



## DOVER SCHOOL BOARD – AGENDA

Meeting Type: Regular Session #3  
Meeting Location: McConnell Center, Room 306  
Meeting Date: Monday, March 11, 2024  
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 School Board Matters of Interest)*
- F. APPROVAL OF MINUTES
  - 1. Regular Meeting #2, February 12, 2024
  - 2. Board Workshop, February 19, 2024
  - 3. Special Session, February 19, 2024
- G. SUPERINTENDENT'S REPORT
- H. CONSENT AGENDA
  - 1. Correspondence: None
  - 2. Resignations/Retirements:
    - a. MaryPat Devine – School Psychologist – Woodman Park School - Resignation
    - b. Kimberly Lyndes – Principal – Dover Middle School - Resignation
    - c. Susan Pelletier - Paraeducator – Woodman Park School - Resignation
    - d. Courtney Sparks – Paraeducator - Woodman Park School - Resignation
    - e. Amber Tarr - Paraeducator – Garrison Elementary School – Resignation
    - f. Patrick West – Social Studies Teacher - Dover Middle School - Resignation
  - 3. Leaves of Absence: None
  - 4. Job Shares:
    - a. Kim Dube/Kayleigh Cassidy-Ketchen – Grade One - Frances G. Hopkins School at Horne Street
    - b. Betsy Breen/Kristen Dunham – Grade Three – Frances G. Hopkins School at Horne Street
    - c. Jillian Cote/Kerry Siebersma – Special Education – Frances G. Hopkins School at Horne Street
  - 5. Nominations:
    - a. DTU Nomination
  - 6. Extended Travel (Student Trips):
    - a. Final Approval – Dover High School World Languages Department – Italy (Rome, Florence and Sorrento - April 19–27, 2024
    - b. Preliminary and Final Approval – NJROTC to Maine Maritime Academy, Castine, Maine – April 12-14, 2024
  - 7. Donations: March Donations
- I. STUDENT REPORT
- J. FINANCIAL REPORT
- K. POLICIES – CHANGES – PROPOSALS: None
- L. POLICY ADOPTION
  - 1. DFGA - Crowdfunding – Revised Policy – Second Reading



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2. IKL – Academic Integrity and Honesty – Revised Policy – Second Reading

**M. RESOLUTIONS:**

1. Acceptance of Funds to the Dover High School Scholarship Trust Fund
2. Transfer Funds to the Elementary Schools' HVAC Upgrade CIP Project

**N. OLD BUSINESS: None**

**O. NEW BUSINESS**

1. UNH Study Request: An Exploration of Teacher Self-Awareness Using SRIS (Self-awareness and Insight Scale) Assessment and Interviews
2. Dover School District Professional Development Master Plan
3. Award of RFP #DSD24009 Athletic Equipment Inspections
4. Award of RFP #DSD24010 John Deere TE 4x2 Electric Utility Vehicle or Equivalent
5. Approval of Johnson Controls Fire Protection Contract for Replacement Cameras at DHS – Sourcewell Cooperative Purchasing Contract No. 030421-JHN
6. Approval of Trane Contract for Phase 1 HVAC Upgrades at DMS – Omnia Partners Cooperative Purchasing Contract No. 3341
7. Protocols Applied to Pandemic Education (PAPE)
8. Fiscal Year 2025 General Assurances

**P. SUBMISSION AND PAYMENT OF BILLS**

**Q. COMMITTEE REPORTS**

**R. SCHOOL BOARD MATTERS OF INTEREST**

**S. ADJOURNMENT**

*All meetings conducted by the School Board are open to the public except for times when the School Board enters non-public session.*

*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.*



# DOVER SCHOOL DISTRICT

## EMPOWERING ALL LEARNERS!

Monday, March 11, 2024

**SUPERINTENDENT REPORT:** The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to the 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. APPROVAL OF MINUTES**

1. Regular Meeting #2, February 12, 2024
2. Board Workshop, February 19, 2024
3. Special Session, February 19, 2024

#### **G. SUPERINTENDENT'S REPORT:** See below.

#### **H. CONSENT AGENDA**

2. **Resignations/Retirements:** I recommend the Board approve the resignations/retirements provided.
3. **Leaves of Absence:** None
4. **Job Shares:** I recommend the Board approve the job shares requested.
5. **Nominations:** I recommend the Board approve the nomination presented.
6. **Extended Travel (Student Trips):** I recommend the Board approve the travel requests.
7. **Donations:** I recommend the Board approve the donation request.

#### **J. FINANCIAL REPORT:** Mr. Limanni will present the monthly condition of accounts.

#### **K. POLICIES – CHANGES – PROPOSALS:** None

#### **L. POLICY ADOPTION:**

1. **DFGA – Crowdfunding - Revised Policy – Second Reading:** NHSBA revised DFGA to better align to sample KCD (gifts/unanticipated revenue), including 2023 revisions to that policy relative to fund funding limits. Revisions to DFGA include: (1) addition of adoption note a, explaining some of the nuances, (2) examples of crowdfunding sites, (3) increase to the amount the principal is authorized to approve, (4) increase to the amount the Superintendent may approve (consistent with KCD), and (4) additional language to better coordinate DFGA with 2023 revisions to sample KCD. Mr. Limanni, Dover School District CFO. **Superintendent's Note:** I recommend the Board approve policy DFGA.
2. **IKL – Academic Integrity and Honesty - Revised Policy - Second Reading:** The changes to IKL all concern introduction of provisions relating to the use of generative artificial intelligence in schoolwork. The use of AI tools is ever-present and becoming more so. Obvious concerns exist that students use such tools in place of their own work to the detriment of the development of their own critical thinking, writing and other skills, not to mention as a means of cheating or otherwise gaining an unfair advantage. Nonetheless, NHSBA recommends against a complete ban on AI tools due to their ubiquity and the constantly evolving difficulty in managing such a ban. Perhaps more importantly, an outright ban would fail to recognize that properly used, AI is a powerful tool both for teachers and students.

NHSBA revised Section B of the policy to include a paragraph specific to improper use of AI, as well as language in some of the other examples of prohibited conduct to include reference to AI (see B.6, formerly B.5). The new section, B.3 "Improper Use of Artificial Intelligence", however, also allows for use within parameters established by a particular instructor or by district or school rules. NHSBA encourages school



administrators, IT directors and teachers to consider such parameters. Peter Driscoll, Dover High School Principal, has reviewed the policy. **Superintendent's Note:** I recommend the Board approve policy IKL.

**M. RESOLUTIONS:**

1. **Acceptance of Funds to the Dover High School Scholarship Trust Fund:** Town Fair Tire, a company committed to supporting education and fostering the growth of students enrolled in automotive programming, has chosen Dover Career Technical Center (CTC) as the recipient of four (4) \$1000 Toolship Awards. The Toolship Awards aim to provide financial assistance to automotive students who are dedicated to their studies and have the potential to make an impact in the industry. The goal is to support students who demonstrate not only academic excellence but also face financial challenges, enabling them to overcome barriers and pursue their educational aspirations. **Superintendent Recommendation:** I recommend the Board accept the (4) \$1000 Toolship Awards for the Dover Career Technical Center.
2. **Transfer Funds to the Elementary Schools' HVAC Upgrade CIP Project:** On September 25, 2023, the Dover School Board sanctioned HVAC upgrades for Woodman Park Elementary School and Frances G. Hopkins Elementary School at Horne Street, totaling \$4,428,600. Recognizing a shortfall of \$393,627 despite appropriated ESSER III funds of \$3,434,973 and existing CIP appropriations of \$600,000, the Dover School Board has formally requested additional funding from the Mayor and Dover City Council. The request seeks an appropriation of \$393,627 from the School Facilities Capital Reserve Fund to ensure the completion of the elementary schools' HVAC upgrades. **Superintendent's Recommendation:** I recommend the Board approve the transfer of funds to the Elementary School HVAC upgrade project.

**N. OLD BUSINESS:** None

**O. NEW BUSINESS:**

1. **UNH Study Request: An Exploration of Teacher Self-Awareness Using SRIS (Self-awareness and Insight Scale) Assessment and Interviews:** The pilot project aims to investigate the role of teacher self-awareness in promoting diversity, inclusion, and equity in classrooms. It emphasizes the importance of understanding how teacher self-awareness impacts teaching and learning, promoting teacher agency, and providing opportunities for prospective teachers to engage in practices that foster self-awareness. While self-awareness has been linked to various positive outcomes in other fields, teachers remain underrepresented in studies exploring self-awareness measurement tools. The project will focus on exploring the Self-reflection and Insight Scale (SRIS) within the teaching population. Research questions include examining the relationship between teacher-reported reflection practices and self-awareness, variability in SRIS results, and characteristics predicting self-awareness variability. Interviews will also be conducted to understand teachers' experiences and reflection practices. The project's rationale lies in the belief that good teaching requires not only content knowledge and pedagogical skills but also self-awareness, which can be cultivated through reflection and self-evaluation. By investigating teacher self-awareness, the project seeks to contribute to a deeper understanding of the factors that influence teaching effectiveness and promote teacher agency. **Superintendent Recommendation:** Given that participation in the study is voluntary, I recommend the Board approve the study. However, I do have concerns about the current capacity of teachers to fully engage in the study.
2. **Dover School District Professional Development Master Plan:** The Teaching and Learning Department has undertaken a comprehensive review and update of the Dover School District Professional Development Plan. This revised plan has been reviewed by the Professional Development Committee to ensure its compliance with the standards set forth by the New Hampshire Department of Education. Upon adoption and submission of this revised plan, additional efforts will be dedicated to aligning it even more closely with the future strategic objectives of the Dover School District. **Superintendent Recommendation:** I recommend the Board approve the Dover School District Professional Development Master Plan as presented.



3. **Award of RFP #DSD24009 Athletic Equipment Inspections:** The District initiated a public bid to procure annual athletic equipment inspection services, covering bleachers and gymnasium equipment across all schools. Following a mandatory site visit, with two vendors participating, two proposals were received. After careful review, it is recommended that the Dover School Board accept the proposal from the current vendor, A+ Plus Athletic Products, Inc. of Rollinsford, NH, totaling \$12,500 for Year 1. The service agreement, starting on July 1, 2024, will run for one year, with the option for two additional one-year terms, contingent upon satisfactory performance, funding availability, and mutually agreed-upon rates. **Superintendent Recommendation:** I recommend the Board accept the proposal submitted by A+ Athletic Products, Inc. of Rollinsford, NH, in the total amount of \$12,500 (Year 1).
4. **Award of RFP #DSD24010 John Deere TE 4x2 Electric Utility Vehicle or Equivalent:** This Electric Utility Vehicle or equivalent, is intended for use by the athletics department and to be housed at the high school. The existing gas-powered utility vehicle will transition to the facilities department. Three proposals were received, with input from the Athletics and Facilities directors during the review process. The John Deere model was deemed highly reliable with superior ground clearance compared to alternatives, and the recommended vendor, United Ag & Turf of Dover, NH, offers convenient local service. The Dover School Board is advised to accept United Ag & Turf's bid of \$15,665.00, as outlined in the bid tabulation. **Superintendent Recommendation:** I recommend the Board award the bid to United Ag and Turf's for the bid amount of \$15,665.
5. **Approval of Johnson Controls Fire Protection Contract for Replacement Cameras at DHS – Sourcewell Cooperative Purchasing Contract No. 030421-JHN:** The Dover School Board approved a security system project for all schools except Dover High School in June 2023. Johnson Controls Fire Protection proposed replacing twenty-one cameras at Dover High School for \$68,646.55 in March 2024. The pricing is based on Sourcewell Cooperative Purchasing Contract No. 030421-JHN. The District recommends accepting the proposal and authorizing Michael Limanni to sign the contract. Funding will come from the General Fund operating budget as SAFE grant funds were prioritized for other districts. **Superintendent Recommendation:** I recommend the Board to accept the proposal from Johnson Controls Fire Protection in the amount of \$68,646.55 using Sourcewell Cooperative Purchasing Contract No. 030421-JHN, and to approve Michael Limanni, the District's Chief Financial Officer, and the Superintendent's designee to sign the contract.
6. **Approval of Trane Contract for Phase 1 HVAC Upgrades at DMS – Omnia Partners Cooperative Purchasing Contract No. 3341:** On May 8, 2023, the Dover School Board sanctioned the Dover Middle School HVAC upgrade, which includes the replacement of the current EPDM roof, totaling \$4,900,000 through a resolution. Following this, on May 24, 2023, the Dover City Council ratified this decision through resolution R-2023.05.24-090, allocating \$650,000 from the School Facilities Capital Reserve Fund and financing the remaining \$4,250,000 through bonds. The District has engaged Trane for HVAC upgrades at two elementary schools, and on February 20, 2024, received Trane's proposal for Phase 1 of the Dover Middle School HVAC upgrade at a fixed-firm price of \$797,000. This phase involves installing new smoke dampers and sensors in existing duct sleeves, with a separate proposal anticipated for ceiling grid and tile replacement. Given time constraints, the recommendation is to proceed with Phase 1 as presented. The final phase is slated for summer 2025, with design and cost details expected by June 2024 and equipment orders by September 2024. **Superintendent Recommendation:** I recommend the Board approve Chief Financial Officer, Michael Limanni, and the Superintendent's designee to sign the contract under Omnia Partners Purchasing Contract No. 3341.
7. **Protocols Applied to Pandemic Education (PAPE):** The CDC has changed the protocol for COVID-19. The new requirement is that individuals may return to work or school after being fever free for 24 hours. The PAPE has been revised to reflect the change. The following is additional information provided by Patrick Boodey:
  - NH DHHS turned off all school related links to anything related to COVID in November.

- The CDC is restructuring their website and recommendations for anything COVID under “respiratory illnesses”.
- We are in both a COVID pandemic and endemic at the same time, currently. Each are tied to the concept of ‘rate of spread’ in a geographic area. Dover would be in an endemic as of this email.
- Due to the Federal government shutting down its test kit availability and funding, areas will not have the data to move from an endemic to a pandemic easily or accurately.
- The CDC still uses the phrase ‘COVID-19’ but is also interchangeably using the term ‘COVID’ as well. We can now use COVID instead of COVID-19. The Mayo Clinic and WHO are also using the phrase COVID in places other than COVID-19. As we know, the 19 is directly related to the year of classification of that strand of the Corona virus. We have new strands of COVID, hence the different names and (yearly) numbers. We are more accurate when we use the term COVID in the big pictures sense and for the PAPE.

**Superintendent Recommendation:** I recommend the Board approve the revision of the PAPE to reflect the new protocol established by the CDC.

8. **Fiscal Year 2025 General Assurances:** Federal Grants require that the Boards adopt assurances. The General Assurances are required to receive any federal grant funding such as Title I, II, III, and IV. **Superintendent Recommendation:** I recommend the Board approve the required assurances for federal grant funding.

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#### SUPERINTENDENT’S REPORT:

This report provides a summary of key activities and events that transpired throughout February.

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##### Week of February 5:

- The SAU Directors meeting was held. Agenda items were: DMS Math implementation and support update, Data Wise debrief, SAS update, ELA adoption update, future PLC training, keynote speaker for the October 24, 2024 PD day, future board workshops, onboarding/offboarding employees, and SEED update.
- The CIA directors and I met with NHLI consultant Jon Vander Els to discuss the future direction and training needs that will further develop and sustain professional learning communities across the school district.
- I participated in a DHS Leadership Team Meeting facilitated by Peter Driscoll, to develop a student re-entry plan.
- Robin Trefethen, Carolyn Mebert and I met for our bi-weekly meeting.
- I attended a CTC Strategic Plan Focus Group facilitated by Carolyn Eastman.
- I attended the Career Pathway Summit sponsored by NHLI.
- Patrick Boodey, Joyce Patterson, and I met with Tina Kim Philibotte from the Manchester School District to plan a visit to discuss the recruitment, hiring, and retention of teachers of color.
- Christine Boston and I facilitated a Learning Leaders Chat at Garrison School. These are voluntary meetings where staff can ask questions and share their views and ideas.
- Christine Boston and I attended the NHSAA Legislative Priorities Part 1 in Concord.
- The DHS Athletic Complex JBC began their review of local athletic facilities beginning with the DHS facilities.

##### Week of February 12:

- Michael Limanni, Christine Boston, Abby Small, and I met regarding special education costing for the Nottingham tuition agreement.

