



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #9
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, September 11, 2023
Meeting Time:	7:00 p.m.

- A. **CALL TO ORDER**
- B. **ROLL CALL**
- C. **PLEDGE OF ALLEGIANCE**
- D. **AGENDA APPROVAL**
- E. **CITIZENS' FORUM** *(To be recessed, if necessary, and resumed following Committee Reports)*
- F. **REQUEST TO ENTER INTO PUBLIC HEARING** – Donation of funds from the New Hampshire Department of Agriculture, Markets and Food in the amount of \$10,935.
- G. **APPROVAL OF MINUTES**
 - 1. Non-Public, August 3, 2023
 - 2. Non-Public, August 7, 2023
 - 3. Regular Meeting #8, August 14, 2023
 - 4. Special Session, August 21, 2023
 - 5. Special Session, August 30, 2023
- H. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. John Argiropolis – Math Teacher – Dover High School - Retirement
 - b. Audra Lewis - Librarian - Frances G. Hopkins School at Horne Street – Resignation
 - c. Eola Miskell – Paraeducator – Dover High School – Resignation
 - d. Jessica Maravich - Paraeducator – Woodman Park School - Resignation
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nominations
 - b. DPA Nomination
 - c. Fall Coaching Nominations
 - 6. **Extended Travel (Student Trips):**
 - a. Final Approval – Dover High School Career Technical Center – National FFA Convention Fieldtrip to Indianapolis, Indiana: October 31 - November 4, 2023
 - 7. **Donations:** None
- I. **STUDENT REPORT:** None
- J. **POLICY – CHANGES – PROPOSALS:**
 - 1. EFB – USDA Nondiscrimination Statement – Revisions – First Reading
- K. **POLICY ADOPTION:** None
- L. **RESOLUTIONS:** None
- M. **OLD BUSINESS:** None



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N. NEW BUSINESS:

1. Recognition for Jeffrey Leaf
2. Bus Safety Task Force Presentation
3. Review of Memorandum of Understanding Between Public School Districts and Public Charter Schools Regarding Special Education
 - a. Seacoast Charter School (Dover)
 - b. Coastal Waters Charter School (Exeter)
 - c. Great Bay Charter School (Exeter)
4. Bid Award – Translation and Interpretation Services
5. Condition of Accounts

O. SUBMISSION AND PAYMENT OF BILLS

P. SUPERINTENDENT’S REPORT

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. 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.

PUBLIC NOTICE

Dover School District

This Public Hearing is for the Dover School Board to:

Accept a donation of \$10,935 from the New Hampshire Department of Agriculture, Markets and Food to purchase New England grown and produced foods for the food service program.

Monday, September 11, 2023 at 7:00 p.m. at the McConnell Center, 61 Locust Street, Dover, NH. (Room 306)

Carolyn Mebert, Chairperson, Dover School Board

Retirement Letter

Dear Mr. Driscoll,

I am writing to notify you of my upcoming retirement on July 1, 2024. I am deeply grateful to spend the last 12 years of my long teaching career at Dover High School. If I had a uniform jersey to retire (Math Team?) it would be green and white for Dover. I learned a great deal in my time here and have cherished the time working with such outstanding colleagues and fantastic students.

It has been a difficult decision, but my wife has done the lion's share of the extra care it takes to raise a child with developmental disabilities over the last 18 years, and it is now my turn to step up and assist in his transition to job training and independent living skills. There are also concerns about my long-term health following heart surgery, although I am presently doing very well.

I plan to work through the duration of the year, carrying on business as usual. After retiring, I will continue to play classic rock in various outdoor venues, VFW's, and Elk's Clubs. Harley riders still prefer live bands over DJ's.

Thanks again for everything!

Yours sincerely,

John Argiropolis

Brittany Granfield
FGH at Horne Street School
78 Horne Street
Dover, NH 03820

August 24, 2023

Dear Brittany,

It is with mixed emotions that I write this letter of my intent to leave FGH at Horne Street. As you know, I accepted the position as Interim Head of Adult Services at Durham Public Library for the summer, and fortunately, it has been a good fit. I will be accepting the role of Assistant Director for DPL going forward.

I have enjoyed my time at FGH and it is difficult to leave a library position with the amount of unwavering support from the school community, Administration, School Board, and Superintendent's office. I look forward to returning to my role as a community advocate to support our school librarians and libraries.

Thank you again for your support.

Audra M. Lewis
Librarian

From: Eola Miskell <e.miskell@doover.k12.nh.us>
Sent: Thursday, August 24, 2023 10:00 AM
To: Linda Madden <l.madden@doover.k12.nh.us>
Subject: Decision

Good Morning Linda,

I am sorry for not getting back to you sooner. It took a while to hear a definite from Barrington SAU. I am all set. I will be leaving the Dover School District, effective the beginning of this school year. I would like to bring the laptop, badge, parking pass and key in on Monday, if that works for you. Again, I am so sad to leave Dover. I will miss you and all you have done for me during my time at DHS. I will see you on Monday unless I hear otherwise.

Regards,
Eola

From: Jessica Maravich <J.Maravich@dover.k12.nh.us>

Sent: Tuesday, August 15, 2023 1:26 PM

To: Patrick Boodey <p.boodey@dover.k12.nh.us>; Moira Taylor <M.Taylor@dover.k12.nh.us>;
Roseanna Drysdale <r.drysdale@dover.k12.nh.us>

Cc: Abigail Small <a.small@dover.k12.nh.us>

Subject: Resignation

Hi All,

I'm writing to let you know that I will not be returning to WPS for this school year. This was not my plan, but I came across a job that I felt like I needed to at least try for, which has led me to accepting a role at UNH in their Student Accessibility Services Department. This opportunity seems like a great next step for me and my family, although it's certainly bittersweet. I have truly enjoyed my last four years in the Preschool program, and before that six years volunteering. WPS has been a special place for our kids over the last ten years and it's hard to believe that Emma is heading into her last year as part of this community.

I've included Abby on this email as it's my understanding that Sharon and Allyson know of someone interested in the Preschool Para position.

I know that Patrick is off this week, but I'm available if there is anything that you need from me for this process. I know I'll need to return my laptop, badge, and key and am able to do that at your convenience.

Thank you for all of the ways, both professionally and personally, that WPS has helped and supported our family over these many years.

Gratefully,
Jess Maravich

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

TO: **DOVER SCHOOL BOARD**

DATE: September 11, 2023

MEMORANDUM: Nomination and Election of Teachers

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 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Gallagher, Nicole	Library Media Specialist	Frances G. Hopkins School at Horne Street	Audra Lewis	\$83,241	MA+30, Step 17
Rabiner, Lauren	Grade 4 Teacher	Garrison School	Additional DTU position – Anticipated	\$57,743	BA, Step 10

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

TO: **DOVER SCHOOL BOARD**

DATE: September 11, 2023

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 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Lindsey, Melissa	Paraprofessional	Garrison School	New	\$16.22	C2, Step 2

Recommendations - UPDATED

To: Dr. William Harbron
 From: Peter Wotton
 Re: Fall Coaching Recommendations - 2023
 Date: September 6, 2023
 Cc: Kim Lyndes, Peter Driscoll, Tammy Badger

