescheduled. The focus of the meeting was to be on the development of a diversity plan that is anchored in the District's Strategic Plan. The following goals and objectives have been selected for initial work:



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- **GOAL #1: The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.**
 - ✓ **Objective 1.1 – Student Voice** – We will enhance student voice by creating a student-driven environment that will allow all students to have meaningful input and choice into their learning program.
 - ✓ **Objective 1.2 – Student Support and Wellness** – We will enhance support for student wellness for all students through purposeful engagement in school and community-based activities.
 - ✓ **Objective 1.4 – Family Understanding and Participation** – We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.
 - ✓ **Objective 1.5 – Community Understanding and Participation** – We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

The second round of COVID-19 vaccinations was administered to faculty and staff on Friday, April 9.

- **Week of April 12:** The Dover Middle School and Dover High School administrations continue to work on the final stages of planning for the return of students for five days of in-person instruction starting on Monday, April 19. Dover Elementary School principals are in the final stages of planning for the re-entry of virtual students electing for the five days of in-person instruction. In addition, the elementary principals have been working closely with Veronica Kuzmitski on the implementation of online kindergarten registration.

As indicated in an April 14th email, due to lack of substitute teachers and attempting to maintain kindergarten teachers in their classrooms, the following dates were selected for kindergarten screening: Wednesday, June 16, Thursday, June 17, and Friday, June 18. In order to accommodate these screening dates, the final day of the academic school year for 2020-2021 kindergarten students will be on Tuesday, June 15.

On Wednesday, April 14, Michael Limanni and I had the opportunity to attend Michael Joyal's presentation of the FY22 budget to the City Council. In addition, the City Council passed a resolution indicating the School Board needed to provide a tax capped budget. Later in the document you will see a timeline/calendar for the City of Dover FY22 Budget.

On Wednesday, April 14, the full leadership team continued their equity training. Ted Hall and Mo Nunez facilitated a session on crucial conversations about race using the following principles (1) stay engaged, (2) experience discomfort, (3) speak the truth, and (4) expect and accept non-closure. Resource [Courageous Conversations About Race](#) by Glenn E. Singleton.

On Thursday, April 15 a vaccination clinic was held for students 16 years old and older. Over 200 students participated in the clinic. Thank you to Chief Paul Haas, Christine Boston, and Peter Driscoll for all their efforts invested in planning and implementing the clinic.

On Thursday, April 15, the Board's negotiation team continued negotiations with the DTU



DOVER SCHOOL DISTRICT

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Non-renewal notices were issued this week as they must be delivered by April 15th. One letter was distributed to Horne Street School, two to Dover High School, one at Dover Regional CTC, and one to Woodman Park School. In addition, Dover High School had two one-year only notifications, and Dover Middle School had one one-year-only notification.

The Medical Advisory Council met on Thursday, April 15. Key items:

- ✓ NH is seeing numbers like Variants are a factor. Easter numbers are likely a factor in the increase as well. December - Low 30s per 100,000. Transition rates goes up and down. Strafford County is a hotbed in NH. Hospitalizations are not exceptionally high. Possible factors that may be driving the increase:
 - NH is rolling back precautions which will drive up numbers.
 - Younger demographic is now driving the data.
 - Youth organizations after school are lax with mask wearing and is probably linked to positive cases.
 - Families are allowing children to interact beyond school. Those that interact are having positive cases or are quarantining.
- ✓ Review of the vaccination clinics. Praise for all the work that went into the planning and implementation.
- ✓ Information from AP Article shared:
 - Children represent about 13.5% of the COVID-19 cases in the country
 - Children represented 1% to 3% of all COVID-19 hospitalizations
 - Less than 2% of all child COVID-19 cases resulted in hospitalization
 - 54% were between ages 12-18
- ✓ Stressed the importance of the District maintaining protocols.

The Governor has discontinued the mask mandate. The District will continue to require masks on school grounds, facilities, and busses.

Other outside meetings for this week included: Dover Mental Health Alliance Policy Workgroup, Strafford Learning Center Board Meeting, and Strafford County YMCA Advisory Board.

- **Week of April 19:** Monday, April 19 was the transition for Dover Middle School and Dover High School to move from the hybrid model to five-days of in-person learning. The Dover Elementary Schools received students transitioning from virtual/remote learning to in-person learning. The elementary schools have completed their tenth week of in-person learning. Overall, the transition has gone well, but it has required an adjustment by students as they make an adjustment to the more normal model. Having an adequate number of substitutes continues to be an issue.

I also want to take this opportunity to commend the administrators, teachers, and support staff for all their efforts and work in making the transition to the five-days per week of in-person instruction.

There have been significant changes in the discipline laws for New Hampshire. These changes will result in the District's discipline policies to be revised to align with the new law. Drummond Woodsum offered a three-hour workshop - *Don't be "Dazed and Confused" by the New Discipline Law in NH*. Christine Boston, Tom Waldron,



DOVER SCHOOL DISTRICT

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Lindsay Dube, and I had the opportunity to attend the workshop. I have provided a link to the materials in the update, so that you may become familiarized with the changes. Tom Waldron and Lindsay Dube will be facilitating the task force to provide direction for the implementation of the new policies.

Michael Limanni and I had the opportunity to provide an overview of the FY22 budget to the City Council at the April 21st City Council FY22 Budget Workshop.