- The Leadership Team Meeting was held. Agenda items were: Strategic Plan feedback with Carolyn Eastman, Equity Plan, Joint Loss Committee update, attendance, and Teaching and Learning Department updates.
- I attended the DHMA Steering Committee meeting where we reviewed additional member applicants and planned for the monthly meeting.
- I attended an informational meeting at DMS for eighth grade parents pertaining to the transition from the middle school to the high school.
- Strategic Plan Focus Groups were held with the Chamber of Commerce Government Affairs Committee, DHS staff, ELL parents/guardians, Garrison School student group, Dover Senior Citizen Center, Dover Rotary, DMS staff, and the Equity Vision Keepers.
- The Equity Vision Keepers met. The focus of the meeting was Strategic Plan feedback, updating on the Equity Plan and the sub-committee on recruiting and retaining staff of color.
- I attended the Strafford County YMCA Advisory Board Meeting.
- The DHS Athletic Complex JBC met to visit facilities with artificial turf.

#### **Week of February 19:**

- The SAU Directors meeting included the following agenda items: 2024-2025 paraeducator staff development, ESY 2024 school location, personal professional development, end of school year schedule, Master Plan, Behavior Solutions Workshop, Horacio Sanchez, state writing assessment grades 3-8, first four teacher PD days in school year 24-25, laptop replacement, kindergarten screening, and updates.
- I observed the WPS Team Leaders Meeting to review the 2023-2024 Fall and Winter screening with aimswebPlus (Grades K-4) and Star Assessment (Grades 2-4). Grade levels are on target to achieve their reading goal.
- The Elementary Guidance meeting was held with agenda items of: MTSS-B programming update, Bounce Back Program, Behavior Solutions Workshop, Essential Standards, reading support, and professional development and curriculum updates.
- I participated in the monthly update meeting of the New Hampshire Education Department.
- Strategic Plan Focus Groups were held with the School Board, WPS staff, and GES staff.
- Robin Trefethen, Carolyn Mebert and I met for our bi-weekly meeting.
- The DHS Athletic Complex JBC held their fourth meeting.
- I attended the SEED meeting. Agenda topics included grant approvals, and work on 2.0 SEED.
- The Full Leadership Team meeting was held; it continues to feature Taking Action - A Handbook for RTI at Work by Austin Buffum Mike Mattos, and Janey Malone.
- Michael Limanni and I presented the District's FY25 budget to City Council.
- The District Data Leadership Team met where we reviewed the winter benchmark data. Review of the fall and winter literacy data used the following processes: *Notice and Wonder Protocol*, and the *RIOT and ICEL Matrix*.
- Kori Kennedy, Craig Alie, Mike Steinberg and I met to discuss manufacturing opportunities for students.



- Woodman Park School held a Family Night featuring Wildlife Encounters, and Dover High School held their annual Jazz Concert.

**Special Note:** The Board is scheduled to convene a workshop on Monday, March 25 at 6 p.m., during which the Teaching and Learning Department will present an overview of MTSS (Multi-Tiered System of Supports) and the adoption of K-8 English Language Arts curriculum. These workshops aim to ensure the Board remains well-informed about district initiatives, programs, and services by providing a series of informative sessions.

**Board Policy Committee:** I recommend that the Board Policy Committee convene to draft a Board Policy concerning the utilization of Artificial Intelligence (AI).

February 23, 2024

William R. Harbron, Ed.D.  
Superintendent  
Dover School District  
Dover, New Hampshire

Dear Dr. Harbron,

I am writing to officially let you know that I plan on finishing up my work as a School Psychologist here at the Woodman Park School in June, at the end of the current academic year.

I have had six wonderful years here in Dover, and I am grateful for the many students, staff, and families that I have been so fortunate to work with. I will hold everyone here in fond memory!

Prior to this letter I have spoken in person about my departure in June with Principal Patrick Boodey, Dean Roseanna Drysdale, Dean Moira Taylor, and MTSS Director Travis Bickford. I just wanted to "officially" inform you of my decision to wrap up my work here this year.

Thank you for all of your kindness, Dr. Harbron, and best wishes to you in your new adventures!

Sincerely,

A handwritten signature in cursive script that reads "MaryPat Devine".

MaryPat Devine, MS, NCSP  
Nationally Certified School Psychologist

Dear Mr. Boodey and the SAU office,

I Regret to inform you that I am sadly giving my resignation effective immediately. I will not be returning for the remainder of the school year. My cancer has returned, and I will be going through with chemo again, thus I am unable to work around all the germs a school provides. This decision has not come lightly, and I am very sad to leave the Woodman Park family. I want to thank you for all the opportunities that Woodman Park has provided me over the years.

Thank You,

A handwritten signature in cursive script, appearing to read "Susan L. Pelletier".

Susan Pelletier



**From:** Amber Tarr <A.Tarr@dover.k12.nh.us>

**Sent:** Friday, March 1, 2024 9:07 AM

**To:** Tammy Badger <t.badger@dover.k12.nh.us>; Beth Dunton <b.dunton@dover.k12.nh.us>; Aaron Ward <a.ward@dover.k12.nh.us>

**Cc:** Amanda Noyes <A.Noyes@dover.k12.nh.us>

**Subject:** Re: Last day

All,

I unfortunately need to give my official notice of my intent to leave my position as a paraprofessional at garrison elementary. My family and I will be relocating out of state at the end of March. Due to my moving timeline, I need to give an official last day of March 22nd, 2024. I appreciate the opportunity you gave me at garrison. Feel free to reach out if you have any questions or concerns.

Amber Tarr

March 05, 2024

Dear Principal Lyndes, Dean Vail, and Dean Dube,

I am writing to inform you of my decision to resign from my position at Dover Middle School effective at the end of the school year. As you are aware, my family relocated to Rhode Island last year, and my intention upon accepting the 7th grade Social Studies position at Dover was to fulfill the role for this academic year.

I am truly grateful for the opportunity to return to Dover School District and have thoroughly enjoyed my time at Dover Middle School. Working with former students from Francis G. Hopkins Elementary again has been a gift, and I have learned so much from my colleagues and the administration here at DMS. I believe my experiences at DMS have helped me grow as an educator.

I will be honoring my contract to the end, and my resignation will be effective on the last day of the school year. I want to express my deepest gratitude to the community that I have loved and called home for 15 years. It has been a pleasure to work with such dedicated and inspiring individuals.

Thank you for your understanding and support during this transition. I am truly appreciative of the opportunities I have been given at Dover Middle School.

Sincerely,

**C. Patrick West**

C. Patrick West

## **Job Share Proposal**

### **For Kim Dube and Kayleigh Cassidy-Ketchen**

Kim Dube and Kayleigh Cassidy-Ketchen wish to propose a 50/50 job share teaching position at Frances G. Hopkins Elementary School at Horne Street for the 2024-2025 school year. We first connected in 2014 while co-teaching the same kindergarten summer school class in Somersworth. In 2018 and 2021, we collaborated on the same grade level team in Dover. During the current 2023-2024 school year, we have been in a successful job share position. We have created a trusting relationship that encourages one another to take risks, reflect, and grow. We are eager to collaborate again in ways that will benefit one another, our students, their families, and the school community.

We are strong candidates for a job share position because we are fully committed to maintaining a teaching partnership that fosters a supportive learning community. We are deeply invested in our students' well being and growth. We will prioritize the communication, collaboration, and consistency needed to support their academic, social, and emotional needs. Job sharing will allow us to collaborate closely with another professional and maximize our individual strengths. We will use the opportunity to grow as educators and improve our school community. Job sharing will also encourage us to have a healthy personal and professional life balance so that we can be at our best both at home and at school.

We have included specific details of our plans and their benefits in this proposal. We are incredibly grateful for your consideration!

## **Job Share Proposal Details**

### **For Kim Dube and Kayleigh Cassidy-Ketchen**

#### **Schedule:**

Mrs. Dube and Ms. Cassidy will work ½ days Monday-Friday allowing for consistency in the curriculum and in the classroom. Mrs. Dube will work mornings and Ms. Cassidy will work afternoons, with the option to swap halfway through the year.

Mrs. Dube and Ms. Cassidy will both work their hours on professional development days.

We will both attend the first 2 days of school for the whole day with the intention of establishing a consistent classroom community with two equal teachers.

We will both attend open house and conferences to develop strong relationships with families.

We will alternate after school staff meetings to participate equally in the school community.

We will make every effort to substitute in each other's absences. We will keep track of absences and adjust our schedule accordingly to ensure we work an equal amount of time.

#### **Communication:**

In our teaching partnership, we will prioritize frequent and clear communication regarding curriculum planning, classroom management, student growth, parent communication, and special events. We will collaborate in person and through email and notes. We will dedicate as much time as needed to maintain a consistent classroom environment where all students feel valued and are given support to grow.

To maintain effective communication with families, we will collaborate on newsletters and include each other in all emails. We will both hold meetings with parents as necessary.

#### **Classroom Management:**

We will work together to develop a vision for what our shared classroom will look like, sound like, and feel like to our students. We have discussed our philosophies, styles, and expectations and will use them to establish common management techniques, ensuring that they align with the Responsive Classroom approach supported by our



school community. These techniques will include expectations and routines. We will remain consistent in our procedures and behavior plans, conferring and adjusting them as needed.

**Curriculum & Assessment:**

We will plan curriculum together, as well as with our grade level team. We will rely on each other's observations and strengths to make decisions that are responsive to our students' needs and our collaborative goals for them. We will work closely to navigate new curriculum and share feedback for instructional improvement. Daily planning will be the individual responsibility of each teacher and will be accessible to each other in a shared Google Drive folder.

We will record and review our informal and formal assessments of student progress. Report cards will be written in consultation as each teacher will grade students in the subjects she teaches and check to ensure agreement.

**Insurance:** Ms. Cassidy will enroll in the school insurance.

## **Job Share Proposal Benefits**

For Kim Dube and Kayleigh Cassidy-Ketchen

### **Benefits for Students and their Families:**

- An additional teacher who provides care and support
- Another meaningful connection and dependable relationship
- Two professionals with varied experiences and skills
- An opportunity to experience two styles that compliment one another and embrace each other's strengths
- More ideas to increase student engagement and growth
- A chance to know students better and monitor their progress more closely
- Increased enthusiasm and energy from teachers

### **Benefits for School Community:**

- Two resources for experiences and ideas that contribute to collective goals
- More time, energy, and creativity to invest in the growth of the school community
- An additional professional opinion on student progress for staff consideration
- More consistency due to decreased absences and the need for substitutes

### **Benefits for Job Share Teachers:**

- An opportunity to learn from another teacher and make professional growth
- Increased time to learn and implement new curriculums and teaching methods
- More collegial support
- Increased motivation and accountability because of the commitment to a thriving teaching partnership
- A healthier balance between professional and personal lives that allows teachers to be more successful in their school role
- A more positive outlook

### **Job Sharing Proposal- Betsy Breen and Kristen Dunham**

We wish to propose to continue our elementary job share teaching position at the Frances G. Hopkins Elementary School at Horne Street for the 2024-2025 school year. Mrs. Betsy Breen and Mrs. Kristen Dunham are both currently teaching third grade in a 50/50 split at the Frances G. Hopkins Elementary School at Horne Street.

Our proposal would continue the schedule that we have successfully implemented for the past four school years, where Mrs. Breen teaches Monday, Tuesday, while Mrs. Dunham teaches Thursday and Friday. Wednesdays would be alternated each week between the two teachers. In our past job share experience, both teachers have been present for the first two student days and Open House. With the new schedule for the 2024-2025 school year, we propose to continue our established practice of both attending all of the professional development days, as well as both attending the first day of school, open house, and conferences. Our goal will continue to be consistency in the classroom routines. A teaching partnership will be established from the very first communication with students and families. A daily communication log will be used as well as regularly scheduled telephone calls, emails, and personal contact to ensure smooth transitions for the students. We truly believe that we are strong candidates to continue our job share position as we have had a very successful four years together, and have maintained a successful and consistent classroom during the many challenges of the past school years.

Throughout the proposal we have outlined main ideas of the benefits for the students, the school, and teachers involved as determined by our extensive research and personal experiences with job sharing. We have also broken down how we will run our classroom together and keep consistency. We are dedicated teachers, eager to continue our collaborative work together. We feel our strengths will continue to complement each other and are confident we can build upon our successful job share experiences that we gained since our first year together in 2020. We will continue to maintain a stable and consistent partnership and classroom community that will provide a beneficial situation for all involved. Our main focus will continue to be supporting student growth and achievement in all areas. Thank you for your consideration of this proposal.

Yours truly,  
Betsy Breen and Kristen Dunham

### **Advantages for Students**

- Energy and enthusiasm level of teachers is much higher.
- Wealth of ideas provides an enriched classroom.
- Teachers have their own individual areas of strength (children benefit from both).
- Children are exposed to two points of view and two different styles.
- Similar philosophies concerning classroom expectations and standards of behavior.
- Complementary teaching styles and management systems.
- A “fresh face” stimulates pupils.
- Enhanced student assessment – able to compare with another professional.
- Students that need extra adult support each day, have two more adults they can depend on.

### **Advantages for the School**

- Two sources for ideas and opinions with regard to staff and school matters.
- More time can be used outside of the school day to help come up with fresh ideas.
- Two professional opinions on a child’s progress are available to parents and staff.
- Combined teaching experience of two professionals.
- Make it possible to incorporate a broader range of expertise within a single position.
- Reduced tendency toward burnout.
- Less need for substitutes- we will act as each other’s sub, providing consistency to students

### **Advantages for Teachers**

- A happier and more positive outlook towards the job.
- An opportunity for professional and personal growth.
- A better balance between professional and personal lives with young children at home.
- Necessary appointments can be scheduled for days off.
- Keeping up-to-date with current trends in teaching.
- Collegial support.
- Professional Development opportunities to learn from another colleague.

### **Advantages for Parents**

- Two teachers to bounce ideas off of.
- Two people are monitoring to make sure a student does not fall through the cracks.
- More flexibility in times to meet when two schedules can be consulted.



**Job Share Proposal Nuts and Bolts**  
Mrs. Betsy Breen and Mrs. Kristen Dunham

**Communication:**

We will be communicating with each other on a frequent basis to discuss all aspects of teaching including planning, student needs and progress, parent communication, and school events. Professional days will be attended by both partners. There will be one partner in attendance at each staff meeting, at that partner will inform the other in detail of what happened. We will be keeping a professional journal and contacting each other by phone and in person regularly. We will dedicate as much time as needed outside of the classroom to establish and maintain a consistent and collaborative classroom environment where all students can thrive and be successful.

**Curriculum Planning:**

We will plan the year's curriculum together and with our grade level team. We plan to meet extensively over the summer to plan the year's big picture, set up our classroom, and make sure our expectations/routines are established. Consistent educational goals for the students will be kept through cooperative planning and collaborative discussions. Daily planning will be the individual responsibility of each teacher and will be available in case of illness. We will continue to work with our grade level team and collaborate with lesson plans, our daily schedule, and student assessments. We will create a shared folder in Google where all of our classroom documents will be saved and accessible for each partner, and we will use one template for our weekly plans. We will work closely together to navigate and understand any new curriculum and will rely on each other's strengths to support one another both within and outside of the classroom.

**Parent Meetings/Communication and Report Cards:**

We will keep records of student progress. Report cards will be written in consultation with each other. Both teachers will hold formal and informal meetings with parents as necessary, but will both be in attendance at official conferences in December. Parents will have an opportunity to meet both teachers at the beginning of the school year. We will divide the class in half for report cards to fill out behavior areas, and swap to check to make sure we are in agreement. Each teacher will fill out their academic area of expertise on the report card. All email correspondence to parents and other staff will be sent to and from both teachers.

**Classroom Management:**

We will continue to work closely together to develop common management techniques. We have had extensive conversations about our teaching philosophies, expectations and styles and feel that we hold similar beliefs. We have successfully implemented an agreed upon system for classroom routines and expectations for the past two school years. FGH at Horne Street also follows a Responsive Classroom approach and has adopted a school wide system to support common expectations for all students. Grade levels at FGH at Horne Street also work closely together as teams and we believe that the established school environment is one that is collaborative by nature. We will continue to have common signals and routines in the classroom. Consistent behavioral expectations for the children will be established. We will confer on strategies used to develop appropriate behavior plans and strategies for individual students. We believe our classroom procedures, routines and expectations are closely aligned. We are entering into this job share proposal with the understanding and expectation that we will meet as many times as needed beyond the school day to ensure the success of our students and establish a consistent classroom environment.