I am recommending the following individuals be nominated for FALL 2023 athletic coaching positions.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
Varsity Cheering	Kelsey Daigle	\$4600	
JV Cheering	Mikaela Leighton	\$2720	
Boys Var. Soccer	Ronan O'Doherty	\$3920	
Boys JV Soccer	Jason Subirana	\$2720	Don Wason
Boys Reserve Soccer	John Leggett	\$2160	Corey Hambrook
Middle School B. Soccer	Brian Snow	\$2160	Jason Subirana
Girls Var. Soccer	Rick Pelletier	\$3920	Jason Wisniewski
Girls JV Soccer	James Wares	\$2720	
Middle School G. Soccer	Christen Wilhelm	\$2160	
Head Football	Eric Cumba	\$5960	
Asst Football	Matt Kimball	\$3960	
JV Football	Joshua Droesch	\$3960	
JV Football	David Lopez	\$3960	
Frosh Football	Justin Crowley	\$3400	
Frosh Football	Chris Stamoulis	\$3400	
Head Field Hockey	Sarah Michaud	\$3920	
JV Field Hockey	Jessica Paul	\$2720	
MS Varsity Field Hockey	Jillian Brickley	\$1720	
MS JV Field Hockey	Deb Jacobs	\$1280	
Girls Varsity Volleyball	Whitney Carrier	\$3920	
Girls JV Volleyball	Katie Lynch	\$2720	
MS Varsity Volleyball	Emily Boles	\$2160	
MS JV Volleyball	Steve Warren	\$1,720	Gloria Tawalujan
B/G Cross County	Nick Piatti	\$3560	
B/G Asst. Cross Country	Jeff Sanborn	\$2160	
Middle School Cross Country	Laura Towle	\$1720	
MS Assistant Cross Country	Kaylee Towle	\$1720	
B/G Golf	Matt Fennessy	\$2120	
B/G JV Golf	Joe Tenuta	\$350 (Coaching Contingency Acct.)	



**DOVER HIGH SCHOOL
& REGIONAL CAREER TECHNICAL CENTER**

25 Alumni Drive, Dover, New Hampshire 03820-4365
phone 603-516-6900 • fax 603-516-6926

PETER DRISCOLL
Principal
p.driscoll@dover.k12.nh.us

KORI KENNEDY
Director of Career & Technical Education
k.kennedy@dover.k12.nh.us

ROBIN LYNDES
Dean of Bellamy Academy
r.lyndes@dover.k12.nh.us

LINDA MADDEN
Dean of Student Services
l.madden@dover.k12.nh.us

VALERIE WEST
Dean of Instruction
v.west@dover.k12.nh.us

KIMBERLY STEPHENS
Dean of Students
k.stephens@dover.k12.nh.us

MEREDITH LAPOINT
Dean of Students
m.lapoint@dover.k12.nh.us

September 5, 2023

Dear Members of the Dover School Board,

I am writing to request permission for a group of nine dedicated Animal Science students from the Dover Regional Career and Technical Center to attend the National FFA Convention, which is scheduled to take place in Indianapolis, Indiana, from October 31st to November 4th, 2023. This event is an incredible opportunity for our students to showcase their talents and compete at the national level in the areas of Agriscience Fair, Floral Design, and Poultry Evaluation.

The journey to the National FFA Convention has been a culmination of hard work and dedication from our students. They have proven their capabilities and commitment through their achievements at the state level. These students earned their eligibility to compete at the national level following successful competitions at the UNH Spring Interscholastics and the State FFA Convention. Their skills and knowledge were further honed through in-class lessons and hands-on practice.

This trip offers invaluable experiences for our students. They will compete at a national level, meet FFA members from across the country, and gain exposure to diverse agricultural practices. It's a unique opportunity to observe the FFA career show, attend the national convention session with guest speakers, and potentially participate in leadership workshops.

We kindly request your permission for this enriching educational opportunity. We are committed to ensuring the safety and well-being of our students during the trip and are prepared to follow all necessary guidelines.

Thank you for considering our request. We are excited about the opportunity this trip presents for our students and look forward to your positive response.

Regards,

Kori Kennedy
CTC Director
Dover Regional Career Technical Center

**Extended Travel Documentation for School Board,
for the National FFA Convention Fieldtrip, Indianapolis, Indiana, Oct. 31st-Nov. 4th 2023**

1. Statements of the educational value of the proposed extended travel and the relationship to current program or course offerings.

The purpose of this trip is for students to compete at the National FFA Convention in the areas of Agriscience Fair, Floral Design, and Poultry Evaluation. Students became eligible at the NH State Level this past year through competitions at the UNH Spring Interscholastics and the State FFA Convention. They learned how to show and judge through in class lessons and practice with the Dover High School's barn animals. The value is in the preparation and the experience of competing at a national event. Meeting people from all of the other states and seeing how different locations evaluate animals in different ways. Students will also get to observe the FFA career show and see the national convention session and their guest speakers. If time allows students will also participate in leadership workshops.

2. If a travel agency is utilized, evidence of a performance bond or other security for deposits from the agency is required.

None.

3. Inclusive dates of trip.

October 31st through November 4th 2023

4. General itinerary.

Oct. 31st- Travel and Hotel Check in

Nov. 1th- Team Photos

Agriscience Fair Display Set Up and Orientation

Floral Design and Poultry Judging Team Orientation and Event

First General Session

Oct 2nd-

Poultry Judging Team Event and Review

Floral Design Team Event

Agriscience Fair Judging

FFA Convention Career Show

Oct 3rd-

Awards Banquet Breakfast and Team Review

Career Expo and Workshops

Oct. 4th-

Conclusion of Convention- 9th General Session
Travel Home

5. Cost per student.(current estimate)

Hotel-\$300 per person 2-4 in a room.

Flights- \$300-600 per person

Registration- \$90

Approximate Total= \$990 (suggesting families to plan for \$1200)

6. Statement of academic eligibility or other limiting rules of participation established by the trip director.

Students need to have been on the State Qualifying team in order to participate and be eligible to attend.

7. Permission forms to be reviewed with and signed by parents.

To be completed.

8. Statement of source and nature of insurance coverage.

Completed and turned in once permission is granted.

9. Decision and opinion of the Principal and Superintendent.

The administrations supports the trip of the FFA students attending the National FFA Convention. This is excellent opportunity for the FFA students.

10. Release from duty of any staff member by the Superintendent.

The teachers will be released to supervise and support the students during their travel and attendance to the National FFA Convention.

11. Financial benefit to trip leader and chaperones must be disclosed (e.g.: plane fare, accommodations, future awards or credits for travel, bonus points, cash or gift awards, etc.)

Perkins funds have been set aside to cover the trip for two chaperones.

12. Cost to the District.

No costs to the school district. Funds will be obtained through fundraising and perkins grant.

Requests for final approval submitted to the School Board shall include:

1. Names and addresses of all students and chaperones. (Note: All chaperones must complete a criminal background check, at District expense, at least one month prior to departure.)

This will be completed.

2. The only adults allowed to travel with the students will be those assigned as chaperones.

Chaperones: Katherine Green and Carrie Hough

3. Adult/Student ratio.

1 Adult to 4/5 Students.

4. Confirmation permission forms, student code of conduct contract which will include Standards for Behavior, and telephone contact notification submitted to the principal.

Submitted by June 10th 2023.

DOVER SCHOOL DISTRICT	POLICY CODE: EFB
DATE OF ADOPTION: SEPTEMBER 12, 2016	PAGE 1 OF 1

USDA NONDISCRIMINATION STATEMENT **FOOD AND NUTRITION SERVICE**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, ~~this institution is the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on~~ **the basis of** race, color, national origin, sex, **including gender identity and sexual orientation**), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Program information may be available in languages other than English. Persons with disabilities who require alternative means of communication ~~for~~ **to obtain** program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the **responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY)** Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination ~~complaint, a Complainant should~~ complete the USDA Program Discrimination Complaint ~~a~~ Form, (AD-3027) **USDA Program Discrimination Complaint Form which can be obtained** found online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> http://www.ascr.usda.gov/complaint_filing_cust.html, ~~from~~ and at any USDA office, **by calling (866) 632-9992, or by write writing** a letter addressed to USDA. **The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation.** and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. **The completed AD-3027** Submit your completed form or letter **must be submitted** to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; **or**
- (2) fax: **(833) 256-1665 or** (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Policy History:
Policy Adopted September 12, 2016

Summary of Bus Task Force Work (Summer, 2023)

OPENING

The bus safety and discipline task force, which included deans from all Dover schools, met with the overarching goal of improving safety and behavior on Dover school buses in collaboration with First Student. We reviewed policies, examined and modified an existing bus behavior and consequence matrix, and had an open dialogue with four First Student staff members (Chris, Paula, a veteran driver, and a newer driver) in which each side shared feedback and ideas on how we could improve as a team. Based on discussions and aims of the task force, we came up with several action steps and plans for consistent communication. These items are highlighted in the AIMS section below.

PURPOSE

To improve bus safety and discipline within the Dover School District. The primary objective of this task force is to assess the current policies and create a comprehensive student school bus safety program. Additionally, the task force aims to develop standardized communication protocols between First Student Bus Drivers and the Deans of Students and establish well-defined behavior expectations along with appropriate consequences for students.

AIMS:

1. To review the following Dover School District Board Policies: Policy JICC and Policy JICC-R. When the Task Force is completed, determine if policy revisions will be needed.

After a review of each policy, the committee felt **JICC** was adequate and open enough that it gave schools the capability of taking necessary action to ensure safety and respect on our SAU11 buses. It is clear from the policy that buses are an extension of our schools and under the authority of the district.

We did find some issues that we would recommend addressing in **JICC-R**. We felt that we could move forward with our plans for improving bus safety and behavior, but that the policy could potentially contradict some of the logical consequences we propose. As an example, the policy reads that a second minor referral will result in a one hour after school detention, which is not applicable to some of the K-12 grade levels. A third referral will escalate immediately to 5 days off the bus, which we feel is too harsh and limits our ability to make a common sense decision. In other words, if a 3rd grader gets 3 minor referrals, 5 days off the bus is not an appropriate next step. We would like to see more vague language, perhaps along the lines of “A third referral could lead to a loss of riding privileges up to 3 days, depending on the nature of the infractions. There is additional language in section B that mirrors these fairly harsh consequences. In the spirit of providing multi-tiered systems of support, we felt this policy came across more focused on punitive measures that could put deans in a tough position to make reasonable decisions based on actual bus events. **I am happy to take the next steps to look at exactly how this language could change and bring it before the board.**

2. To improve Dover School District’s bus safety and discipline.

3. To develop and implement standardized communication protocols between First Student Bus Drivers and the District’s Deans of Students.

4. To establish well-defined behavior expectations along with appropriate consequences for students.

Items 2, 3, and 4 are best summarized together. There are several steps that we plan to take as the school year begins, as outlined below:

- Chris Taft , Paula Tiberio, and corresponding school bus drivers will meet at the elementary schools in the fall, winter, and spring. The first meetings will take place during the second week of school. The purpose will be to open lines of communications, share any ideas/signage (example - Garrison will have core values printed and reintroduce bus tickets and riders of the week). We will also talk about the best way to continue communication on a regular basis. We are hopeful MS and HS staff can join.
- Elementary schools will incorporate bus safety and discipline as part of school opening assemblies. If possible, we would like to have driver(s) join the assembly. Middle and high school will include bus expectations as part of the beginning year expectations that are shared by teachers.
- Buses will be held for ~5 minutes on a day of the school's choosing in early September so that drivers may talk with the whole bus WITH a school support staff member (Dean, behavior, guidance) on board to ensure students are listening. Driver(s) will have a chance to share what they expect and what students can expect from them during the year.
- Schools will provide printed/laminated signs of values or expectations so drivers can use the same language as the students hear in school (Garrison, for example, would use Be Safe, Be Kind, Be Respectful, Always Persevere).
- Deans at all levels will emphasize following up directly with drivers OR email Paula so she can relay to drivers that we have responded to write ups, and, if appropriate, that there is a consequence. Creating a schedule to ensure each bus is checked in with at least once per week was recommended.
- Have buses leave as soon as they are loaded - most schools do this, those that don't have plans in place to start following this model. Having students sit for 5-10 minutes before departing is a bad way to start a ride and increases negative behaviors.
- If there is an issue that is unclear, or frustration on the part of the Dean, call Chris directly to share and problem solve.

First Student Bus Behavior Matrix for SAU11

Behavior	Minor	Major*
Consequences	First offense - Written warning, discussion with staff Second offense - Written warning, discussion with staff, warning signed at home Third offense - Parent contact, 1 day bus suspension Fourth offense and further - Parent contact, 1-2 day bus suspension	First offense - 1-2 day bus suspension Second offense - 2-3 day bus suspension Third offense - 2-5 day bus suspension Fourth offense - 10 day bus suspension Fifth offense - Potential loss of bus privilege for remainder of school year
Defiance/ Disrespect	Student repeatedly fails to comply with simple requests. Student responds inappropriately to request.	<i>Three or more minors, and/or failure to comply with bus driver's instructions/directions (initial warning)</i> Student engages in a prolonged or high intensity failure to respond to peer <u>or</u> adult request or to repeatedly not follow bus expectations.
Disruption	Student behavior creates an unsafe environment. Examples include but are not limited to: - Not sitting properly in the seat - Crawling under seat - Standing in the aisle - Not facing forward/turning around in seat - Loud Distractions - Yelling/screaming - Chanting	<i>Three or more minors, and/or failure to comply with bus driver's instructions/directions (initial warning)</i> Disruption that is persistent and intended to draw attention. Examples include but are not limited to: - Throwing food - Squirting water bottles
Non-Compliance/ Insubordination	Student behavior does not respect the bus. Examples include but are not limited to: - Eating, drinking, chewing gum on the bus after reminder not to - Littering	<i>Three or more minors, and/or failure to comply with bus driver's instructions/directions (initial warning)</i> - Throwing objects out of the bus - Hanging any body parts out of the window after reminder not to
Abusive/ Inappropriate Language and Profanity	Student uses a low-intensity swear or near swear or offensive gesture which is not directed toward an individual.	<i>Three or more minors, and/or failure to comply with bus driver's instructions/directions (initial warning)</i> Student directs inappropriate, profane, abusive language, racial slurs, or offensive gestures towards or about others. Three or more minors will result in a major. Repeated majors directed towards others may be investigated for harassment.
Physical Contact/ Physical Aggression	Non-serious but inappropriate physical contact. Examples include: - Pushing - Rough play - Slapping - Kicking - Poking - Pinching	<i>Three or more minors, and/or failure to comply with bus driver's instructions/directions (initial warning)</i> Any contact resulting in physical injury intentional or not. Examples include: - Kicking with force - Slapping with force - Punching - Hair pulling - Scratching - Spitting - Tripping - Challenging student(s) to fight
Fighting	No minor offense	Student engages in significant physical contact with another person (student or adult) with the intent to harm.
Technology Violation	Student has device out, does not put it away when reminded of expectation	Student is responsible for displaying inappropriate images to self or others, or taking pictures of others without permission
Exposure	Accidental - adjusting pants/shirt	Intentional revealing of private body parts

Out of Bounds	Not sitting in assigned seat (if applicable) after reminder	<i>Three or more minors, and/or failure to comply to bus driver's instructions/directions (initial warning)</i> Student deliberately gets off bus at the wrong stop more than once.
Misuse of Property/ Vandalism	Student hides or moves peer's materials or supplies with the intent to disrupt. Student fails to use materials for its intended use. Student unintentionally causes damage to bus or personal resources.	<i>Three or more minors, and/or failure to comply with bus driver's instructions/directions (initial warning)</i> Student participates in substantial destruction or disfigurement of property. Student deliberately or repeatedly causes damage to bus or personal resources. Student knowingly participates in substantial destruction or disfigurement of property. Student deliberately causes destruction to belongings of high personal or monetary value.
Forgery/Theft	No minor offense	Student is in possession of, has passed on, or is responsible for removing someone else's property without the person's permission.
Bomb Threat/ False Alarm	No minor offense	Student plans or participates in the delivery of a message of possible explosive materials being on bus, school property, near school property and/or pending explosion. Notify law enforcement
Arson	No minor offense	Student plans or participates in the burning of the bus. Notify law enforcement
Possession, Distribution and/or Sale of Unsafe or Illegal Items on Bus	No minor offense	Student possesses, uses, distributes, or sells alcohol, drugs, tobacco, combustible, or other unsafe substance or item which could harm or does harm an individual or property. Any student who appears to be under drug influence, parent/guardian will be notified to come and remove him/her to his/her home or to medical facility. Student found selling, distributing or giving away drugs or drug paraphernalia actions will be reported to the Somersworth Police Department. Student in possession of knives or guns (real or look-alike), or other objects readily capable of causing bodily harm. Student who brings a firearm Notify law enforcement
Inappropriate Display of Affection	No minor offense	Student engages in consensual excessive or illegal contact of a sexual nature with another student or adult. Notify law enforcement

*Certain major offenses may result in longer suspensions and/or alternative consequences.