**Special School Events/Meetings/Workshops/Snow Days:**

In order to best support our students and continued growth as educators, we will both attend professional development days. We will work out amongst each other how to evenly distribute any additional days that may be attended by either partner. We understand that we will only be paid for 94 days of the year each. We will keep a journal that will mark when each of us works an extra day, or misses a day, to see where we need to cover each other. If there is a snow day, the person that missed the snow day, will make it up at the end of the year even if it is not on their specific work day. We will both attend the first two days of school in order to develop routines and expectations together, and so that students see us as equals. We will both attend Open House, conferences, and special school events.

**Insurance:**

Neither teacher would require the school insurance. Mrs. Breen and Mrs. Dunham both have insurance outside of the Dover School Department.

# Special Education Job Share Proposal

Frances G. Hopkins Elementary School at  
Horne Street

2024-2025



Jillian Cote & Kerry Siebersma  
February 2024

Dear Superintendent Harbron & Dover School Board Members,

Below is a detailed proposal for a special education job share position at Frances G. Hopkins Elementary School at Horne Street. We appreciate your time and consideration in reviewing this request and look forward to your response.

### Overview

Jillian Cote and Kerry Siebersma would like to propose a job share for the special education case manager position at FGH with a 50/50 split for the 2024-2025 school year. We have been sharing this position for the past four years and have been successful in fulfilling all job responsibilities and meeting the needs of students and families at FGH. Before our job share position, we worked together as FGH special educators, with Kerry filling a long-term substitute position while Jillian was on family leave.

Over the course of the last four years job sharing, we have worked together to meet the needs of our students, fellow educators, and FGH families. Our teamwork and dedication to our role as special educators has resulted in improved collaboration, specialized instruction, increased communication and support for families, and excellent case management services. We share important fundamental principles such as strong relationships with families, open communication for both achievements and next steps, organization systems that ensure all student needs are met and goals and objectives are being evaluated and assessed, and our role in meeting student's unique, individual learning goals. We believe that working together in a job share model maximizes our individual strengths as educators who complement one another. Our years of experience combined with similar teaching styles and philosophies have resulted in highly effective instruction and special education services for the students at Frances G. Hopkins.

We are both greatly invested in FGH as educators, parents, and members of this community. We are enthusiastic and passionate about this model and how it has served our student population and school community. Each year that we have worked together, we've reflected on areas for improvement and growth, celebrated our successes, and learned from our mistakes as we grow together as educators. We view our position as being beneficial for students, teachers, administration, and families. It allows us to provide high quality instruction and effectively fulfill the many responsibilities involved in special education. We plan to continue to keep our students and their families as our number one priority and we are excited about for the opportunity to serve our student population in the next school year.

## Details

### Schedule

Jillian works Monday, Tuesday and Wednesday a.m.

Kerry works Wednesday p.m., Thursday, and Friday.

*This schedule has worked well for teachers and students and provides the most consistency with instruction and services.*

### Communication

We are aware that student needs arise at any point throughout the week, which may require us to be flexible with scheduling and be accessible to team members and administration on any given day. We have been committed to meeting the needs of students and their families, even on days that we are not scheduled to be at school.

We have established a system for constant communication with one another. Scheduled co-planning time will continue to take place every Wednesday during our overlap time. Bi-weekly team meetings address district wide special education topics and allow both of us time to collaborate with our FGH team. Daily reports are kept in a communication log and lesson plans in our shared drive. Unexpected events will be communicated through emails and texting as well as phone calls.

We both agree that communication and flexibility is imperative for this model to be successful, and we plan to work together to be in constant communication via text/phone call and be available should situations arise.

### Instructional Planning

We understand that this model requires an extensive amount of collaboration and careful planning together. We plan to meet during the summer, front load planning, and work together throughout the first several days of school. This allows us to transition new students and first graders into their classrooms and routines as well as begin implementation of IEP services and specialized instruction. We pencil in a year at glance to map out learning goals and instructional content and then try to be planned out at least one month in advance. Direct service delivery and interventions are planned and implemented around student's individual goals and objectives.

### Dividing our Caseload/IEP Meetings/Progress Monitoring & Data

We are flexible about how our caseload is divided and anticipate changes that may need to be made throughout the year. We have made great efforts to ensure that colleagues and families are comfortable and confident in both of us being knowledgeable and familiar with all students on our caseload, all IEPs, goals, services, and schedules. We work together to create a balanced caseload and consider several different factors that include students' individual levels of need, student grade level, teacher team/classroom placement (our goal is to have one case manager per classroom/teacher).

To maintain an equal workload, we will also consider dates of student triennial evaluations and alternate incoming referrals. With a smaller group of students, the case manager has a strong focus on each student, a deeper connection with families, and we are better equipped to manage and fulfill all case management responsibilities including paperwork requirements, evaluation process, reports, communication, and meetings. In addition to reviewing all student files and IEPs prior to the start of school, both case managers have access to the entire caseload in NHSEIS. This allows us to address needs that arise with knowledge of student files and access their electronic records.

#### School Events/Meetings/Snow Days

Both Kerry and Jillian will attend the first week of school, parent-teacher conferences, transition meetings, and district wide special education meetings. Snow days will be calculated and shared 50/50 at the end of the school year.

#### Insurance

Only one teacher would receive school insurance- Jillian.

#### Advantages of Job Sharing

##### For Students

- Enthusiastic, energetic, and focused teachers with two sets of skills, talents, backgrounds, and experiences.
- Two educators collaborating to plan and deliver instruction leads to new ideas and methods of delivery as well as learning activities to increase student engagement.
- Job share model encourages student flexibility in working with several adults while maintaining consistency in teaching style, daily schedule/expectations and classroom management.
- More eyes on students, multiple perspectives and increased awareness of student functioning, progress, and any areas of concern. With two teachers attending to students and sharing observations, needs will be better met and reduce the risk of anyone falling through the cracks.
- Case management services improve due to more manageable caseloads and increased attention to each student's file, IEP, and individual needs in and out of the classroom.

##### For Teachers/Staff at FGH

- Two special educators are better than one. Teachers and staff have access to more resources for collaboration, sharing of ideas, and answers to questions. Having multiple perspectives is beneficial for all.
- Increased support for classroom teachers and specialists. One primary case manager for each classroom- higher quality collaboration and time with each student's case



manager. The smaller case load allows for focus and attention to student needs on a more detailed, intense level.

- Improved staff morale because of more manageable caseloads and flexible schedule. Enthusiastic case managers with more creativity, focus, and energy. This will optimize instruction and student learning.
- Potential for reducing need for substitutes. For planned absences, we will do our best to cover one another as best we can with the goal of providing consistency for students. Any absences covered by case managers will be tracked and made up to maintain a 50/50 share.

#### For Parents/Guardians

- A deeper connection with primary case manager due to a smaller case load.
- Benefits of improved instruction with two enthusiastic and energetic teachers.
- Although each student and family will have a single, primary case manager as their contact, all families will have access to both special educators for questions, ideas, and concerns.
- A case manager who can complete all responsibilities in an effective manner and confidently work to meet the needs of their child.

#### For Job Sharing Special Educators

- Increased energy, creativity, and balance between work and personal life.
- Less burn out and improved performance in all areas.
- More balance and competency in fulfilling the many roles involved in the special educator position. We will be better able to meet the numerous responsibilities and requirements involved in special education.
- Smaller, more manageable caseloads will improve services.
- Team model allows for greater professional dialogue, sharing of ideas and broadening skills together.

In our experience over the past four school years, job sharing has provided a team approach that maximizes our individual strengths and talents. This has improved instruction and service delivery for students, parents, and teachers. The job share position has been a positive experience for us, our students, families, and our colleagues. We hope to continue this position for the upcoming school year and look forward to building on the positive aspects experienced over the past four years.

Thank you for your time in reviewing this request and we hope that you will consider this proposal to continue the special education job share position for the 2023-2024 school year.

## Checklist for Final Approval of Extended Travel (Per Policy IJOAA)

This document is due to the Superintendent's office on the Wednesday prior to the Monday School Board meeting that is one month before travel. Please call 516-6804 for the specific date or with questions.

Group Requesting Final Approval: World Language Department - Italy

Destination: Italy

Contact Person (s): Jennifer Connelly

Dates of Travel: April 19 - April 27, 2024

Number of Students Traveling: 22

Number of Chaperones: 3

Adult/Student Ratio: 1:7 (One chaperone will have 8 students)

Please circle appropriate response:

Permission Forms submitted to Principal: ☒ yes/no

Student Code of Conduct Contracts, inc. Standards for Behavior submitted to Principal: ☒ yes/no

Telephone Contact Notification submitted to Principal: ☒ yes/no

List of all students and chaperones submitted to the school and Supt's Office: ☒ yes/no

All Chaperones completed criminal background check: ☒ yes/no

All are Dover School District teachers

Permisso  
forms  
for  
Mr.  
Driscoll

## PERMISSION/RELEASE STATEMENTS FOR FOREIGN OR EXTENDED TRAVEL

The undersigned \_\_\_\_\_,  
hereby grants permission for \_\_\_\_\_ to travel to  
\_\_\_\_\_ with \_\_\_\_\_ as chaperones, as part  
of a Dover School District extended travel program. The scheduled departure date is  
\_\_\_\_\_ and the scheduled return date is \_\_\_\_\_.

1. The undersigned hereby agrees to indemnify and save harmless the Dover School District, its officials and agents, from any act, default, injury (including death), loss, expense, damage, deviation, delay, curtailment, or inconvenience caused to or suffered by any person, or their property, howsoever arising, which may occur or be incurred by any organization or person, even though such act, default, injury, loss, expense, damage, deviation, delay, curtailment, or inconvenience may have been caused or contributed to by the actions, negligence or default of the chaperones and/or the Dover School District, its officials or agents.
2. The parent/guardian and student acknowledge that they and their personal property, to include baggage, are at all times solely at their own risk. The district strongly recommends the students be adequately insured in respect to illness, injury, or death for the duration of the trip and to insure fully against loss, or damage to their property. The chaperones or the Dover School District shall not, in any circumstances whatever, be liable in respect of any personal injury, illness, or death or in respect of any damage to or loss of property even if the same arises from their negligent actions. The undersigned will accept the authority and decisions of the chaperones during the trip.
3. The chaperones are authorized by the signers of this document to arrange for any medical services deemed appropriate for the student named above by medical personnel while on the trip.
4. It is also agreed that the District reserves the right to remove a student from this program for failure to maintain program standards or if it deems his or her acts of conduct detrimental to or incompatible with the interest of the program. If a student's participation is terminated, only the funds not actually used will be returned and he or she will be sent home at the parent(s)/guardian or student's expense.
5. The undersigned represent that they are parents or guardians of the named student and are authorized to execute this agreement.

IN WITNESS WHEREOF, the parties have signed this agreement on the

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

**CONSENT LETTER FOR****A CHILD TRAVELING OUT OF COUNTRY WITHOUT EITHER PARENT**

.....

To whom it may concern:

I/We, \_\_\_\_\_ are the parents/guardians of \_\_\_\_\_, born on \_\_\_\_\_  
at \_\_\_\_\_. He/she is carrying the following citizenship document:

☐ **Passport**

Number: \_\_\_\_\_ Issued on (date & place): \_\_\_\_\_

☐ **Other – please specify**

Our child has our consent to travel with **Dover High School** to visit **Italy** for **9 days and 8 nights:**  
**April 19-April 27, 2024.** Our child will be residing at the following hotel(s):

Hotel Name: **see itinerary**

City: **see itinerary**

Phone number: \_\_\_\_\_

Any question regarding this consent can be directed to us at:

Address: \_\_\_\_\_

Home phone number: \_\_\_\_\_

Work phone number: \_\_\_\_\_

\_\_\_\_\_  
**Parent/guardian signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent/guardian signature**

\_\_\_\_\_  
**Date**

5 pre travel  
behavior

World Language Department

Requirements to Travel to Italy

I understand that the requirements to go on the trip to Italy are:

1. I am studying Latin, and plan to study through level IV. If my schedule does not permit me to take Latin in level IV, I must communicate this information to the Latin teacher for review.
2. I do not receive an ASI, ISS, or OSS beginning Jan. 1, 2023.

I understand that if I receive an ISS or OSS for any reason that I will be dropped off the trip at my own expense. If I receive an ASI, I will be put on probation. A second ASI will result in a decision making meeting with a parent, Mr. Driscoll, Mrs. Connelly to determine if the student should attend. I understand that neither Worldstrides nor Dover High School has any responsibility to refund my money.

I understand that while on the trip all school rules are in force.

I have read and agree to the above requirements.

Student \_\_\_\_\_ signature \_\_\_\_\_ date \_\_\_\_\_

Parent \_\_\_\_\_ signature \_\_\_\_\_ date \_\_\_\_\_



School Board Guidelines for Alcohol, Drugs, Body Art

And Standards of Behavior

For All Dover Students leaving the country.

1. Students will NOT bring, consume, purchase, or ship home ALCOHOL while on a school sanctioned trip.
2. Students will NOT bring, consume, purchase, or ship home illegal DRUGS or PIPES while on a school sanctioned trip.
3. Students will NOT purchase BODY ART or PIERCING services while on a school sanctioned trip.
4. Students will not purchase WEAPONS of any kind, such as knives, or swords, even if they are considered souvenirs while on a school sanctioned trip.
5. Students will NOT purchase or wear any CLOTHING that portrays sex symbols or sex or alcohol related messages or makes comments about any group while on a school sanctioned trip.
6. During the trip students are NOT allowed to leave the hotel after the group has returned in the evening. This is generally at 10:00 p.m.
7. The buddy system is strictly enforced. Students will be in groups of three or more during all free time.
8. When the tour guide is speaking, all students will listen quietly and attentively. Students are expected to participate in all events.

Student print: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent/Guardian print; \_\_\_\_\_

Signature: \_\_\_\_\_

# LIABILITY RELEASE FORM

g Liability Release

Student Name \_\_\_\_\_ Home Telephone \_\_\_\_\_  
Address \_\_\_\_\_ Zip Code/ \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_  
School Dover High School School Telephone 603-516-6872  
School Contact Person Jennifer Connelly Position Teacher, AC WLDept  
Parents/Guardians Full Names \_\_\_\_\_  
Place/Times of Employment \_\_\_\_\_  
Employment Telephone Numbers ( ) \_\_\_\_\_  
Person to contact in an emergency \_\_\_\_\_ Telephone ( ) \_\_\_\_\_  
Address \_\_\_\_\_ Relationship \_\_\_\_\_  
Physician \_\_\_\_\_ Telephone \_\_\_\_\_

## RELEASE

I, a participant in the excursion to Italy, April 19 – April 27, 2024, sponsored by World Language Department, Dover High School and approved by the Dover School Board, agree to all the following conditions:

The Program organizer(s), group chaperones of Dover High School and the Dover School District shall not be liable for any damages or loss to my person or property arising from my participation in this program.

The Program organizer(s) and/or group chaperones may make reasonable changes in the dates, destinations, or itinerary for the mutual benefit and safety of group participants. In such event, they shall not be liable for any delay, loss or damage resulting there from. In the event of any illness, accident, or incapacity incurred by me, the group chaperone may consider my best interests in securing medical treatment, hospitalization, medication and/or return transportation at my own expense.

Any and all claims, obligations, suits in any liabilities whatsoever against the organizer(s), chaperones, and/or the School District are hereby waived and released.

I certify that I have read and understood this release and agree to abide by its provisions.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date

*I certify that **I am the parent or legal guardian of the student named above** and that I have read the foregoing release. **I allow my child to participate in this trip.** I agree to every part of this release and hereby relinquish any claim that I may have against the program organizers, chaperones, and the School District, both on my behalf and in my capacity as legal representative, while my child is a participant in this program.*

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



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

February 20, 2024

Dover School Board  
School Administrative Unit #11  
McConnell Center  
61 Locust St, Dover, NH 03820

Dear Dover School Board members,

I am writing on behalf of Commander Tom Gamble, the NJROTC instructor, to formally request approval for an overnight field trip to the Maine Maritime Academy. The educational purpose of the trip includes a campus visit showcasing life in the Cadet Corps, educational and career opportunities as a maritime officer, and leadership development.