- Notes for drivers

- Bus drivers must contact the School staff and the Dover Police Department for the following:
 - suicidal and homicidal language
 - threats of violence against the bus
 - inappropriate sexual touching
 - possession of weapons, drugs, alcohol, paraphernalia, etc.
 - other significant safety concerns
- Discipline procedures will comply with state and federal laws

MEMORANDUM OF UNDERSTANDING

By and Between

The _____ SCHOOL DISTRICT

And

The _____ CHARTERED PUBLIC SCHOOL

NOW COME the _____ School District (hereinafter "District") and the _____ Chartered Public School, a chartered public school (hereinafter "Chartered Public School") (collectively the "Parties") and pursuant to New Hampshire RSA 194-B:5(VIII) enter into the following Memorandum of Understanding:

WHEREAS New Hampshire [RSA 194-B:5](#) requires that chartered public schools and the resident school district of a student with disabilities, who is attending the chartered school, enter into a memorandum of understanding ("MOU") concerning how the chartered public school and school district will cooperate with each other per [RSA 194-B:11, III\(c\)](#), how the school district proposes to provide special education services and supports to each student with a disability within the chartered public school to ensure a free appropriate public education, and adhere to state and federal special education laws, rules, and regulations; AND

WHEREAS _____ Chartered Public School has enrolled one or more students with educational disabilities who reside in the _____ School District; AND

WHEREAS the Parties desire to enter into this MOU to ensure compliance with NH [RSA 194-B:5\(VIII\)](#), the Parties now agree as follows:

This Agreement shall be governed by the laws of the State of New Hampshire, and where applicable, the Individuals with Disabilities Education Act and its implementing regulations.

This MOU shall be interpreted in a manner consistent with the obligations of both Parties under New Hampshire law and federal law. Nothing herein shall be construed in such a manner as to be in derogation of a Party's obligation under state or federal law. The intent of this Agreement is solely to outline the respective cooperation and coordination between the District and the Public Charter School with the objective of effectively supporting student services and supports under individual education programs. In the event any provision of this MOU is found to be invalid the remaining provisions shall continue in full force and effect to the maximum extent possible.

DEFINITIONS

The Parties agree to the following definitions:

- a. “District.” The definition of “District” shall be as defined in [NH RSA 194-B:1\(XIII\)](#), as the school District in which the pupil resides. This is the District of residence for the student.
- b. “Student with a Disability” shall be defined as a student enrolled at the Chartered Public School who resides in the District and in addition, shall have the same meaning and definition as the term “child with a disability” as defined by [NH RSA 186-C:2\(I\)](#).
- c. “Special Education services and supports” shall be defined as those services and supports provided to a Student with a Disability in accordance with the student’s individualized education program, whether provided pursuant to agreement or in accordance with the “stay-put” provisions of the Individuals with Disabilities Education Act 20 USC 1415 (“IDEA”) and the related federal regulations, as implemented by state law ([RSA 186-C](#)) and state regulations ([Ed1100](#), et seq).
- d. “Free and Appropriate Public Education,” (FAPE) A free appropriate public education shall be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in [34 CFR §300.530\(d\)](#).
- e. “IEP Team” A group of individuals describe in 34 CFR 300.321(parent, regular education teacher and special education teacher of the child; representative of the public agency, etc. See statute for detailed list) that is responsible for developing, reviewing, or revising the IEP for a child with a disability. 34 CFR 300.23.

1. SERVICE PROVISION

The Chartered Public School and the District shall work cooperatively to ensure that each “child's special education and related services” (RSA 194-B-11, III(b)), and behavior intervention plans are implemented in agreement with the resident student’s IEP as determined by the IEP Team. Addendum A to this MOU establishes for each child how such cooperation will take place between the District and the Chartered Public School. If the child requires services/supports related to behavioral intervention plan, the IEP Team shall establish who will develop the plan.

Nothing within this document shall limit the options of the IEP Team with regard to determining the appropriate methods to provide services pursuant to [RSA 194-B:11\(III\)](#). The District shall provide those services which the IEP Team agrees shall be provided by the District. The Chartered Public School shall be responsible for the day-to-day implementation of all IEP accommodations, modifications and IEP Team established behavioral interventions for students enrolled at its school. If the District contracts with the Chartered Public School to undertake the provision of the special education services, the Chartered Public School shall provide those special education services with oversight and monitoring by the District related to the provision of services.. The District is ultimately responsible for meeting the special education services and supports outlined in the IEP. Nothing herein shall diminish the obligation of the District to ensure access to FAPE through the implementation of the IEP to the eligible resident students at the Chartered Public School.

The Chartered Public School and the District shall determine where services will be provided for each child enrolled in the Chartered Public School, including who will provide services, how the services will be paid for and how transportation will be provided. To the best of its ability, the Chartered Public

School will, when requested by the IEP Team, provide appropriate space for 1:1 services to be provided in the Chartered Public School building.

The Chartered Public School acknowledges that the provision of FAPE first and foremost comes from ensuring that the teachers and staff who educate the student have knowledge of the student's IEP and that they implement the IEP with fidelity. When services are provided by Chartered Public School staff, they shall ensure that progress reports, data collection, behavioral plans and all accommodations are provided by its staff to the District IEP Team and parents/guardians with fidelity to the IEP.

When a child with a disability requires services beyond what can be provided on-site at the Chartered Public School for FAPE, the Chartered Public School and the District will work collaboratively to obtain services for the student while minimizing the amount of time the child is removed from direct instruction provided by the classroom teacher. ([34 CFR 300.39 \(a\) \(1\)](#))

To help the District meet its obligation to ensure that the individual education program is implemented with fidelity, the Chartered Public School agrees to:

- Inform the District in a timely manner of any staffing deficits which may adversely impact the provision of FAPE to the student, including but not limited to long term substitutes or vacant positions that may impact the provision of FAPE.
- Maintain and provide the District with service logs including dates and times of service, the number of students in a group service and student attendance records. This information shall be provided to the District monthly and promptly upon request.
- Make adjustments to its schedule for the student to the extent possible to support the implementation of the individual education program, including access to pull-out and 1:1 services required by the Student's IEP.
- Provide the District medical service reimbursement consultant or designated staff member with data required in order to participate in the Medicaid-to-Schools reimbursement program regarding any services funded by the District. The District shall be responsible for any cost beyond the standard data collection associated with Medicaid reimbursement, such as requests for additional information in the event of an audit of the District. ([34 CFR 300.320\(a\)\(3\)\(ii\)](#))

2. PLACEMENT

The Parties affirm that enrollment in a Chartered Public School is a parental choice, and that the IEP Team does not have the authority to require a parent/guardian enroll a child at a District school or to dissuade the parent/guardian from enrolling a child at a Chartered Public School. Nothing shall prevent the District from offering its local public school as an option for FAPE and from continuing to offer placement in the public school when it deems such to be appropriate. Similarly, the IEP Team shall be free to offer such other placements as it deems necessary for FAPE.