The field trip is scheduled to take place from April 12th to April 14th, 2024. The itinerary for the trip involves departing from DHS at 9:00 AM on Friday, April 12th. The activities planned for the trip include a campus tour, team-building exercises, drill competitions, STEM activities, and more. The group is expected to return to DHS by 4-5:00 PM on Sunday, April 14th. Importantly, students will not incur any expenses to attend this educational excursion. Eligibility for participation is limited to cadets who are academically in good standing.

If you require any additional information or have any questions, please contact me at 603-516-6976 or via email at k.kennedy@dover.k12.us.nh.

Regards,

Kori Kennedy  
CTC Director  
Dover Regional Career Technical Center

From: Senior Naval Science Instructor, Dover High School  
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form  
(b) IJOAA – Extended Travel  
(c) IJOA – Permission Slip

Subj: Request for Approval of Out of State – Overnight Field Trip to Maine Maritime Academy

I. Per references (a) and (b), Commander Tom Gamble, the Senior Naval Science Instructors (SNSI) for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Maine Maritime Academy. As per reference (b), please find the following for the preliminary approval

1. What is the educational purpose of the field trip? The trip will have the following components:
  - a. Campus visit showing life in the Cadet Corps, Educational opportunities and career opportunities as a maritime officer.
  - b. Leadership development
2. No travel agency is being used.
3. Dates of the trip – 12-14 Apr, 2024
4. Itinerary – Leave DHS at 9:00 AM Friday, 12 Apr. Arrive Maine Maritime Academy 3:00 PM, Lunch, Campus tour and load gear into Academy Gym, Dinner, Team Building exercises, Movie, 10:00PM lights out. Sat, 13 Apr. Drill competitions, STEM activities, Team Building at campus gym facility. Sun, 14 Apr. Clean, breakfast, load bus and depart MMA, arrive at DHS 4-5:00 PM.
5. Cost per student will be \$0.00
6. Only those cadets that are in good standing academically (60%) will be allowed to attend.
7. Please see attached reference (c) IJOA, Permission Slip.
8. Insurance coverage will be the same as with any regular school field trip.
9. Awaiting approval from CTC Director, Principal, and Superintendent
10. ASEOP request was entered on 2/20/24.
11. There is no financial benefit for this trip.
12. There is no cost to the district for this trip.

/s/  
T. D. GAMBLE  
SNSI, Dover NJROTC, Dover, NH

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

**2017 – 2018 FIELD TRIP REQUEST**

Date: 2/19/24

**THIS REQUEST MUST REACH THE PRINCIPAL AT LEAST 10 DAYS BEFORE THE DATE OF THE FIELD TRIP. PERMISSION SLIPS MUST BE OBTAINED FROM PARENTS/GUARDIANS BEFORE STUDENTS MAY PARTICIPATE.**

Teacher Requesting the Trip: Tom Gamble

Destination of Field Trip: Maine Maritime Academy, Castine, ME

Date of Field Trip: 12-14Apr Time of Departure: 9AM Time of Return: 5PM 14th

Number of Students: 35 Cost Per Student: \$0

Number of Adults Going: 1 Method of Transportation: Bus

LIST ALL CHAPERONES: Tom Gamble

\*\*\*Chaperones who are not employees of the district must fill out a Volunteer Service Form two weeks prior to the field trip. \*\*\*

**A LIST OF STUDENTS WHO WILL BE ATTENDING MUST BE SENT TO THE ATTENDANCE OFFICE PRIOR TO THE FIELD TRIP.**

Are all phases of the trip handicap accessible? Yes ☐ No ☒

Non-participating teachers will be notified two weeks prior to the trip: Yes ☐ No ☒

Submit a list of non-participating students to the attendance office one day prior to the trip.

Have provisions been made for students **NOT** going on the trip that are the responsibilities of the teacher(s) attending?  
Yes ☐ No ☒

What is the educational purpose of the field trip?

**Leadership Challenge Weekend, Campus Visit to Maine Maritime Academy**

What instructional classroom preparations will be done prior to the field trip?

**Safety Brief, Operational Risk Management Brief, Uniform inspections, Marching, Leadership traits and styles**

What follow-up classroom activities will take place after the field trip?

**Lessons learned, What leadership styles were used and or effective**

Approval of Appropriate Administrator (AC, CTC Director:): \_\_\_\_\_

\*\*\*\*\*PLEASE RETURN THIS FORM TO THE PRINCIPAL'S SECRETARY\*\*\*\*\*

\_\_\_\_\_ Trip Approved

\_\_\_\_\_ Trip Disapproved

Reason for Denial: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Revised 7/2017**



**Donation Request List for Approval**  
**March 11, 2024 - School Board Meeting**

| School | Group Donating                                  | Value   | Items/Service | Purpose                                    |
|--------|-------------------------------------------------|---------|---------------|--------------------------------------------|
| DHS    | Seacoast Educational Endowment for Dover (SEED) | \$3,000 | Monetary      | To support the freshman free book project. |

**Condition of Accounts for February 2024**

TO: Members Dover School Board  
Dr. William R. Harbron, Superintendent of Schools

FROM: Michael Limanni, CFO

DATE: March 6, 2024

RE: Condition of *School* Accounts

The monthly multi-fund FY2024 Condition of Accounts for February is attached for review.

As of February 29, 2024, the General Fund's estimated budget balance is \$3,477,441.43 should the District receive all estimated revenues; additionally, we do not expect a deficit in net revenue for the general fund. Here are the items that are not reflected in the stated budget balance which is based on current year-to-date expenditures and encumbrances:

|                                                  |                   |
|--------------------------------------------------|-------------------|
| Budget Balance - 03.06.24                        | \$ 3,477,441.43   |
| (-) Transfers Out to Reserve Funds               | \$ (1,355,000.00) |
| (-) Continued Cost of Substitutes                | \$ (231,310.59)   |
| (-) Estimated Continued Professional & Staff Dev | \$ (227,272.45)   |
| (-) Additional IT Services                       | \$ (41,780.95)    |
| (-) Tuition Reimbursements                       | \$ (24,680.63)    |
| (-) Athletic Coaching Salaries                   | \$ (19,777.52)    |
| (-) Severances                                   | \$ (229,122.00)   |
| (-) Cost of SROs                                 | \$ (93,280.00)    |
| (-) Dues & Fees                                  | \$ (34,758.80)    |
| (-) New & Replacement Ed. Equip.                 | \$ (28,836.15)    |
| (-) Supplies, Books, Graduation                  | \$ (417,218.76)   |
| Estimated Final Budget Balance:                  | \$ 774,403.58     |

Overview of concerns in the general fund that are being monitored closely:

- The position of the General fund has improved, and we are now hovering just below one percent of our appropriation; the business office is still recommending that the District not advertise for the following positions that were added due to the increase in Adequacy aid with the FY25 school budget request pending approval from City Council:

|                               |               |
|-------------------------------|---------------|
| School Psychologist           | \$ 108,083.26 |
| MSW-LCMCH - Elementary        | \$ 106,156.61 |
| MSW-LCMCH - DMS               | \$ 106,156.61 |
| MSW-LCMCH - DHS               | \$ 106,156.61 |
| DMS Special Education Teacher | \$ 104,276.44 |
|                               | <hr/>         |
|                               | \$ 530,829.53 |

- Special Education Transportation is being monitored closely as it has exceeded the budget by \$673,289.

As of February 29, 2024, the Special Revenue estimated budget balances are as follows:

Fund 2800 School Cafeteria Fund - \$ 80,895

- We are expecting to continue to run a deficit in food services due to a required spend-down of the program's existing fund balance of just over \$113,000 which has been partially encumbered.

Fund 2820-2826 School Federal Grant Funds \$ 0

- The budget balances reported reflect projects that are currently being worked on by the District and have been approved by the NH-DOE.

Fund 3830 School Facilities Fund - \$ 22,992

- The deficit balance reflects current expenditures and encumbrances exceeding the revenue collected to date. With over a quarter of the year left, we expect revenue to exceed our budgeted expectations.
- This fund carries a fund balance annually, and we monitor its ability to collect outside use fees and student fees versus its ability to pay out for minor improvements/repairs to the district's parking lots, grounds, and buildings.

**DOVER SCHOOL DISTRICT**  
**Condition of Accounts - February, 2024**

**DISTRICT-WIDE Expenditures**

| Account                                                      | Description                               | Budget               | YTD Transactions     | Balance              | Encumbrance          | Budget Balance      |
|--------------------------------------------------------------|-------------------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| 1100                                                         | REGULAR EDUCATION PROGRAMS                | \$ 26,125,781        | \$ 13,972,371        | \$ 12,153,410        | \$ 11,251,597        | \$ 901,813          |
| 1200                                                         | SPECIAL EDUCATION PROGRAMS                | \$ 19,647,578        | \$ 10,688,510        | \$ 8,959,068         | \$ 7,890,370         | \$ 1,068,698        |
| 1300                                                         | VOCATIONAL EDUCATION PROGRAMS             | \$ 2,556,993         | \$ 1,616,343         | \$ 940,650           | \$ 1,196,745         | \$ (256,095)        |
| 1400                                                         | OTHER EDUCATIONAL PROGRAMS                | \$ 750,627           | \$ 465,695           | \$ 284,932           | \$ 192,328           | \$ 92,604           |
| 1600                                                         | ADULT/CONTINUING EDUCATION PROGRAMS       | \$ 266,203           | \$ 177,158           | \$ 89,045            | \$ 83,060            | \$ 5,985            |
| 2100                                                         | SUPPORT SERVICES - Students               | \$ 5,583,719         | \$ 2,878,929         | \$ 2,704,790         | \$ 2,327,734         | \$ 377,056          |
| 2200                                                         | SUPPORT SERVICES - Instructional Staff    | \$ 2,155,379         | \$ 975,917           | \$ 1,179,462         | \$ 602,861           | \$ 576,601          |
| 2300                                                         | SUPPORT SERVICES - General Admin.         | \$ 1,817,324         | \$ 1,283,478         | \$ 533,846           | \$ 576,929           | \$ (43,083)         |
| 2400                                                         | SUPPORT SERVICES - School Admin.          | \$ 3,396,240         | \$ 2,333,741         | \$ 1,062,499         | \$ 1,172,535         | \$ (110,036)        |
| 2600                                                         | SUPPORT SERVICES - Operation Maint/Plant  | \$ 5,576,615         | \$ 3,759,832         | \$ 1,816,783         | \$ 1,806,643         | \$ 10,140           |
| 2700                                                         | SUPPORT SERVICES - Student Transportation | \$ 3,919,541         | \$ 2,619,072         | \$ 1,300,469         | \$ 2,075,086         | \$ (774,617)        |
| 2800                                                         | SUPPORT SERVICES - Centralized Services   | \$ 1,860,646         | \$ 1,221,867         | \$ 638,779           | \$ 353,568           | \$ 285,211          |
| 2900                                                         | SUPPORT SERVICES - Other                  | \$ 32,295            | \$ 33,705            | \$ (1,410)           | \$ -                 | \$ (1,410)          |
| 5200                                                         | FUND TRANSFERS OUT                        | \$ 1,369,573         | \$ -                 | \$ 1,369,573         | \$ 25,000            | \$ 1,344,573        |
| 6900                                                         | SCHOOL DEBT - Principal & Interest        | \$ 6,307,427         | \$ 1,856,081         | \$ 4,451,346         | \$ 4,451,346         | \$ 0                |
| <b>TOTAL GENERAL FUND EXPENDITURES:</b>                      |                                           | <b>\$ 81,365,942</b> | <b>\$ 43,882,699</b> | <b>\$ 37,483,243</b> | <b>\$ 34,005,802</b> | <b>\$ 3,477,441</b> |
| <b>TOTAL FOOD SERVICES EXPENDITURES:</b>                     |                                           | <b>\$ 1,729,405</b>  | <b>\$ 1,059,838</b>  | <b>\$ 669,567</b>    | <b>\$ 750,461</b>    | <b>\$ (80,895)</b>  |
| <b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:</b> |                                           | <b>\$ 11,827,992</b> | <b>\$ 3,649,526</b>  | <b>\$ 8,178,465</b>  | <b>\$ 3,735,043</b>  | <b>\$ 4,443,422</b> |
| <b>Summarized Condition of District Expenditures:</b>        |                                           | <b>\$ 94,923,339</b> | <b>\$ 48,592,064</b> | <b>\$ 46,331,275</b> | <b>\$ 38,491,305</b> | <b>\$ 7,839,969</b> |

**DISTRICT-WIDE Revenue**

| Account                                                 | Description                              | Budget               | YTD Transactions     | Balance              | Encumbrance | Budget Balance       |
|---------------------------------------------------------|------------------------------------------|----------------------|----------------------|----------------------|-------------|----------------------|
| 01311.3410                                              | TUITION - REGULAR FROM PARENTS           | \$ -                 | \$ 21,510            | \$ (21,510)          | \$ -        | \$ (21,510)          |
| 01314.3390                                              | TUITION - SUMMER SCHOOL, ELEME           | \$ -                 | \$ -                 | \$ -                 | \$ -        | \$ -                 |
| 01314.3390                                              | TUITION - SUMMER SCHOOL, DHS             | \$ -                 | \$ -                 | \$ -                 | \$ -        | \$ -                 |
| 01321.3390                                              | TUITION - OTHER NH DISTRICTS             | \$ 63,490            | \$ 65,598            | \$ (2,108)           | \$ -        | \$ (2,108)           |
| 01321.3390                                              | TUITION - BARRINGTON                     | \$ 3,202,591         | \$ 2,272,889         | \$ 929,702           | \$ -        | \$ 929,702           |
| 01321.3390                                              | TUITION - NOTTINGHAM                     | \$ 1,743,812         | \$ 720,395           | \$ 1,023,417         | \$ -        | \$ 1,023,417         |
| 01321.3390                                              | TUITION - PRESCHOOL PROGRAM              | \$ 10,000            | \$ 6,084             | \$ 3,916             | \$ -        | \$ 3,916             |
| 01321.3390                                              | TUITION - BELLAMY ACADEMY                | \$ 244,640           | \$ 284,199           | \$ (39,559)          | \$ -        | \$ (39,559)          |
| 01322.3390                                              | TUITION - SPED AIDES                     | \$ 285,000           | \$ 103,978           | \$ 181,022           | \$ -        | \$ 181,022           |
| 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            | \$ 14,320            | \$ 15,680            | \$ -        | \$ 15,680            |
| 01420.3410                                              | ATHLETIC TRANSPORTATION DHS              | \$ 104,000           | \$ 66,501            | \$ 37,499            | \$ -        | \$ 37,499            |
| 01980.3599                                              | MISC REVENUE                             | \$ -                 | \$ -                 | \$ -                 | \$ -        | \$ -                 |
| 01990.3599                                              | OTHER LOCAL REVENUE DW                   | \$ 38,000            | \$ 2,363             | \$ 35,637            | \$ -        | \$ 35,637            |
| 03190.3700                                              | STATE ADEQUATE EDUCATION GRANT           | \$ 13,834,227        | \$ 9,699,859         | \$ 4,134,368         | \$ -        | \$ 4,134,368         |
| 03210.3700                                              | SCHOOL BUILDING AID                      | \$ 383,462           | \$ 191,731           | \$ 191,731           | \$ -        | \$ 191,731           |
| 03230.3700                                              | SPECIAL EDUCATION AID (CATASTROPHIC AID) | \$ 1,528,662         | \$ 1,432,572         | \$ 96,090            | \$ -        | \$ 96,090            |
| 03241.3700                                              | CTE TUITION AID                          | \$ 431,092           | \$ 454,085           | \$ (22,993)          | \$ -        | \$ (22,993)          |
| 03242.3700                                              | CTE TRANSPORTATION AID                   | \$ 3,000             | \$ 1,483             | \$ 1,517             | \$ -        | \$ 1,517             |
| 03290.3700                                              | OTHER RESTRICTED STATE AID               | \$ 15,901            | \$ 40,717            | \$ (24,816)          | \$ -        | \$ (24,816)          |
| 04210.3599                                              | INDIRECT COST ALLOCATION                 | \$ 171,000           | \$ 111,671           | \$ 59,329            | \$ -        | \$ 59,329            |
| 04220.3599                                              | ABE ALLOCATION                           | \$ 43,000            | \$ 24,476            | \$ 18,524            | \$ -        | \$ 18,524            |
| 04580.3311                                              | MEDICAID DISTRIBUTION                    | \$ 200,000           | \$ 36,014            | \$ 163,986           | \$ -        | \$ 163,986           |
| 05251.3918                                              | FUND TRANSFERS IN                        | \$ -                 | \$ -                 | \$ -                 | \$ -        | \$ -                 |
| <b>TOTAL GENERAL FUND REVENUE:</b>                      |                                          | <b>\$ 22,501,877</b> | <b>\$ 15,550,446</b> | <b>\$ 6,951,431</b>  | <b>\$ -</b> | <b>\$ 6,951,431</b>  |
| <b>TOTAL FOOD SERVICES FUND REVENUE:</b>                |                                          | <b>\$ 1,729,405</b>  | <b>\$ 960,936</b>    | <b>\$ 768,469</b>    | <b>\$ -</b> | <b>\$ 768,469</b>    |
| <b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:</b> |                                          | <b>\$ 11,827,992</b> | <b>\$ 3,443,291</b>  | <b>\$ 8,384,700</b>  | <b>\$ -</b> | <b>\$ 8,384,700</b>  |
| <b>Summarized Condition of District Revenue:</b>        |                                          | <b>\$ 36,059,274</b> | <b>\$ 19,954,673</b> | <b>\$ 16,104,601</b> | <b>\$ -</b> | <b>\$ 16,104,601</b> |

|                                        | Budget           | Actual + Enc          |
|----------------------------------------|------------------|-----------------------|
| General Fund Supporting Revenue Total: | \$ 22,501,877    | \$ 15,550,446         |
| State Wide Property Tax:               | \$ 7,120,667     | \$ 7,120,667          |
| Local Property Tax:                    | \$ 51,759,299    | \$ 51,759,299         |
| TOTAL GF Revenue:                      | \$ 81,381,843    | \$ 74,430,412         |
| TOTAL GF Expenditure:                  | \$ (81,365,942)  | \$ (77,888,501)       |
| <b>Ending GF Fund Balance:</b>         | <b>\$ 15,901</b> | <b>\$ (3,458,088)</b> |
| TOTAL FS Revenue:                      | \$ 1,729,405     | \$ 960,936            |
| TOTAL FS Expenditures:                 | \$ (1,729,405)   | \$ (1,810,300)        |
| <b>Ending FS Fund Balance:</b>         | <b>\$ -</b>      | <b>\$ (849,364)</b>   |
| TOTAL Other SR Fund Revenue:           | \$ 11,827,992    | \$ 3,443,291          |
| TOTAL Other SR Fund Expenditures:      | \$ (11,827,992)  | \$ (7,384,569)        |
| <b>Ending Grant Fund Balance:</b>      | <b>\$ -</b>      | <b>\$ (3,941,278)</b> |

|                                     |                   |
|-------------------------------------|-------------------|
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## SECOND READING - REVISIONS

### CROWD FUNDING

#### A. Purpose and General Policy Statement.

The purpose of this policy is to establish and regulate parameters for use of crowdfunding or other forms of online fundraising and solicitations for classroom, school or district programs.

The School Board recognizes that crowdfunding campaigns and other forms of online fundraising have become an increasingly popular method by which ~~teachers~~ educators and school-sponsored activity groups, or organizations can procure funding for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide may be a benefit for District programs and classrooms. The Board further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the District can subject both the District and its employees to significant potential legal liability.

For purposes of this policy, "crowdfunding" is the practice of using online sites (e.g., donorschoose.org, classful.com, etc.) to solicit donations, whether monetary or in-kind, on behalf of the School District including any class, extra/co-curricular program. A crowdfunding campaign is considered "to be on behalf of the School District" if it uses imagery, logos or language that would lead a reasonable person to believe that (1) the School District or any school within the District, or program/activity of a school within the District, is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the District.

#### B. Unapproved Crowdfunding Prohibited.

Crowdfunding on behalf of the District is prohibited unless undertaken by an employee or school-sponsored organization with prior written approval under this policy. No public action toward initiating a crowdfunding campaign on behalf of the District may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the District. Students are permitted to participate in publicizing an employee's approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the District. Employees or students who participate in crowdfunding on behalf of the District are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the District; using a District email address, school name, logo, or mascot; or linking to or referencing any school website, social media site, platform, or account associated with the District.

Approved crowdfunding campaigns will operate in compliance with all laws and other Board policies and regulations.

#### C. Crowdfunding Request and Approval Procedures.



|                                            |                          |
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1. **Crowdfunding Requests.** Any request for approval of a crowdfunding campaign shall be in writing and shall include the following information:
  - a. the employee's name, job title, school, and email address;
  - b. the approved crowdfunding website to be used;
  - c. the nature and quantity or amount of donations being requested;
  - d. the classroom, program, or activity to be benefitted and the educational purpose to be served;
  - e. the exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included;
  - f. the start and end dates of the crowdfunding campaign; and
  - g. a statement of recognition by the requester that any proceeds of the campaign are school property.

The Superintendent may create and make available a form, which may be online, to be used for such requests.

## 2. **Approved Crowdfunding Sites**

The Superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must (1) be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct and (2) have a policy requiring all donations on behalf of the District to go directly to the District. The Superintendent/designee shall encourage using sites focused on K-12 education.

If no site meets these requirements or the Superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

3. **Approval Process.** Notwithstanding anything to the contrary in Board policy KCD, Gifts, and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.

- a. **Review by the Building Principal. To be eligible for approval under this policy, employees must submit in writing a fully completed approval request form to the building Principal. Notwithstanding any contrary provision in Board policy KCD, the Building Principal has authority to approve proposed campaigns seeking a dollar value up the amount of \$500. Regardless of the amount sought to be donated, the Building Principal has the authority to deny a proposed campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Building Principal, the proposed campaign would produce unacceptable inequity in the educational environment.**

**If a proposed campaign seeks a dollar value in excess of \$500, and the**

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building Principal believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the building Principal shall refer the proposed campaign to the Superintendent or designee.

- b. a. Review by the Superintendent.** The Superintendent or designee shall review the referred approval request forms and seek additional information about proposed campaigns as appropriate. The Superintendent or the Superintendent's designee has the authority to approve proposed campaigns seeking a dollar value of up to ~~\$500~~ **\$2,500**. Regardless of the amount sought to be donated, the Superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

Consistent with Board policy KCD, if a proposed campaign seeks a dollar value in excess of ~~\$500~~ **\$2,500**, and the Superintendent or designee believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the Superintendent or designee shall refer the proposed campaign to the Board.

- c. b. Review by the Board.** Subject to the requirements of ~~RSA 198:20-b~~, only Board policy KCD the Board has the authority to approve a campaign that seeks a dollar value in excess of ~~\$500~~ **\$2,500, although pursuant to RSA 198:20-b, unanticipated funds of \$20,000 or more also require a public hearing before acceptance. After considering the Superintendent's or designee's recommendation, the Board will decide whether to approve or deny the proposed campaign.**

**4. Criteria of Approval of Crowdfunding Requests.** Crowdfunding requests will not be approved unless the proposed campaign:

- a. meets all requirements of applicable Board policies and administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable state or federal laws or regulations;
- b. uses a crowdfunding site that has been approved by the Superintendent pursuant to Section C.2, above;
- c. is consistent with the District's approved curriculum;
- d. does not create significant disparities or inequities among similarly situated students;
- e. does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
- f. seeks donations that are compatible with the District's Data and Privacy Governance Plan, as confirmed by the District's Director of Technology or designee.
- g. has a specific, pre-determined beginning and ending date;

|                                            |                          |
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- h. does not disparage the District or any of its buildings, programs, representatives, employees, or students;
- i. does not include pictures or the identifying or confidential information of any District student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form;
- j. furthers the educational mission of the school and is not used for the unrelated personal gain of any individual;
- k. does not result in donations being delivered directly to the requester;
- l. is not contingent on the District matching funds or making any expenditure;
- m. does not request food or beverage items inconsistent with the District's Wellness Policy JLCF;
- n. does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve their IEP goals, or the participation of students with disabilities in any school program.

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The Board reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time.

#### **D. Receipt and Allocation of Donations**

All monetary donations will be made payable to and deposited into an account designated by the SAU business office. All in-kind donations must be inventoried in accordance with Board policy and District procedures.

All donations, regardless of their form, obtained through crowdfunding on behalf of the District are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained. Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The Board reserves the right to transfer donations to a different use at the Board's sole discretion.

#### **E. Record Keeping**

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the Superintendent or Building Principal detailing how the donations were used and how students benefited. Such records will be forwarded to the District's business office.

*Policy History:*

*Policy Adopted – November 14, 2022*



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## SECOND READING - REVISIONS

### ACADEMIC INTEGRITY AND HONESTY

- A. **Statement of Policy.** All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.
- B. **Prohibited Behavior.** In addition to any standards or rules established by individual classroom teachers, the following behaviors are in violation of the standards of academic integrity and honesty and are specifically prohibited:
1. **Cheating.** Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
  2. **Improper Use of AI Tools.** Improper use of artificial intelligence ("AI") tools (e.g., ChatGPT, Google Bard, Harvey.AI, etc.) is use which is inconsistent with the purpose, spirit, or specific instructions for assigned school work or homework. Students may only use AI tools in accordance with the teacher's specific instructions or pre-existing class, school or District guidelines. When use is permitted, students must state their use of the AI tools and, where applicable, find a legitimate, independent source to cite information. Teachers will provide general instructions related to the acceptable use of AI tools, but students are expected to obtain clarification from the teacher if they are uncertain of whether, and how, AI tools may be used on any given assignment.
  3. **2. Plagiarism.** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. ~~The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, or electronic sources.~~ Sources of work that must be cited or otherwise acknowledged in order to avoid plagiarism include, but are not limited to, books, articles, websites, work of classmates/others, and AI tools (such as ChatGPT, Google Bard, Harvey.AI, etc.). Teachers should provide clear instructions related to the applicable standards of attribution and citation for a given assignment, but students are expected to obtain clarification from the teacher if they are uncertain of the applicable standards.

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4. ~~3.~~ Academic Misrepresentation. Academic misrepresentation occurs when a student has another student or individual substitute for ~~himself or herself~~ **themselves** during the taking of a test or other assessments.
5. ~~4.~~ Academic Collusion. Academic collusion is the sharing of test or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
6. ~~5.~~ Dishonesty in Papers or Other Academic Work. Dishonesty in papers ~~entails using a writing service or having someone else write a paper for the student. All work submitted for a course must be the student's own original work unless the sources are cited, or other academic work occurs when one submits work prepared by a writing service, an AI tool, or any another person. All work submitted for a course must be the student's own original work unless the sources are cited, or are otherwise in compliance with the teacher's instructions, or school or District guidelines.~~
7. ~~6.~~ Self-Plagiarism (Work Done for One Course and Submitted in Another). Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.
8. ~~7.~~ Unfair Academic Advantage. Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.
9. Facilitating academic dishonesty. Facilitating academic dishonesty occurs when one student completes an academic activity (e.g., homework, test, paper, etc.) for another student, or collaborates with another student on an academic activity when instructions have called for independent work.
10. ~~8.~~ Other Academic Dishonesty. This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smart phones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

**C. Consequences.**



|                                     |                  |
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~~The disciplinary consequences for violations of this policy shall be consistent with Board Policy Student Discipline and Due Process JICD and the Student Code of Conduct. For high school students, violations of academic integrity and honesty are cumulative during the student's high school years.~~

**The disciplinary consequences for violations of this policy shall be consistent with Board policy and the Student Code of Conduct JIC. The minimum consequence could be a zero relative to the specific assignment, test or quiz, and a conference with the student's parent/guardian. The Superintendent or designee shall list in the applicable Code of Student Conduct the specific range of additional consequences that may be imposed on a student for violations of this policy. For a high school student, violations of academic integrity and honesty are cumulative during the student's high school years.**

*Policy History:*

*Policy Adopted – November 14, 2022*

## RESOLUTION

### RE: ACCEPTANCE OF FUNDS TO THE DOVER HIGH SCHOOL GENERAL SCHOLARSHIP TRUST FUND

- WHEREAS:** The Dover School Board has promulgated policy IKG, Establishment of Scholarships; and
- WHEREAS:** Policy IKG states, "Once the School Board authorizes the establishment of a scholarship, a resolution shall be submitted to the Dover City Council for approval and acceptance of the scholarship funds. Upon City Council approval, the donated scholarship funds will be immediately turned over to the City of Dover, Trustees of Trust Funds"; and
- WHEREAS:** The Dover School Board approved the establishment of the "Dover High School General Scholarship Trust Fund" on December 10, 2018, which was also subsequently approved by Dover City Council on January 23, 2019, for the purpose of accepting donations from other scholarship funds determined to be too small to generate sustainable annual scholarship awards; and
- WHEREAS:** An annual award through The Town Fair Tire Foundation, Inc., a contribution in the amount of four thousand dollars (\$4,000) was received for the 2024 Vocational School Toolship Award, of which funds will be held in the Dover High School General Scholarship Trust Fund; and

**NOW, THEREFORE, BE IT RESOLVED THAT** the Dover School Board approves the donation of \$4,000 and requests that the Trustees of the Funds accept same, to be held in trust, administered, and expended consistent with the written donation letter, namely for the purpose of awarding four (4) scholarships in the amount of \$1,000 each and said funds to be held in common by the City of Dover Trustees of Trust Funds. The intent of the donated funds is to provide an annual scholarship award to two (2) male and two (2) female students enrolled in any Career Technical Center program at Dover High School, selected by teachers based upon financial need and excellence in school, to purchase items needed for their new career. Assuming acceptance of the donated funds, the principal and any investment income to the 2024 Vocational School Toolship Award will be disbursed upon written request from the Principal of Dover High School to the City of Dover Trustees of Trust Funds.

**SUBMITTED BY:**

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Robin Trefethen, Chairperson

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Carolyn Mebert, Vice Chairperson

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Michelle Clancy, Secretary

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Maggie Fogarty

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Elizabeth Goldman

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Micaela Demeter

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Craig Flynn

## RESOLUTION

### RE: TRANSFER FUNDS TO THE ELEMENTARY SCHOOL HVAC UPGRADE CIP PROJECT

WHEREAS: The Dover School Board approved the elementary schools' HVAC upgrades at Woodman Park Elementary School and Frances G. Hopkins Elementary School at Horne Street in the total amount of \$4,428,600 on September 25, 2023; and

WHEREAS: There are appropriated ESSER III funds in the amount of \$3,434,973 and existing CIP appropriations in the amount of \$600,000 for the total of \$4,034,973, the Dover School Board has identified the need for additional funds to complete the elementary schools' HVAC upgrades in the amount of \$393,627; and

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 amount of \$393,627 to be appropriated for the Elementary Schools' HVAC upgrade CIP project and the financing source to be from the School Facilities Capital Reserve Fund.

| Description                        | Appropriation | Funding                           | Fund  |
|------------------------------------|---------------|-----------------------------------|-------|
| Building Systems – Elementary HVAC | \$393,627.00  | School Facilities Capital Reserve | Trust |

SUBMITTED BY:

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Robin Trefethen, Chairperson

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Carolyn Mebert, Vice Chairperson

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Michelle Clancy, Secretary

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Maggie Fogarty

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Elizabeth Goldman

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Micaela Demeter

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Craig Flynn

March 11, 2024

Cristiane Scott (Doctoral Student)

Dr. Suzanne Graham (Faculty)

### **Title of the Project:**

Pilot project – *An Exploration of Teacher Self-Awareness Using SRIS and Interviews*

### **What is Being Investigated**

With a growing need for teachers to recognize the value of diversity, promote inclusion, and support equity in the classroom, it is important for schools and teacher education programs to understand the impact of teacher self-awareness on teaching and learning, promote teacher agency, and offer more opportunities for prospective teachers to engage in practices that promote self-awareness. In the general population, self-awareness has been linked to improving communication, decision-making, and leadership skills, which may lead to better relationships, enhanced cognition, and more purposeful outcomes (Carden, Jones, & Passmore, 2022). It has also been positively linked to well-being. Over the last decades, there have been efforts to measure and study self-awareness and its related constructs, including rumination – which has been found to negatively impact constructive self-reflection and self-awareness (Bucknell, Kangas, & Crane, 2022). Yet teachers continue to be severely under-represented in studies that explore self-awareness measurement tools, as efforts are more concentrated on the psychology, medical, and business management fields. This pilot study aims to explore the *Self-reflection and Insight Scale*, SRIS, (Grant, Franklin, & Langford, 2002) in the teaching population. The SRIS was developed in the field of coaching psychology and was designed to measure self-awareness constructs like *self-reflection* and *insight*. The self-reflection construct has evaluative qualities (Silvia, 2021). And, the *insight* construct is also referred to as *internal awareness* by Grant, Franklin, and Langford, (2002). Our objective in this pilot study is to explore the tool itself and determine its potential for use in educational research. To that end, we will survey teachers and use the results for exploratory purposes, primarily to explore variability in responses. In addition, interviews will be conducted to understand teachers' descriptions of their own experiences.