The Chartered Public School shall promptly inform the Parents/Guardians and District if it believes the student may require a more restrictive setting to receive FAPE. At all times the designated LEA representative and IEP team, which includes the parent, shall be deemed the responsible parties for making decisions that are required by regulations to be made by a District LEA representative and the IEP team, and such decisions shall not be made by the Chartered Public School on behalf of the District.

3. BILLING

The District may, when appropriate, contract with the Chartered Public School to provide special education and related services to students with disabilities as determined by their IEP and reimburse it for providing said special education and related services called for in the IEP to a resident student. The District and the Public Chartered School shall agree on a reimbursement rate and payment terms prior to starting such services and supports.

4. TERM

The term of this MOU shall be from the date of signature to June 30, 202___. The Parties agree to meet in March of 202___ to review this MOU and determine whether any changes are warranted. This MOU shall be renewed annually. Any amendments shall be in writing and shall be subject to the agreement of both parties. The mutual goal of the parties shall be to have an agreed-upon MOU for renewal no later than April 30 of each year.

In the event state or federal law changes as to the obligations of either party to provide special education services to Chartered Public School students, this agreement shall either be amended by mutual agreement to reflect the change in the law, or it may be terminated by the election of either Party.

POSSIBLE OTHER TOPICS TO INCLUDE

- Disputes
- Discipline
- Contracts for services

The balance of this page is intentionally left blank.

IN WITNESS WHEREOF, the _____ Chartered Public School and the _____ School District hereby indicate their agreement hereto by causing this Agreement to be executed by the undersigned duly authorized representatives below:

Chartered Public School

Dated: _____

By its duly authorized representative

School District

Dated: _____

By its duly authorized representative

Addendum A

This document defines how the chartered public school and school district will cooperate with each other per [RSA 194-B:11, III\(c\)](#) and how the school district proposes to provide special education services and supports to students with disabilities within the chartered public school to ensure a free appropriate public education (FAPE) and adherence to state and federal special education laws, rules, and regulations.

Statutory Requirements

1. CHILD FIND OBLIGATIONS

The District shall provide the Chartered Public School with a current copy of its Child Find Notice and Notice of Parental Rights at least annually. These documents shall be in an electronic printable format, such as a .pdf document, or provided as a link to the District's website. As part of its enrollment process, and then no less than annually, the Chartered Public School agrees to provide the Parents/Guardians of the District's resident students, enrolled in the Chartered Public School, with the District's Child Find Notices. The Chartered Public School shall identify, by name, a staff member as the Chartered Public School's Special Education Service Coordinator or special education contact.

The Chartered Public School agrees to maintain a practice of promptly providing the parent/guardian of any enrolled resident student who inquires about special education eligibility or services with a copy of the Child Find Notice and Notice of Parental Rights, along with any current contact information provided by the District.

When the Chartered Public School has reason to suspect that a student may be a child with a disability, it shall, after any reasonable interventions, promptly make a referral of that student to the District. ([34 CFR 300.111](#), [Ed 1105.02 \(a\)](#))

2. SECTION 504

The Chartered Public School shall be solely responsible for accommodating its students under Section 504 through planned accommodations. ([34 CFR 104.33](#))

3. IDEA REFERRALS

The District acknowledges that the staff of the Chartered Public School fall within the definition of "any person" for the purpose of making referrals under the IDEA and state law ("referrals"). The Chartered Public School shall be responsible for ensuring that referrals from Chartered Public School staff are promptly communicated, in writing, to the District. Nothing herein shall limit the ability of a parent/guardian to make a direct referral to the District.

The Chartered Public School agrees to support the referral process by:

- a. Providing all requested educational records to the District;
- b. Ensuring that a representative of the Chartered Public School with knowledge of the student attends (virtually or in-person) any referral meeting; and
- c. Working cooperatively with the parents/guardian and the District regarding the referral. ([34 CFR 303.303 \(c\)](#), [Ed 1106.01](#))

4. EVALUATIONS AND REEVALUATION

The District acknowledges and affirms its obligations under the IDEA and state law with regard to the procedures and processes pertaining to the evaluation of a resident student for a suspected child with a disability under IDEA. The Chartered Public School and the District shall cooperate to ensure District evaluators have appropriate space for the observation and evaluation of a student on its campus when requested to do so by the District. The Chartered Public School shall assist the District in obtaining necessary authorizations and releases from parents/guardians.

The District shall provide the Chartered Public School with copies of, if any, of referral meetings, evaluation proposals, written prior notices (WPN), authorizations, and any other documents provided to the parents/guardians regarding disposition of the referral and/or the evaluation process.

5. IEP TEAM MEETINGS

The District shall be responsible for:

- a. Working in collaboration with the Chartered Public School in the scheduling all IEP Team meetings for students enrolled in the Chartered Public School;
- b. Providing notice to parents/guardians of the IEP Team Meeting;
- c. Providing notice to necessary attendees; and
- d. Providing notice to the representative of the chartered public school consistent with [RSA 194-B:11, III\(b\)](#) & [HB 1074](#).

The District shall, consistent with any procedural deadlines required by IDEA, seek to coordinate these meetings with the Chartered Public School. When the Chartered Public School determines that a meeting is necessary, its designated representative shall promptly convey the request to the District's Coordinator designated to liaise with the Chartered Public School. The Chartered Public School shall ensure that it provides such staff as are required by IDEA for the IEP team. Nothing herein shall limit the right of a parent/guardian to request an IEP Team meeting, nor shall it limit the procedural responses available to the District upon receipt of a request for a meeting from a parent/guardian or from the Chartered Public School.

❖ *Initial IEP Team meetings*

The Chartered Public School shall promptly notify the District of all its resident children with disabilities who enroll in the Chartered Public School. The District and Chartered Public School shall comply with their respective obligations under [RSA 194-B:11](#). In addition to the Parents/Guardians, the District shall provide copies of the records of meeting, WPNs, IEPs, and amendments to the Chartered Public School.

❖ *Annual IEP Meetings*

The Chartered Public School acknowledges that the District will, at a minimum, convene annual IEP meetings to review IEP progress and propose a new IEP for the ensuing year. The Chartered Public School and the District shall work cooperatively with the district to ensure that these meetings occur in a manner that complies with the parent/guardian's procedural rights under the IDEA and state law. ([34 CFR 300.324 \(b\) \(1\) \(i\)](#)), [Ed 1109.03 \(g\)](#))

6. ALTERNATIVE DISPUTE RESOLUTION AND DUE PROCESS [OPTIONAL]

If there is a disagreement between a parent/guardian with the resident District, and the matter is brought to alternative dispute resolution at the State of New Hampshire Department of Education (“ADR”), and the District LEA representative or parent/guardian deems the participation of the Chartered Public School necessary to resolve the matter, the Chartered Public School shall participate in the ADR through attendance by a representative with authority to enter into such agreements as are necessary for the Chartered Public School to support the District’s provision of FAPE to the student.

7. IMPARTIAL DUE PROCESS HEARINGS AND COMPLAINTS

The Chartered Public School agrees to make available for hearing such employees as are requested by either a Parent/Guardian or the District to testify at an Impartial Due Process Hearing at the New Hampshire Department of Education (NHED). The District and Chartered Public School shall provide such information to each other as is deemed necessary by the other to respond to any investigation by a third-party or agency regarding the provision of special education services to a resident student.

Each Party shall be responsible for their own legal costs. The District shall be responsible for retaining its own legal representation in special education matters pertaining to District students which result in due process hearings against the District or a complaint filed through the NHED, the Office of Civil Rights (OCR) or other state or federal agency against the District, as well as for any action for damages not related to the actions, errors, omissions or conduct of the Chartered Public School. The Chartered Public School shall be responsible for defending itself in all matters brought against the Chartered Public School including civil litigation, third-party complaints, or claims of disability-based discrimination by third parties, parents/guardians, or students.

8. ENROLLMENT PROJECTIONS

The Chartered Public School shall promptly, but by no later than August 26 of each year, provide the District in writing the names of all known District resident special education students enrolled in the Chartered Public School. The Chartered Public School shall promptly inform the District when a new District resident student enrolls in or withdraws from the Chartered Public School. If a student enrolls mid-year, the Chartered Public School shall notify the District within 10 days of enrollment.

9. TRAINING AND PROFESSIONAL DEVELOPMENT

The Chartered Public School shall be responsible for ensuring that any service provider under contract with or employed by the Chartered Public School is aware of all applicable policies of the Chartered Public School, including, but not limited to, the Safe School Zones Act, the Pupil Safety and Violence Prevention Act, the laws of Restraint and Seclusion, as well as state and federal anti-discrimination laws.

It is recommended the Chartered Public School may include within its professional development plan and budget training for its staff regarding IDEA compliance, behavioral interventions, and supports, and best practices in the provision of special education services to students. The District may offer trainings they are providing to the Chartered Public School staff.

LEA - Public Charter
IEP Service Coordination Form

Student Name:

Student SASID:

Resident District:

Chartered Public School:

IEP Effective Date:

For the District:

For the Charter:

									Student Requires Transportation to service		Service will be paid directly by	Service will be paid by Charter and Reimbursed by District	Rate Charter will bill for service	Individual or Group Rate
IEP Service			Service will be provided by			Location service will be provided			Y	N	District	Charter	Rate	I /G
Frequency	Duration		District	Charter	3rd Party	District	Charter	3rd Party						
Enter each IEP Service, one per line														

Relevant Statute: RSA 194-B-11, III (b)

(b) When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting. At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. For all subsequent meetings of the IEP team, the child's resident district shall provide prior notice to the representative of the chartered public school. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment:

(1) The resident district may send staff to the chartered public school; or

(2) The resident district may contract with a service provider to provide the services at the chartered public school; or

(3) The resident district may provide the services at the resident district school; or

(4) The resident district may provide the services at the service provider's location; or

(5) The resident district may contract with a chartered public school to provide the services; and

(6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.



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: Kiley Hemphill, Co-Director of CIA; Abby Small, Director of Student Services
DATE: September 11, 2023
RE: Approval of Bid Award

Translation and Interpretation Services

Recommendations:

The Dover School District (DSD) would like to thank all the vendors that responded to this Request for Proposal. We appreciate the work that was done by each vendor that addressed the scope of work requested by the District. A selection committee reviewed the fifteen proposals from the vendors listed on [the district website](#), which included the Co-CIA Director, Student Services Director, CIA Administrative Assistant, and the Student Services Administrative Assistant. Prior to providing the selection committees's final recommendation, we will provide the scope of the RFP, and what was evaluated.

Scope of Work and Services Requested:

The purpose of this Request for Proposal (RFP) was to identify a suitable vendor who could provide accurate, reliable, and culturally sensitive language support to assist non-English-speaking individuals in various educational and communication settings. The Vendor will be servicing families through the district Curriculum, Instruction, and Assessment office and the district Student Services office. Specific requests for services will also be made from the three elementary schools, the middle school, and the high school.

According to The Office of Civil Rights, October 1970 Memo "School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate may have to be provided in a language other than English." In addition to being required by federal law to provide families with translated documents and interpretation services in their preferred language, this also creates a sense of welcome and inclusion for all our families. Our recently adopted Educational Equity policy (ACB), states that, "Educational equity is based on the principles of fairness and justice in allocation of resources, the elimination of institutional barriers to access and opportunity, and the creation of the real possibility of positive academic and life outcomes for each student and between diverse groups of students." Providing families school information in a language of their preference is one way that we can work to achieve "the elimination of institutional barriers to access and opportunity." We take this responsibility very seriously.

Proposal Guidelines & Requirements

1. Written Translation: Translate a variety of educational materials, brochures, manuals, forms, newsletters, and other relevant documents from English to the target languages. Ensure translations are culturally sensitive, accurate, and maintain the original context.
2. Interpretation: Provide in-person simultaneous translation for meetings, conferences, workshops, and other events as required by the District. Offer telephonic and video simultaneous translation services

for real-time communication - both those scheduled in advance, as well as those unscheduled and unanticipated due to unforeseen circumstances that may require immediate action.

3. **Language Support:** Offer language support and guidance to the District's staff to enhance communication with ESOL individuals effectively.
4. **Quality Assurance:** Implement a rigorous quality control process to ensure all translated materials are error-free and culturally appropriate. Maintain a team of qualified, experienced, and certified translators and interpreters.
5. **Project Management:** Assign a dedicated project manager to oversee the coordination and execution of translation and interpretation projects. Set up a workflow to handle project requests, timelines, and deadlines efficiently.

What was evaluated, and who did the committee recommend:

The selection committee evaluated each proposer's qualifications and experience with translation and interpretation, including costs for services, comprehensiveness of languages offered – including American Sign Language, and the ability to provide in person interpreters. **With this evaluation criteria, the selection committee unanimously recommends translation and interpretation services be provided by Ascentria Community Care, Inc. - Language Bank of Manchester, NH and at the rates noted below** for the following reasons. **The District is seeking a one-year agreement effective on or about September 12, 2023, and concluding on June 30, 2024, with the option to renew for one additional year beginning on July 1, 2024, and concluding on June 30, 2025:**

1. **Expertise and Experience:** Language Bank has a proven track record of providing high-quality translation and interpretation services to educational institutions across the country. They have been the provider of translation and interpretation services for the Student Services department for many years and have built a strong and effective relationship with our district. Their team of linguists and interpreters are well-trained, experienced, and knowledgeable in educational contexts, ensuring accurate and effective communication. We appreciated that all their interpreters are employees as opposed to consultants or contractors.
2. **Wide Range of Languages:** Language Bank offers a comprehensive range of language services, including translation, interpretation, and cultural proficiency training. This breadth of language support is crucial in a culturally diverse school district like ours, where we serve students and families from various linguistic backgrounds. We also appreciate the inclusion of American Sign Language in their language offerings as this is frequently needed in our district.
3. **Quality & Accuracy:** Language Bank utilizes the latest translation and interpretation technologies, including machine translation and remote interpretation solutions. These tools enhance efficiency, reduce costs, and provide real-time access to language services, allowing for more timely and effective communication with students and parents. Additionally, Language Bank places a strong emphasis on cultural competency training for their interpreters. This ensures that they not only bridge language gaps but also understand the cultural nuances that may impact effective communication and engagement with our diverse community.
4. **Affordability:** Language Bank offers competitive pricing for their services, aligning with our school district's budgetary constraints. Their transparent pricing structure allows us to plan our language access services efficiently. See below for a detailed description of their pricing structure.
5. **References and Testimonials:** We were provided with references from other school districts and organizations that have partnered with Language Bank, and their overwhelmingly positive feedback further validates our recommendation. Their references have highlighted Language Bank's reliability, accuracy, and commitment to client satisfaction. Our own district experiences with them confirm these positive references.