*Research Questions:* Is there a relationship between teacher reported time spent on reflection practices and self-awareness? Is there variability in the SRIS results? If so, what characteristics (e. g., gender, years of experience, education level, time spend revising lessons in

hours) predict variability in self-awareness? How do teachers with various levels of self-awareness, as measured with SRIS, describe their reflection practices and work experiences?

### **Rationale for Investigating this Issue**

Good teaching requires extensive content knowledge and pedagogical skills, and it benefits from having a clear understanding of one's own relationship with *oneself* and with others. Many of these skills are accumulated through extensive and rigorous coursework, classroom practice, self-reflection, and commitment to continuing learning. In theory, the culmination of these efforts presents itself in professional expertise and teacher self-awareness. Studies focusing on measuring aspects of teacher self-awareness are needed to support understanding of constructs that contribute to teacher's awareness and increase efforts to promote teacher's agency as they engage in reflection and self-evaluative practices – efforts that may have an impact in the classroom. This pilot study aims to explore SRIS in the teacher population. The SRIS (Grant, Franklin, & Langford, 2002) is an updated version to the *Private Self-Consciousness Scale* (PrSCS) developed by Fenigstein, Scheier, & Buss (1975) in the field of social psychology, which was largely informed by the *Theory of Objective Self Awareness* formulated by Shelley Duval and Robert A. Wicklund (1972). The SRIS was tested and validated in different settings, such as, coaching, health, business management, among others. Donovan, Güss, and Naslund (2015) tested a slightly edited version of SRIS with similar results. Newer studies have tested SRIS with modifications and in relation to other constructs, such as Sutton (2016) and Bucknell, Kangas, & Crane (2022). For this pilot we will use the Donovan, Güss, and Naslund (2015) version of the SRIS.

### **Project Description and Plan**

- The goal of this pilot is to examine SRIS results in the teacher population and explore and revise interview questions to inform the next level of data collection.
- *Setting*: For this pilot, we will select a few schools to send letters about the project to principals and invite teachers' participation.
- *Participants*: The goal is to collect surveys from 35 to 50 classroom teachers for this pilot. We will continue to send out invitations to new potential participants until the planned number of completed surveys received is achieved. From those who complete the survey, a group of 6 to 10 teachers, preferably from different schools and backgrounds, will be selected for interviews of about 45 minutes.



- *Data collection:*
  - Survey that includes SRIS and teacher demographics (gender, race/ethnicity, years of teacher experience, level of education, school location and percent of students receiving free or reduced lunch (SES).
  - Interview that includes the following questions: Looking back, what inspired you to teach? How would you describe your experience as a teacher? How would you describe the time you spend thinking about your lessons? Thinking about your teacher education program in relation to your experience, how would you describe your education program and training relevance to your practice?
    - These interview questions are meant to create a narrative that may offer information about the survey without directly reminding participants about their survey responses. It is also a way to expand exploration of teachers' experiences and compare/contrast it against SRIS results in various levels.

#### **Roles of faculty and student participants**

- Dr. Suzanne Graham (Faculty) – Co-investigator. Certification of process, review of process, orientation, review of results, etc.
- Cristiane Scott (Student) – Principal Investigator. IRB application, contact participants, data collection, analysis, and initial write-up of results, etc.

#### **Hoped for outcomes**

Ultimately, the expectation is that this pilot study helps to inform the next phase of the study. With the survey, we want to be able to compare the results with the results obtained by Donovan, Güss, & Naslund, (2015). We hope that the interviews will provide insight about aspects of the survey results.

#### **Plan for public presentation**

We will submit a proposal to present the results at the annual NEERO conference (May 2025). Depending on the findings, we will also submit a proposal to present the results at the AERA annual meeting (April 2025).

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## PREFACE

The Dover School District, SAU 11 in Dover, NH serves approximately 3,700 students, 360 professionals, and 170 paraeducator staff supporting five schools: Dover High School and Regional Career Technical Center, Dover Middle School, Garrison Elementary School, Frances G. Hopkins School at Horne Street School, and Woodman Park School.

Quality professional development focusing on student success and achievement requires the establishment of a learning environment serving both the educators in schools as well as the students. A quality learning environment espouses that learning is a lifelong activity, and in that spirit, educators in schools must model and share their learning as part of a teaching-learning relationship with students.

The expectation of Dover's Professional Development Master Plan is that educators will work collaboratively with peers to develop deeper understandings of learning and its impact to student achievement. All educators will work on a continuous, systematic approach to create an area of inquiry with student achievement at its core; make and implement the plan that embeds professional development as a teaching/classroom activity; collect and assess data collaboratively; and evaluate and share their learning to a larger audience.

In one of 16 key research findings in the National Staff Development Council's report entitled, *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*, they found that "While teachers need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning, most professional development opportunities in the U.S. are much shorter." The report also points out that collaboration amongst teachers and embedding their professional development into their classroom experience were essential to their growth as a learner and teacher.

Dover currently has major curriculum initiatives in math, language arts and writing across the curriculum to address New Hampshire College and Career Ready standards. Additionally, the district is creating structures to implement Multi-Tiered Systems of Support, including the associated integration of technology needed. It is the intent that this master plan will allow staff to integrate their personal growth and professional development with current and future district/school initiatives through a collaborative process with colleague's classroom experience, reflection, and analysis.

**DOVER SCHOOL DISTRICT  
5 YEAR ACTION PLAN  
2023-2028**

**MISSION:** Empowering ALL Learners!

**VISION:** Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.

**Collective Commitments:**

1. We will be responsible for the success and wellbeing of every student.
2. We will provide a welcoming and safe environment for students, families, staff, and community members.
3. We will provide a challenging, rigorous, and developmentally appropriate curriculum.
4. As professional educators, we will model life-long learning by taking advantage of professional development opportunities.
5. Through our own actions, we will model kindness, understanding, integrity, and respect for all.

**Goals 2023-2028:**

**I. Curriculum**

All students will be provided with aligned, rigorous, and evidence-based instructional materials to prepare them for career, college, and life.

**II. Instruction**

All educators will partner with colleagues to create an instructional climate that values coaching, modeling and a collaborative culture to improve teaching practices.

**III. Assessment**

All educators will use assessment information to improve the achievement of all students.

**IV. Environment**

Educators, students, and parents/guardians will partner to create a positive, engaging, and safe school environment.

**V. Technology**

Teachers and students will use technology to enhance learning.

**Adopted by the Dover School Board on \_\_\_\_\_.**

## **CURRICULUM**

- ◆ Establish full curriculum alignment to include:
  - Awareness of revision cycle process and duties of Curriculum Planning Council.
  - Scope and sequence K-12.
  - Sound transitions between grades and between schools.
  - Adequate resources for sustainability and professional development.

## **INSTRUCTION**

- ◆ Target professional development for new and veteran teachers on best practices, through coaching and modeling.
- ◆ Stress importance of cross curriculum applications of content.
- ◆ Create collaborative teams focused on teaching and learning.

## **ASSESSMENT**

- ◆ Raise the achievement level for all students.
- ◆ Close the achievement gap for SES and Special Education sub-groups.
- ◆ Develop a systematic process of monitoring progress at the classroom, building, and district levels to maximize student achievement.

## **ENVIRONMENT**

- ◆ Enhance sense of community through a positive, engaging school climate.
- ◆ Increase quality, frequency and consistency of parent/guardian involvement and communication strategies.
- ◆ Increase opportunities for students to explore and pursue post-secondary options.

## **TECHNOLOGY**

- ◆ Pursue options to increase technology infrastructure, capacity, and integration.

## **SECTION I** **STATEMENT OF PURPOSE**

The purpose of the Professional Development Master Plan in the Dover School District is to increase educators' knowledge and expand their professional skills to improve the learning experiences of students by acknowledging their varied needs, both in their learning styles and development. Professional development is driven by data from student assessments, and helps educators meet the performance and improvement goals of the district and its schools.

This Master Plan outlines how educators in the Dover School District will improve our professional capacity, while satisfying the New Hampshire requirements for recertification.

The plan provides for professional learning teams whose goals are based on the school and district's improvement goals. We believe that high quality and effective professional development relies on the evaluation of data and other information concerning student learning. Educators are required to

implement research-based educational practices in their teaching and apply knowledge of learning. Collaboration is expected in the establishment of goals, the activities used to meet these goals, and in both the informal and formal assessments of the success of reaching these goals.

Professional development in the Dover School District is based on a job-embedded cycle of inquiry that guides educators in developing goals, carrying out learning activities, collecting data, analyzing data, framing or re-framing key issues or questions, and working together to address these goals through collaborative efforts or field experiences.

#### **Beliefs and Values:**

This Master Plan represents the **beliefs** of the Dover School District and addresses the standards established by the New Hampshire Department of Education. The plan reflects Learning Forwards Standards for Professional Growth:

**Learning Teams:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate for, and create support systems for professional learning.

**Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Data:** Professional learning that increases educator effectiveness and results for all students, using a variety of sources and types of students, educator, and system data to plan, assess, and evaluate professional learning.

**Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**Implementation:** Professional learning increases educator effectiveness and results for all students applies research on change and sustains support for professional learning for long-term change.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students and aligns its outcomes with educator performance and student curriculum standards.

Source: *Learning Forward: Standards for Professional Development*

***The Dover School District believes that professional learning is the link between educator practice and increased effectiveness and results for student learning and achievement.***

The role of this Master Plan is to guide the ongoing process of a collaborative professional learning culture that supports the Dover School District's improvement plan, goals, and strategies. The improvement in educator professional practice and improved student learning outcomes will enable our students to be successful lifelong learners in our complex, information rich, and democratic society.



This plan will assist educators in developing and fulfilling their individual professional development plans by outlining the specific requirements and options. This plan demonstrates a commitment to using data for continuous learning and growth of educators. Recertification becomes a by-product of their growth and commitment.

## **SECTION II**

### **PROFESSIONAL DEVELOPMENT COMMITTEE**

#### **Membership Description:**

##### ***Who is represented on the Professional Development Committee?***

The Professional Development Committee includes a representation of educators, administrators, a board member, and community members. It is recommended that it be no larger than necessary. To that end, members of the committee may represent more than one constituency (i.e., parent/guardian/administrator, teacher/community member, etc.).

- One teacher per building.
- One paraeducator representative.
- At least one educational specialist.
- SAU director(s)
- At least one building principal or designee per level.
- Either superintendent or assistant superintendent.
- Technology representative (optional by request)
- One School Board member (optional by request)
- One community member (optional by request)

##### ***How will members be selected?***

- Teachers are appointed by the Superintendent or designee with recommendations from building administrators.
- Paraeducator representative is appointed by the Dover Tutor, Interventionist, Paraeducator and Aides Association (DTIPA) President.
- Administrators are designated by building principals.
- Community representatives are selected by the administration.
- School Board member appointed by the School Board.

#### **Professional Development Committee Roles/Responsibilities:**

##### ***What are the roles and responsibilities of the Professional Development Committee?***

The Professional Development Committee will determine if the following strategies are improving student learning and performance:

- Collaborative goal setting.
- Student-learning assessment tools.
- Educator professional development.

The Professional Development Committee will formulate and recommend alternative approaches and revise the plan as needed:

- To address student needs.
- To enable staff members to continue to grow professionally.

Additional responsibilities include:

- Data review.
- Feedback collection and review.
- Individual support.
- Approve/refine professional development forms.
- Approve professional staff certification.
- Appeals.

***When, where, and how frequently will the Profession Development Committee meet?***

- The Professional Development Committee will meet quarterly (minimum of twice a year) with a focused purpose to discuss and monitor the plan's implementation, make necessary revision/refinements to the plan, and assess the degree to which the plan accomplishes its stated purpose.
- Additional meetings will be added as needed.
- Subgroups may meet more frequently as needed.

**Plan Development:**

The function of the Professional Development Committee is to create, review and revise the Master Plan for professional development. The Master Plan for the Dover School District was created by the members of the Professional Development Committee. The process for approval:

- The first draft of the Master Plan is created by the members of the district's Professional Development Committee.
- The final draft is created and sent to the State of New Hampshire for review and approval.

The Master Plan may be amended in the following manner:

- The Professional Development Committee may adopt amendments with two-thirds of the committee assembled. The amendments must be introduced in writing.
- Amendments approved by the Professional Development Committee shall be submitted to the Superintendent and School Board, who will then act on the proposed amendments.
- Approved changes will be sent to the State Board of Education.
- Provide all staff members with information about the Professional Development Plan.
- Professional development programs and procedures.
- Meet to discuss procedures and professional development issues and questions brought forth by staff.
- Administer and analyze the results of the SAU Needs Assessment.
- The SAU Needs Assessment is a tool for administration to develop school, and district professional development opportunities, as well as the implementation of the Strategic Plan.

### **SECTION III**

#### **DATA COLLECTION, INTERPRETATION AND USE**

##### **Data Collection:**

The Dover School District is committed to student centered approaches to learning that target individual and collective understanding, growth, and proficiency. The following matrix consists of data sources that the district uses to measure student and educator progress, practice, and achievement.

##### **Data Interpretation:**

Generally, decisions are made using this data, but other data/evidence may be used as well. The data may vary from building to building depending on the need.

##### **Data Use:**

The Dover School District is committed to identifying the learning needs of our students. To this end, our Master Plan reflects our commitment to analyze and use the data collected through the system outlined in the following matrix to:

- Evaluate students' performance and identify student learning needs in relation to the: NH Education, Improvement and Assessment Program, NH Curriculum Frameworks and/or the Common Core State Standards (CCSS) and expectations set out by the Dover School District.
- Identify, develop and/or revise district/school/individual level goals which target identified student learning needs and measure of the effectiveness of individual professional development plans.
- Measure the effectiveness of the Professional Development Master Plan in improving student learning by the Professional Development Committee.
- Inform instruction based on analysis of data through the school/district data teams.