Costs & Proposal Narrative (per scope of work above):

SERVICE TYPE	RATE (2 HOUR MINIMUM)	EMERGENCY RATE (2 HOUR MINIMUM)	NOTES
Foreign Language			
Hourly rate for individually scheduled (in-person or video interpretation) service for foreign language interpreter.	\$67.00	\$85.00	Emergency Rate effective when request made with less than 24 hours' notice before the desired appointment time.
On Demand Over-the-phone	\$1.40/minute (no minimum)	N/A	
Deaf and Hard of Hearing Services			
Hourly rate for individually scheduled (in-person or video/remote) service for certified ASL interpreter.	\$95.00	\$120.00	Emergency Rate effective when request made with less than 24 hours' notice before the desired appointment.
Hourly rate for individually scheduled Certified Deaf Interpreter (CDI)	\$140.00	\$160.00	Emergency Rate effective when request made with less than 24 hours' notice before the desired appointment.
Hourly rate for individually scheduled Communications Access Real-time Translation (CART) (additional charge for equipment may be applicable)	\$160.00	\$185.00	Emergency Rate effective when request made with less than 24 hours' notice before the desired appointment.
Document Translation Services (additional charge for page layout may be applicable, if needed)	\$0.18 - \$0.42 per word (depending on the language)	\$0.28 - \$0.52 per word (depending on the language)	Minimum is \$60.00 per project. Language Bank will provide a free cost estimate first for all requested document translation services.

As a means of context, during the 2022-2023 school year, the Student Services department spent \$28,522.19 on document translation and interpretation. The Curriculum office spent \$9,417.30 on document translation and interpretation. We have budgeted \$40,000 for the 2023-2024 school year. This increased budget is to address important documents that we have not yet translated such as: parent/student handbooks, report card guides, and other district documents. It is also to address the need to be more proactive with regard to translating school and district level communications such as: report cards, notifications of events, and other school/district related communications.

DOVER SCHOOL DISTRICT
Condition of Accounts - September, 2023

DISTRICT-WIDE Expenditures

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 25,465,803	\$ 1,023,406	\$ 24,442,397	\$ 23,864,070	\$ 578,326
1200	SPECIAL EDUCATION PROGRAMS	\$ 18,796,682	\$ 1,299,794	\$ 17,496,888	\$ 15,583,404	\$ 1,913,484
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,530,207	\$ 165,340	\$ 2,364,867	\$ 2,570,702	\$ (205,835)
1400	OTHER EDUCATIONAL PROGRAMS	\$ 733,936	\$ 56,464	\$ 677,472	\$ 368,458	\$ 309,014
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 265,695	\$ 46,686	\$ 219,009	\$ 217,421	\$ 1,588
2100	SUPPORT SERVICES - Students	\$ 5,342,573	\$ 258,142	\$ 5,084,431	\$ 4,891,726	\$ 192,705
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,578,196	\$ 150,049	\$ 1,428,147	\$ 826,058	\$ 602,089
2300	SUPPORT SERVICES - General Admin.	\$ 1,817,324	\$ 338,742	\$ 1,478,582	\$ 1,455,430	\$ 23,151
2400	SUPPORT SERVICES - School Admin.	\$ 3,389,651	\$ 544,014	\$ 2,845,637	\$ 2,907,494	\$ (61,857)
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,446,616	\$ 1,244,718	\$ 4,201,898	\$ 4,762,913	\$ (561,015)
2700	SUPPORT SERVICES - Student Transportation	\$ 3,912,441	\$ 38,295	\$ 3,874,146	\$ 3,284,640	\$ 589,506
2800	SUPPORT SERVICES - Centralized Services	\$ 1,779,454	\$ 466,595	\$ 1,312,859	\$ 996,146	\$ 316,713
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ -	\$ 32,295	\$ -	\$ 32,295
5200	FUND TRANSFERS OUT	\$ 559,573	\$ -	\$ 559,573	\$ 559,573	\$ -
6900	SCHOOL DEBT - Principal & Interest	\$ 6,307,427	\$ -	\$ 6,307,427	\$ 6,307,427	\$ -
TOTAL GENERAL FUND EXPENDITURES:		\$ 77,957,873	\$ 5,632,247	\$ 72,325,626	\$ 68,595,462	\$ 3,730,164
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,729,405	\$ 251,654	\$ 1,477,751	\$ 1,585,046	\$ (107,295)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 11,010,928	\$ 982,510	\$ 10,028,418	\$ 3,348,656	\$ 6,679,762
Summarized Condition of District Expenditures:		\$ 90,698,206	\$ 6,866,410	\$ 83,831,795	\$ 73,529,164	\$ 10,302,632

DISTRICT-WIDE Revenue

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ 9,812	\$ (9,812)	\$ -	\$ (9,812)
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 63,490	\$ -	\$ 63,490	\$ -	\$ 63,490
01321.3390	TUITION - BARRINGTON	\$ 3,202,591	\$ -	\$ 3,202,591	\$ -	\$ 3,202,591
01321.3390	TUITION - NOTTINGHAM	\$ 1,743,812	\$ 25,000	\$ 1,718,812	\$ -	\$ 1,718,812
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 2,340	\$ 7,660	\$ -	\$ 7,660
01321.3390	TUITION - BELLAMY ACADEMY	\$ 244,640	\$ -	\$ 244,640	\$ -	\$ 244,640
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ -	\$ 285,000	\$ -	\$ 285,000
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 135,000	\$ -	\$ 135,000	\$ -	\$ 135,000
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 720	\$ 29,280	\$ -	\$ 29,280
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 3,600	\$ 100,400	\$ -	\$ 100,400
01980.3599	MISC REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,191,730	\$ -	\$ 10,191,730	\$ -	\$ 10,191,730
03210.3700	SCHOOL BUILDING AID	\$ 383,462	\$ -	\$ 383,462	\$ -	\$ 383,462
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,528,662	\$ -	\$ 1,528,662	\$ -	\$ 1,528,662
03241.3700	CTE TUITION AID	\$ 431,092	\$ -	\$ 431,092	\$ -	\$ 431,092
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 3,000
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ -	\$ -	\$ -	\$ -
04210.3599	INDIRECT COST ALLOCATION	\$ 171,000	\$ 66	\$ 170,934	\$ -	\$ 170,934
04220.3599	ABE ALLOCATION	\$ 43,000	\$ -	\$ 43,000	\$ -	\$ 43,000
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 25,311	\$ 174,689	\$ -	\$ 174,689
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 18,843,479	\$ 66,850	\$ 18,776,629	\$ -	\$ 18,776,629
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,729,405	\$ 19,696	\$ 1,709,709	\$ -	\$ 1,709,709
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 11,010,928	\$ 229,329	\$ 10,781,598	\$ -	\$ 10,781,598
Summarized Condition of District Revenue:		\$ 31,583,812	\$ 315,875	\$ 31,267,936	\$ -	\$ 31,267,936

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 18,843,479	\$ 66,850
State Wide Property Tax:	\$ 7,120,667	\$ 5,076,041
Local Property Tax:	\$ 51,993,727	\$ 48,963,367
TOTAL GF Revenue:	\$ 77,957,873	\$ 54,106,257
TOTAL GF Expenditure:	\$ (77,957,873)	\$ (74,227,709)
Ending GF Fund Balance:	\$ 0	\$ (20,121,452)
TOTAL FS Revenue:	\$ 1,729,405	\$ 19,696
TOTAL FS Expenditures:	\$ (1,729,405)	\$ (1,836,700)
Ending FS Fund Balance:	\$ -	\$ (1,817,003)
TOTAL Other SR Fund Revenue:	\$ 11,010,928	\$ 229,329
TOTAL Other SR Fund Expenditures:	\$ (11,010,928)	\$ (4,331,166)
Ending Grant Fund Balance:	\$ -	\$ (4,101,836)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, September 11, 2023

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

F. **REQUEST TO ENTER INTO PUBLIC HEARING** – Donation of funds from the New Hampshire Department of Agriculture, Markets and Food in the amount of \$10,935.