The matrix below represents:

- Data/information collected and interpreted for decision-making.
- Methods used for collecting data.
- Persons responsible for data collection, dissemination and interpreting the data.
- Schedule for data collection, dissemination, and interpretation.
- Format and way the data will be made available.
- Procedures and timeline for data use.

| <b>Data Sources:<br/>Identify the types</b> | <b>Collection:<br/>Who collects it?<br/>How often? When?</b> | <b>Analysis:<br/>Who analyzes it?<br/>What is the process?</b>                                                                                                       | <b>Decision Making:<br/>What is information being used for?<br/>How are results reported and to whom?</b>                                                                                             |
|---------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standardized<br/>Testing: SAS</b>        | Spring/Annually                                              | All staff and administration.<br><br>Results are compiled by the state.<br>Results are analyzed at the district level, admin. level, school level, and grade levels. | Data used for instructional development and monitoring student progress over time. Results are reported through the Cambium portal to all parents/guardians and professionals involved with students. |

|                                                                                 |                             |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                 |                             | Results are shared with parents/guardians via parent portal. Electronic copies are stored within the district.                                                                                                                                                                                                                           | Results are used to monitor professional growth and development.                                                                                                                                                                                                                       |
| <b>Standardized Testing: AIMSWEB</b>                                            | Fall, Winter, Spring        | Administrators, educators.<br><br>Results are compiled and analyzed electronically by designated team members and are shared with classroom teachers, parents/guardians, and administrators.                                                                                                                                             | Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.            |
| <b>Standardized Testing: PSAT/SAT</b>                                           | Annually                    | Administrators, educators.<br><br>Results are compiled and analyzed by the College Board. Individual student results are provided to parents/guardians and students. General results are shared with the district and staff.                                                                                                             | Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.            |
| <b>Standardized Testing: Advanced Placement Tests</b>                           | Annually                    | Results are compiled and analyzed by the College Board.<br><br>Individual student results are electronically shared by the College Board.                                                                                                                                                                                                | Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.            |
| <b>Standardized Testing: NAEP (National Assessment of Educational Progress)</b> | Winter                      | Administrators, educators.<br><br>NAEP results are compiled and analyzed at the Federal level.<br><br>Results shared at the district and school level.                                                                                                                                                                                   | Data used for instructional development and monitoring student progress over time. Results are reported in hard copy/electronic form to all parents/guardians and professionals involved with the student. Results are used to monitor professional growth and development.            |
| <b>Standardized Testing: ACCESS</b>                                             | Winter                      | ESOL Educators.<br><br>Results are compiled and analyzed by ESOL educators and are shared with administration, staff, and parents/guardians at individual student conferences.                                                                                                                                                           | Data used for instructional development and monitoring student progress over time. Results are reported to all parents/guardians and professionals involved with students. Results are used to monitor professional growth and development.                                            |
| <b>Standardized Testing: Renaissance Star Enterprise</b>                        | Fall, Winter, Spring        | All admin and staff.<br><br>Depending on the screening tool selected, results may be compiled electronically by the screening company. Results will be analyzed at the district level, admin. level, school level, and grade levels.<br><br>Results are shared with administrators, staff, and parents/guardians at student conferences. | Data used for instructional development and monitoring student progress over time. Results are reported to all parents/guardians and professionals involved with student. Results are used to monitor professional growth and development.                                             |
| <b>Math Learning Center Number Corner Baseline and Assessments K-5</b>          | Fall                        | Classroom teachers, instructional coaches, special educators, ESOL teachers use the results to inform instruction.<br><br>Results are shared with parents/guardians during parent/guardian conferences.                                                                                                                                  | Results are generally reported in a spreadsheet of all professionals involved with student. Results are used to monitor student progress over time, and for individualized student instruction, program revisions and development, and to monitor professional growth and development. |
| <b>Instructional Program Data:</b>                                              | Ongoing throughout the year | Grade 7 – 12 classroom teachers, instructional coaches, special                                                                                                                                                                                                                                                                          | Results are reported through the Student Information System portal. Results are                                                                                                                                                                                                        |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Common Summative Assessments 7 - 12                                                                                                                                                                                                                                                                                                                                                                                                                                |                             | educators, ESOL teachers, and principals meet to analyze and discuss results.<br><br>Results are shared with parents/guardians throughout the year and during parent/guardian conferences.                                                                                                                         | used to monitor student progress over time, and for individualized student instruction, program revisions and development, and to monitor professional growth and development.                                                                                            |
| <b>Classroom Assessments:</b><br>Ongoing Formative Assessment                                                                                                                                                                                                                                                                                                                                                                                                      | Ongoing throughout the year | Classroom teacher, Title I tutors, special educators, ESOL teachers, and instructional coaches collect and analyze student data and meet regularly to discuss individual student results.<br><br>Individual student data is shared with parents/guardians as needed during parent/guardian conferences.            | Results are reported in hard copy to all professionals involved with students. Results are used to monitor student progress over time, and for individualized student instruction, program revisions and development, and to monitor professional growth and development. |
| <b>Student/Staff Profile Data:</b><br>Attendance Data<br>Tardy Data<br>Mobility Data<br>IEP (Individualized Education Program)<br>RTI (Response to Intervention)<br>Intervention Data<br>504 Plans<br>Health Data<br>Free/Reduced Lunch Data<br>High School Drop Out Data<br>Report Card Data<br>Homeless Data<br>School Climate Data<br>Youth Risk Assessment Data<br>Virtual Learning Academy<br>Credit Recovery<br>Alternate Pathways<br>high school completion | Ongoing throughout the year | Data is collected within the School Information System (main office, nurse, guidance). Classroom teacher, Title I tutors, special educators, ESOL teachers, school counselors, reading specialists, behavior specialists, instructional coaches, and principals meet regularly to discuss individual student data. | Results are reported electronically to all professionals involved with students. Results are used to determine what non-academic support may be needed to help a child be successful in school.                                                                           |

#### **SECTION IV**

### **PROCESS AND REQUIREMENTS FOR 3-YEAR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS**

#### **Individual Professional Development Plans and Goals Required of all Educators:**

Teachers and administrators certified by the NHDOE are differentiated as beginning or experienced educators. Individual Professional Development Plans are required for all educators for continuous professional growth that supports their current job assignment and recertification.

All educators credentialed through the New Hampshire Department of Education will develop and complete a 3-year individual Professional Development Plan that uses yearly goals/areas of inquiry that include self-reflection and assessment of student growth.

## **A. Establishing Individual Professional Development Goals and Personal Areas of Inquiry**

The Dover School District values educator self-assessment, goal setting and inquiry; and each educator's professional development goals will be phrased as inquiry questions to guide educators in their professional development. Educators will develop one or more goals based on the Marshall Rubric examination and analysis of student data/information, and the district or school goals/improvement plans. Educators may choose to work together in "Inquiry Groups" based upon shared interest, role, goal, or need. Teachers with multiple endorsements should consider these when establishing their inquiry question(s) with their Inquiry Groups.

The Dover School District staff has three options (individual, collaborative, or hybrid) available to educators to fulfill the professional development requirements for recertification. Each plan option follows a three-year timeline and requires the following steps outlined below:

### **1. Goal Setting/Set Question(s) for Area of Inquiry (August/September)**

- a) Select one of 3 plans: Collaborative, Hybrid or Independent.
- b) Choose an appropriate area of inquiry based on district and school goals.
- c) Develop goals for which evidence will be gathered.
- d) Complete three-year Professional Development Plan form.

### **2. Plan Development (September/October)**

- a) Submit the plan to an administrator or designee by October 1 and schedule a meeting with an administrator or designee.
- b) Refine, expand, or limit the plan based on feedback.

### **3. Plan Implementation (Ongoing October-March)**

- a) Engage in activities and efforts directed towards area of inquiry/goals.
- b) Review research and data.
- c) Organize, analyze, and interpret data to inform practice and focus for professional growth.
- d) Log all activities on Three Year Professional Development Plan form.
- e) Include evidence when applicable (agendas, data, curriculum work, student examples, etc.

### **4. Annual Reflection (March)**

- a) Complete the reflection questions found in the Professional Development Plan packet.
- b) Annual reflective conversation with administrator.
- c) Use data to determine the impact of changes in practice.
- d) Explore adjustments or latest information needed.

### **5. Total Performance Evaluation (March – end of year 3 only)**

- a) Annual reflective conversation with an administrator or designee.

- b) Review professional development work/evidence with administrator/designee: plan, activities log, collaboration, adjustments to practice, impact of adjustments, related data.
- c) Discuss how this will impact practice moving forward.
- d) **Optional** - Share /present gained knowledge (appropriate pieces of your work with appropriate audience)

**B. The following is an enhanced version of the five steps:**

**1. Step one: Goal Setting/Set Question(s) of Inquiry**

At the beginning of each re-certification cycle or during the first year of hire, educators will develop at least one goal or question of inquiry to be approved by the administrator or designee for the successful completion of the educator's Professional Development Plan:

- a) Define an appropriate area of inquiry that addresses each certification and is based on criteria defined in the statement of purpose.

Sample areas of inquiry that educators may pursue include, but are not limited to, the following:

- Researching and sharing new communication/teaching strategies.
- Developing curriculum and subject specific programs/assessments.
- Organizing and implementing workshops and/or schoolwide initiatives.
- Refining skills in technology and web-based instruction.
- Facilitating the implementation of an action research proposal.
- Expanding expertise in a specific subject area.

- b) Develop goals. Quality goals are clear, specific, measurable, and attainable in a set period.
- c) Goals are established at the beginning of the professional development process and are reviewed and revised annually.
- d) Goals are informed by:

- 1. Dover School District Mission Statement and Goals.
- 2. Competencies and Curriculum.
- 3. Instructor Standards and Expectations.
- 4. Learning Walks and Self-assessment
- 5. Content area.
- 6. Best practice.
- 7. Professional experience.
- 8. Student and parent/guardian data and feedback.

**2. Step two: Professional Development Plan Development**

The Dover School District has three options available to educators to fulfill the professional development requirements for recertification.

- a) Select one of the following plans: Collaborative, Hybrid, or Independent. Educators will work collaboratively with a supervisor to develop a plan that follows these guidelines.
- **Collaborative Plan: Common Goal/Inquiry:** The Collaborative option allows a group of colleagues to work together on the same goal/area of inquiry. This provides the opportunity to share experiences and provide support and feedback in the process of enhancing skills and knowledge. It also allows for a wider scope of research and inquiry as it includes multiple classrooms and/or disciplines. Examples of collaborative efforts include literacy development, creating curriculum, or technology exploration. If this option is chosen, part of the plan proposal should include the defined group of collaborators and the specific goal/area of inquiry.
  - **Hybrid Plan: Individual Goal/Inquiry with Collaboration:** The Hybrid option is characterized by a group of professionals, each working on independent areas of inquiry/goals but seeking feedback from a defined group on an ongoing basis. This allows an individual the ability to explore opportunities for research or growth in a specific area of inquiry/goal while receiving ongoing support and feedback from a collaborative group of educators. Appropriately defined groups for collaboration include content areas, grade levels, committee groups, professional learning communities, and blog/discussion boards with the group. If this option is chosen, part of the plan proposal should include the defined group of collaborators and the specific area of inquiry/goal.
  - **Independent Plan: Individual Goal/Inquiry:** The Independent option allows an individual to pursue an area of inquiry/goal independently. An individual may choose to receive feedback/support from colleagues as needed. Educators choosing this plan pursue independent exploration, such as a graduate program, applicable to their content area. If this option is chosen, the plan proposal should include the area of inquiry/goal along with potential collaborative options but does not need to define a group for collaboration.
- b) Submit the plan to an administrator at the beginning of a three-year cycle or during the first year of hire (see Appendix A).
- **Documentation of Professional Learning:** The development of an activities logs documenting job-embedded or formal professional development addressing their goal/area of inquiry.
    - Each educator will develop a body of evidence that documents job-embedded and/or formal professional development addressing their goal/area of inquiry.
    - Each educator will use this method outlined above to provide evidence of their growth in knowledge of subject or field of specialization and learners and learning as they relate to their goal/area of inquiry to increase student achievement.
    - Each educator will document professional learning gained through the completion of job-embedded and/or formal professional development activities.
    - Each educator will reflect on experience and the resulting professional learning.
    - Schedule a meeting with an administrator to review the plan proposal.



- **Approval of Professional Development Plans:** Professional Development Plans follow the Dover School District model outlined in this document. Plans must be approved by the direct supervisor. To secure approval, educators, in collaboration with an administrator, will do the following.
  - Educators submit their plan to their administrator in the fall of the first year of their recertification cycle or the fall of the first year of hire. Review of the plan is scheduled annually until re-certification.
  - The administrator and the educator will review goals/question of inquiry, data, plan for outcome, and determine timeline. The agreed-upon plan is signed by the educator and the designee, and a copy is kept in the educator's personnel file.
  - The educator will have the option to an appeals process for remedying disagreements between the individual submitting the plan and the individual(s) with approval authority.
  - Refine, expand, and/or limit the plan based on reflection and/or feedback received.

### 3. Step three: PD Plan Implementation

- a) Engage in appropriate professional development activities and efforts directed towards area of inquiry/goal.

**Appropriate Professional Development Activities:** The Dover School District recognizes the value of committing to a variety of professional development opportunities (internal and external) for its educators, including, but not limited to the following:

| Activity                                                           | Example                                                                                                                                                                                                                                                             | Evidence                                                                  |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>Action Research</b>                                             | Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting (For example, measuring the effects of the implementation of a new program or specific classroom strategies.) | Research plan. Data collection, analysis, and interpretation of results.  |
| <b>Book Discussion Groups</b>                                      | Engaging in a single discussion or a series of discussions about a book or other professional publications.                                                                                                                                                         | Book titles, meeting dates, attendance lists, discussion notes.           |
| <b>Case Discussions and Lesson Study</b>                           | Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue.                                                                                                      | Videos or description of cases, attendance lists, discussion notes.       |
| <b>Classroom observation process</b>                               | Engaging in conversations about teaching and learning based upon one or more classroom observations.                                                                                                                                                                | Dates on which the process occurred, meeting notes, observation reports.  |
| <b>Creating a "product"</b>                                        | Developing some kind of "product." Products can be something for the classroom, school, or district, such as completing a self-study, participating in a task force, or creating a new form, document, or tool.                                                     | The "product," a log of activities and time, sources of information used. |
| <b>Collaborative Team within a Professional Learning Community</b> | Forming a structured, collaborative, collegial group approach to examining student work to improve                                                                                                                                                                  | Meeting dates, attendance lists, discussion notes, conferences, courses.  |

|                                                                                         |                                                                                                                                                                                                                                                                                                                              |                                                                                                                            |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|                                                                                         | instruction and generating solutions to classroom problems.                                                                                                                                                                                                                                                                  |                                                                                                                            |
| <b>Curriculum development, implementation, adaptation, revision</b>                     | Developing new curriculum, creating new instruction units, lessons, materials, and strategies, or tailoring existing ones to meet the learning needs of students.                                                                                                                                                            | Curriculum documents, lesson plans, log of activities and time.                                                            |
| <b>Collaboratively examining student work and student thinking, scoring assessments</b> | Carefully analyzing student work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials.                                                                                                                                     | Copies of the student work, which was examined, meeting dates, discussion notes.                                           |
| <b>Immersion in inquiry</b>                                                             | Engaging in the kinds of learning that teachers are expected to practice with their students (e.g., inquiry-based science investigations or mathematical problem solving.)                                                                                                                                                   | Materials, logs of activities, notes.                                                                                      |
| <b>Independent study</b>                                                                | Engaging in the study of a specific topic of interest either on one's own or as part of a formal university or college degree program.                                                                                                                                                                                       | Description of the study, log of activities, paper, projects transcripts, institutes.                                      |
| <b>Partnerships</b>                                                                     | Working in a collaborative partnership with a business, industry, university, or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills.                                                              | Log of activities, materials, projects, lesson plans.                                                                      |
| <b>Professional learning presenter</b>                                                  | Creating and/or presenting learning experiences for other educators.                                                                                                                                                                                                                                                         | Description of the presentation, copies of materials, dates, lists of participants, video, or audio tape of presentations. |
| <b>Professional networks</b>                                                            | Linking educators with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods to provide support and to identify and address shared problems.                                                                                            | Names of participants, log of contacts, notes.                                                                             |
| <b>Study Groups</b>                                                                     | Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g., block scheduling, cooperative learning, multiple intelligences, etc.)                                                                                                                              | Meeting dates, agendas, discussion notes, materials.                                                                       |
| <b>Courses, seminars, workshops, and conferences</b>                                    | Engaging in learning in a formal environment potentially leads to an additional degree.                                                                                                                                                                                                                                      | Transcripts, reflections, sharing of learning.                                                                             |
| <b>Grant Writing</b>                                                                    | Grants written that required the educator to increase their knowledge of issues relating to teaching and learning, may qualify for professional development. (The finished product, whether accepted or not, should have an impact on individual professional growth, SAU/building needs, and/or improved student learning.) | Copy of the grant and supporting documents.                                                                                |
| <b>Mentoring/Coaching</b>                                                               | Serving as a formal mentor/coach for another educator or participating as a recipient of formal mentoring/coaching by another educator.                                                                                                                                                                                      | Meeting dates, agendas, discussion notes, materials.                                                                       |
| <b>Professional Writing</b>                                                             | Using writing to share your own professional learning through both informal and formal publication.                                                                                                                                                                                                                          | Copies of written documents.                                                                                               |
| <b>New Teacher Induction</b>                                                            | Participating in the formal New Teacher Induction Program.                                                                                                                                                                                                                                                                   | Meeting dates, agendas, discussion notes, materials.                                                                       |

#### **4. Step four: Annual Reflection, Review & Documentation of Evidence of Learning**

The plan's intention is for the educator to regularly reflect on their professional growth and how it is impacting student learning. The annual review will consist of educators completing the Annual Review and Reflection Form (see Appendix B) and engaging in a conversation with their administrator, focusing on their professional development work and activities over the past year as outlined below.