H. CONSENT AGENDA

2. **Resignations/Retirements** – I recommend the Board approve the resignations/retirements as listed.
3. **Leaves of Absence** – None
4. **Job Shares** - None
5. **Nominations** – I recommend the Board approve the nominations as listed.
6. **Extended Trips**
 - a. I recommend the Board provide their final approval for the Dover High School Career Technical Center's trip to the National FFA Convention in Indianapolis, Indiana from October 31 – November 4, 2023.
7. **Donations** – None

I. STUDENT REPORT:

J. POLICY – CHANGES – PROPOSALS:

1. **EFB – USDA Nondiscrimination Statement – Revisions – First Reading:** This is the first reading of Policy EFB which has been drafted by the U.S. Department of Agriculture and is required by the Federal Government. The changes include the following:
 - Prohibited from discriminating...sex (including gender identity and sexual orientation).
 - Program information may be available in languages other than English.
 - Process for submitting complaint has been detailed.

K. **POLICY ADOPTION:** None

L. **RESOLUTIONS:** None

M. **OLD BUSINESS:** None

N. NEW BUSINESS:

1. **Recognition for Jeffrey Leaf:** Maggie Fogarty and Micaela Demeter will recognize retired Dover Middle School teacher Jeffrey Leaf for his lasting contribution to middle school students in the performing arts.
2. **Bus Safety Task Force Presentation:** Garrison School Dean of Students, Aaron Ward will update the Board on the finding of the Bus Safety Task Force. A copy of the final report is included in the Board materials.

3. **Review of Memorandum of Understanding Between Public School Districts and Public Charter Schools Regarding Special Education**
 - a. **Seacoast Charter School (Dover)**
 - b. **Coastal Waters Charter School (Exeter)**
 - c. **Great Bay Charter School (Exeter)**

As indicated, the three MOUs are between the Dover School District, SAU 11 and the Seacoast Charter School (Dover), Coastal Waters Charter School (Exeter), and Great Bay Charter School (Exeter). Dover School District has resident students attending these charter schools listed. The MOUs follow the template provided by the New Hampshire Department of Education with the addition in Section 9 of Addendum A – “Suicide Prevention.” The MOUs are due to the New Hampshire Department of Education by October 1, 2023. Abby Small will be present to answer questions by the Board. **Superintendent Recommendation:** I recommend the Board approve the three MOUs as presented.

4. **Bid Award – Translation and Interpretation Services:** The attached document provides an extensive explanation for the Translation and Interpretation Services. Following a review by the evaluation committee of the proposal the Teaching and Learning Department recommends the translation and interpretation services to be provided by Ascentria Community Care, Inc. – Language Bank of Manchester, New Hampshire at the rates noted in the proposal. \$40,000 has been allocated for the services in the 2023-2024 school year. **Superintendent Recommendation:** I recommend the Board approve the proposal as presented.

5. **Condition of Accounts** – Mr. Limanni will present the monthly condition of accounts.

O. SUBMISSION AND PAYMENT OF BILLS

P. SUPERINTENDENT’S REPORT

The following is a summary of the activities that have occurred in August 2023.

Week of July 31, 2023

A significant portion of the week was dedicated to working on summer projects.

Mark Broth, Michael Limanni, Carolyn Mebert, Micaela Demeter, and I met with City Council in an executive session to review the DPA CBA. The City Council will act on the CBA at the regular City Council Meeting on Wednesday, August 9 at 7 p.m.

Siobhan Mehalek and I participated in a series of helpful webinars hosted by New Hampshire Learning Initiative related to the application of ChatGPT.

Week of August 7, 2023

At the SAU Directors Meeting we discussed the impact of new laws on schools and finalized plans for the upcoming August 28 professional development. We also prepared for the Leadership Retreat scheduled for August 15-17. The Leadership Team held a focused session, concentrating on refining emergency procedures and annual drills in collaboration with Rebecca Jalbert from the Dover Fire Department. The day also included FY25 Budget Training led by Michael Limanni for the Leadership Team.

I participated in a Strafford County YMCA Advisory Board meeting to express appreciation for Camp Coney Pine staff. My meeting with Anne Harrington centered around a possible leadership cohort with the University of New England.

Further in the week, I participated in a New Hampshire Learning Initiative webinar on ChatGPT applications and met with Ellen Hume-Howard to discuss the New Hampshire Learning Initiative's progress in their collaboration with the Dover School District.

Christine Boston and I were able to continue our work on refining the Dover School District Equity Plan.

Week of August 14

A welcome was extended to Tom Rup, the newly appointed Technology Director. Directors met to discuss several crucial topics, including establishing a timeline for mandatory trainings, a review of the UpRiver Proposal, prioritizing curriculum maps, evaluating the new teacher induction agenda, assessing ESSER II funding, providing updates on job description revisions, and discussing the 2023-2024 Committee Structure and Meeting Structure.

The Literacy Review Committee, consisting of teacher representatives from kindergarten to eighth grade, convened under the leadership of Kiley Hemphill and Siobhan Mehalek. This committee's primary role is to evaluate programs aimed at enhancing literacy in grades K through 8. My attendance allowed me to observe an inclusive process that narrowed down program selections for a more in-depth and comprehensive study.

A significant portion of the week was devoted to the Annual Leadership Team Retreat, held Tuesday through Thursday. Throughout the retreat were a series of activities centered on identifying strengths, fostering trust, enhancing communication, solidifying the leadership team's cohesion, and reinforcing the principle of "All Means All". The team also dove deeper into the MTSS, Responsive Classroom, and SEL Implementation, general business matters.

Week of August 21, 2023

Our Teaching and Learning Department, with induction coordinators and mentors, conducted the annual Teacher Induction Program which supports new educators and ensures a smooth transition into the District.

Chris Parker invited me to join him for his podcast to discuss aspects of the upcoming school year, district initiatives, and the availability of teachers and paraeducators. This initiative aligns with his ongoing engagement with the city departments and initiatives.

The Tri-State Forum was held this week at the Rochester Country Club, featuring Governor Sununu as the keynote speaker. The session included a valuable question-and-answer segment following his presentation.

A meeting with Julie Shenefield from Hanover Research revealed free resources available to us due to our past affiliation, offering valuable insights and tools.

I attended a professional development session hosted by the Teaching and Learning Department. The program, titled "Brave Brains - Trauma-Informed Training," was presented by Jessica Sinarski and drew participation from approximately 40 teachers and administrators.

I participated in a meeting with Carolyn Eastman on preparing for the development of the 2.0 Strategic Plan. We've set a timeline starting in September, aiming to finish the project by the end of March. A Strategic Plan Steering Committee will be formed to create the initial plan. This draft will then be shared with various school and community focus groups for further input and improvement.

Dr. Christine Boston facilitated the Title IX Coordination training inclusive of the principals and deans of students. She also facilitated a meeting with the principals and Abby Small to review SB 179 which addresses student seclusion and the new safety protocol outlined in Policy EBBCA. Additional training was facilitated by Travis Bickford to review the HB 377 Universal Screening Law, ensuring that our team is well-prepared to meet its requirements.

Elementary schools hosted Camp Explore this week to provide a warm welcome and orientation to our youngest students and their parents/guardians as they begin their educational journey.

Week of August 28, 2023

The highlight was the "*All Means All Conference*," held on Monday, August 28th for all district staff. The gathering commenced with an inspiring keynote address delivered by Ken Shelton. The day held an array of twenty-six breakout sessions, divided into thirteen each for the morning and afternoon. The final hour of the day was allocated for school staff meetings. Feedback from participants has been overwhelmingly positive. The conference was a success, providing a sense of enthusiasm and camaraderie that will set the tone for the school year.

To enhance staff's safety preparedness, comprehensive training sessions were held in mandatory areas. Specialized instruction was provided by the Dover Police Department in the principles of "Avoid, Deny, Defend".

Patrick Boodey, Libby Simmons, and I met with representatives from the Dover Police Department to discuss and review of the District's Emergency Operations Plans.

As we look ahead to the start of the school year, the energy, collaboration, and preparation witnessed this week underscored the dedication and commitment that define the Dover School District faculty and administration.