#### **5. Step five: Total Performance Evaluation**

**Approval of Plan Completion:** When the educator feels the educator has completed the professional development cycle as outlined in this plan, the educator will meet with their supervising administrator to share work and evidence of growth. This meeting will take place no later than April of the year when the educator's certification expires. Based on the approved plan, the educator will review with the administrator the body of evidence demonstrating the progress toward the completion of the plan.

The administrator will determine if adequate progress has been made on the plan. If more work needs to be done on the plan, the feedback will include a date for a follow-up meeting to review progress on the items outlined in the feedback.

Evidence of progress/results will be reviewed and will be evaluated based on progress made on the goals set in the educator's plan. This may include, but is not limited to, the following:

- a) Multiple data sources
- b) Observations
- c) Student performance data
- d) Student and parent/guardian feedback
- e) Instructor self-assessment
- f) Evidence of collaboration

#### **C. Professional Development Activities and Evidence**

Educators in the Dover School District will engage in high quality job-embedded professional learning (JEPD), which is defined as professional learning that is:

1. Grounded in daily professional practice and designed to enhance educators' content-specific knowledge of best professional practices to improve student learning and achievement.
2. Primarily school or classroom based and is integrated into the workday, consisting of educators assessing and finding solutions for authentic and immediate problems of professional practice as part of a cycle of continuous improvement.
3. A shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active educator involvement in cooperative, inquiry-based work.
4. Aligned with state standards for student academic achievement and any related district and school improvement goals.

*(Adapted from Learning Forward)*

The value of job-embedded professional learning lies in its transformational power. It can contribute to the development of all educators within a school or team by generating conversations about their professional practice and its impact on student achievement. Job-embedded professional learning taps into and respects the accumulated knowledge of the professionals engaged in the practice.

Professional learning activities may take place across a variety of environments and structures: PLC, departments, teams, professional development focus groups, instructional coaching. Some activities may be completed individually. Teachers may also participate in traditional learning activities, such as workshops, courses, and conferences. However, such activities must be shown to connect to the educator's daily work, support individual school and district goals, and improve student achievement. Educators will select one or more of the activities listed in Appendix A (or another appropriate activity) to engage in and document their professional learning.

#### **ANNUAL PROFESSIONAL DEVELOPMENT PROCESS - DOVER SCHOOL DISTRICT**

| <b>Date</b>                  | <b>Steps</b>                    | <b>Description of Activities</b>                                                                                                                                    | <b>✓</b>                 |
|------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| August/<br>September         | Goal Setting/Area<br>of Inquiry | <ul style="list-style-type: none"> <li>• Complete the Self-assessment.</li> <li>• Develop Goal/area of inquiry.</li> <li>• Complete PD Plan Form</li> </ul>         | <input type="checkbox"/> |
| September/<br>October        | Plan Development                | <ul style="list-style-type: none"> <li>• Submit PD Plan to admin/designee.</li> <li>• Meet to refine plan</li> </ul>                                                | <input type="checkbox"/> |
| Ongoing<br>October-<br>March | Plan<br>Implementation          | <ul style="list-style-type: none"> <li>• Engage in activities directed towards goal/inquiry.</li> <li>• Log activities on PD Plan Form (Attach evidence)</li> </ul> | <input type="checkbox"/> |
| March                        | Annual Reflection               | <ul style="list-style-type: none"> <li>• Complete reflection questions Annual reflective conversation with admin/designee.</li> </ul>                               | <input type="checkbox"/> |
| End of Year 3<br>(March)     | Total Performance<br>Evaluation | <ul style="list-style-type: none"> <li>• Complete reflection questions</li> <li>• Review all PD work with admin for approval of recertification.</li> </ul>         | <input type="checkbox"/> |

#### **SECTION V – DOCUMENTATION OF PROFESSIONAL LEARNING**

High-quality professional learning activities, such as those listed above, must:

- reinforce school or district improvement goals.
- increase student achievement.
- increase content-area or professional knowledge.
- increase knowledge of learners and learning.
- increase their knowledge of best practice.
- promote continuous improvement.

Educators in the Dover School District will document professional learning gained through the completion of job-embedded and/or formal professional development activities by developing a body of evidence as a natural, integrated part of their work and learning process rather than an excessive added demand. Evidence to be collected should include artifacts organically generated through the professional's daily



work thus requiring that the educators “collect” rather than “create” evidence. Evidence that educators collect should be logged on an ongoing basis.

In collecting their evidence, educators should focus on demonstrating their own learning and the impact of their activities on student learning in:

- the subject or field of specialization and;
- learners and learning as they relate to school and district goals to increase student achievement.

When necessary, brief written explanations may accompany evidence. The collected evidence is not a portfolio, though teachers may choose to create a portfolio if they wish.

Upon completion of the selected activities and gathering of evidence, educators will document their reflection on their learning by completing a reflection and have a reflective conversation with an administrator or designee. This reflection should be used to explain and interpret the collected evidence. The educator will reflect on the experience and the resulting professional learning for the content area or field of specialization and how the activity and evidence relate to district and school improvement goals. Also, this reflection should describe that learning's contribution to fulfilling their individual professional development goals.

#### **SECTION VI – APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS PRIOR TO IMPLEMENTATION**

##### **Approval of Professional Development Plans:**

Professional Development Plans follow the Dover School District model outlined in this document. Plans must be approved by the direct supervisor. To secure approval, educators, in collaboration with colleagues, must follow the timeline and process below:

- Educators submit their plan to their building administrator or designee in the fall of the first year of their recertification cycle or the fall of the first year of hire. A review of the plan is scheduled annually throughout the 3-year certification cycle.
- The administrator and the educator will review goals/question of inquiry, data, and plan for approval. A written copy of the agreed-upon plan is signed by the educator and administrator/designee before implementation. A copy is kept in the educator's personnel file.
- Evidence of progress/results will be reviewed and will be evaluated based on:
  - Multiple data sources
  - Observations
  - Student performance data
  - Student and parent/guardian feedback
  - Instructor self-assessment
  - Evidence of collaboration
  - Narrative
- Refine, expand, and/or limit the plan based on reflection and/or feedback received.

### **Approval of Plan Completion:**

When the educator has completed the professional development cycle as outlined in this plan, the educator will meet with her supervising administrator to share work and evidence of growth. This meeting will take place no later than the last day of March of the year that the educator's certification expires. The educator and administrator will review with the body of evidence demonstrating progress toward completion of the approved plan. The administrator will determine if the plan has been completed; if adequate progress has been made toward the completion of the approved plan, or if the educator has not made adequate progress toward the completion of the plan. If the plan has been completed, the administrator will notify the Superintendent in writing that the educator has successfully completed their plan; if the plan is not yet complete, the administrator will provide the educator with oral and written feedback indicating what needs to be done to successfully complete the plan. If more work needs to be done on the plan, the feedback will include a deadline for a follow-up meeting to review progress on the items outlined in the feedback.

### **Appeals Process:**

In the case that a disagreement should arise between the educator submitting the plan and the administrator with approval authority, the first step is for the two to attempt to resolve the disagreement themselves. Although differences regarding individuals' professional development are usually resolved informally, there is a well-defined process in place for educators to appeal a disagreement regarding Individual Professional Development Plans. The steps are as follows:

- The staff member must contact the school administrator in writing within ten (10) working days of the date of the decision.
- A meeting is scheduled between the administrator and staff member, to be held within fifteen (15) working days of the staff member contacting the school administrator in writing, at which time the staff member may bring whatever information, documentation or resources are needed to support the appeal.
- The school administrator must inform the individual of a decision in writing within fifteen (15) working days of the staff member/administrator meeting.
- The staff member may further appeal this decision to the Professional Development Committee by requesting, in writing, a hearing with the committee. This request must be made within ten (10) working days of receipt of the written decision from the administrator as above. The hearing must be held within fifteen (15) days of the receipt of the written request for appeal. A quorum, defined as a simple majority of Professional Development Committee members must be present at the hearing. No new evidence or information may be presented at this hearing. However, full discussion of the facts by all parties will precede final deliberations. The school administrator and the aggrieved educator will be excused from final deliberations and voting. The decision of the Committee shall represent a majority vote by the members present at the hearing.
- The educator will receive a written decision from the Professional Development Committee within five (5) working days of the meeting.

### **Paraeducators:**

All Class 4 interventionists, defined as those interventionists who have teacher certification, will follow the same professional development plan as other professional educators under the Dover School District Master Professional Development Plan to maintain their teacher certification status.

All Class 4 interventionists who have 4-year college degrees and/or are certified paraeducators seeking re-certification, will complete within the 3-year cycle a minimum of 50 continuing education units. Twenty of the CEUs must be obtained by working in job specific areas. The other thirty CEUs must be obtained by working on school and/or district goals.

All Class 3 paraeducators, defined as a paraeducator with state paraprofessional certification, seeking state recertification will complete within the three-year cycle, a minimum of 50 continuing education units. Twenty of the CEU's must be obtained by working in job specific areas. The other 30 CEU's must be obtained by working on district and/or school goals.

Class 1 and 2 paraeducators who hold no state certifications, either teacher certification or paraprofessional certification, and are not trying to acquire state certifications, have no professional development requirements under our Master Plan.

## PROFESSIONAL DEVELOPMENT ACTIVITIES CHART

| Activity                                                                                | Example                                                                                                                                                                                                                                                              | Evidence                                                                                                                   |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Action Research</b>                                                                  | Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. (For example, measuring the effects of the implementation of a new program or specific classroom strategies.) | Research plan, data collection, analysis, and interpretation of results.                                                   |
| <b>Book Discussion Groups</b>                                                           | Engaging in a single discussion or a series of discussions about a book or other professional publications.                                                                                                                                                          | Book titles, meeting dates, attendance lists, discussion notes.                                                            |
| <b>Case Discussions and Lesson Study</b>                                                | Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue.                                                                                                       | Videos or description of cases, attendance lists, discussion notes.                                                        |
| <b>Classroom observation process</b>                                                    | Engaging in conversations about teaching and learning based upon one or more classroom observations.                                                                                                                                                                 | Dates on which the process occurred, meeting notes, observation reports.                                                   |
| <b>Creating a "product"</b>                                                             | Developing some kind of "product." Products can be something for the classroom, school, or district, such as completing a self-study, participating in a task force, or creating a new form, document, or tool.                                                      | The "product," a log of activities and time, sources of information used.                                                  |
| <b>Critical Friends Groups</b>                                                          | Forming a structured, collaborative, collegial group approach to examining student work to improve instruction and generating solutions to classroom problems.                                                                                                       | Meeting dates, attendance lists, discussion notes, conferences, courses.                                                   |
| <b>Curriculum development, implementation, adaptation, revision</b>                     | Developing new curriculum, creating new instruction units, lessons, materials, and strategies, or tailoring existing ones to meet the learning needs of students.                                                                                                    | Curriculum documents, lesson plans, log of activities and time.                                                            |
| <b>Collaboratively examining student work and student thinking, scoring assessments</b> | Carefully analyzing student work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials.                                                                             | Copies of the student work, which was examined, meeting dates, discussion notes.                                           |
| <b>Immersion in inquiry</b>                                                             | Engaging in the kinds of learning that teachers are expected to practice with their students (e.g., inquiry-based science investigations or mathematical problem solving.)                                                                                           | Materials, logs of activities, notes.                                                                                      |
| <b>Independent study</b>                                                                | Engaging in the study of a specific topic of interest either on one's own or as part of a formal university or college degree program.                                                                                                                               | Description of the study, log of activities, paper, projects, transcripts, institutes.                                     |
| <b>Partnerships</b>                                                                     | Working in a collaborative partnership with a business, industry, university, or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills.      | Log of activities, materials, projects, lesson plans.                                                                      |
| <b>Professional learning presenter</b>                                                  | Creating and/or presenting learning experiences for other educators.                                                                                                                                                                                                 | Description of the presentation, copies of materials, dates, lists of participants, video, or audio tape of presentations. |
| <b>Professional networks</b>                                                            | Linking educators with one another through electronic means to explore and discuss topics of interest, issues of concern,                                                                                                                                            | Names of participants, log of contacts, notes.                                                                             |



|                                                      |                                                                                                                                                                                                                                                                                                                              |                                                      |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|                                                      | and experiences in applying new methods to provide support and to identify and address shared problems.                                                                                                                                                                                                                      |                                                      |
| <b>Study Groups</b>                                  | Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g., block scheduling, cooperative learning, multiple intelligences, etc.)                                                                                                                              | Meeting dates, agendas, discussion notes, materials. |
| <b>Courses, seminars, workshops, and conferences</b> | Engaging in learning in a formal environment potentially leads to an additional degree.                                                                                                                                                                                                                                      | Transcripts, reflections, sharing of learning.       |
| <b>Grant Writing</b>                                 | Grants written that required the educator to increase their knowledge of issues relating to teaching and learning, may qualify for professional development. (The finished product, whether accepted or not, should have an impact on individual professional growth, SAU/building needs, and/or improved student learning.) | Copy of the grant and supporting documents.          |
| <b>Mentoring/Coaching</b>                            | Serving as a formal mentor/coach for another educator or participating as a recipient of formal mentoring/coaching by another educator.                                                                                                                                                                                      | Meeting dates, agendas, discussion notes, materials. |
| <b>Professional Writing</b>                          | Using writing to share your own professional learning through both informal and formal publication.                                                                                                                                                                                                                          | Copies of written documents.                         |
| <b>New Teacher Induction</b>                         | Participating in the formal New Teacher Induction Program.                                                                                                                                                                                                                                                                   | Meeting dates, agendas, discussion notes, materials. |



# DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

## ACTIVITY LOG FOR PROFESSIONAL DEVELOPMENT

Essential Question: How can we use high leverage instructional practices to collect evidence of student learning along a progression?

Instructional Target (determined by elementary, middle, and high school leadership):

\*Personalized Educator Learning Targets: What targets can you set for yourself related to the question for this school year? These targets should include how you will collect evidence.

| Date | Activity Description | Outcome(s): How did this impact teacher and student learning? | Artifacts/Evidence: May not always be applicable. |
|------|----------------------|---------------------------------------------------------------|---------------------------------------------------|
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**PROFESSIONAL DEVELOPMENT REFLECTION QUESTIONS**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Please use the following questions to reflect on your work during the school year. The information from your reflection will allow your school and the district to have a deeper understanding of your experience and what future support you feel is needed and your goals.

**This Year's Professional Development**

1. In what ways have you grown professionally through this Guided Inquiry?
2. What instructional strategies did you try this year?
3. How did you collect evidence of student learning toward mastery?
4. What did you learn by examining student evidence?
5. What was unexpected when you looked at student evidence?
6. In what ways has your progress with your professional learning targets been evidenced in student learning?
7. In what ways did you function on a mutually accountable and interdependent team this year?
8. What are your next steps?

**Looking Ahead**

1. What ongoing professional development will help you grow as an educator?
2. How can you support your own professional growth?
3. What professional opportunities are you most excited for next year?

### **UPDATE ON RECERTIFICATION AND OPTIONS FOR STAFF WITH MULTIPLE CERTIFICATIONS**

Even though Ed 512 continues to offer multiple methods for documenting professional development growth, *all* methods require that "...individual educators reflect on and provide evidence of the impact of their professional learning and on student learning and provide evidence that the professional development addresses:

- a. increases in educator learning,
- b. growth in student learning and academic achievement..."

The NHED expectation is that evidence be provided in the instructional area in which the staff member is currently engaged to be recommended for certification by their local School District.

For staff members holding multiple certifications, the following options are available:

1. Educators may maintain multiple certifications by finding ways for linking evidence gathered around one or two goals/areas of inquiry to meet all certifications being renewed.
2. While providing evidence for recertification in the primary instructional area, a staff member may elect to collect evidence or document CEUs (30) for their additional certifications over the 3-year recertification cycle. That documentation can be submitted with the evidence gathered to support their primary assignment to keep all certifications active.





Class: (circle) 1 2 3 4

School: \_\_\_\_\_

**Certifications:** 1. \_\_\_\_\_

2. \_\_\_\_\_

[illegible]

Staff's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Name (Printed): \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# 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*

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Building: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

Date/s of the activity being requested: \_\_\_\_\_

Describe the professional learning activity that you are requesting:

Describe the connection to school or district goals:

1. District Strategic Plan
2. Building Strategic Plan
3. District Inquiry Question

Approved ☐

Not Approved ☐

Reason:

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Administrator

\_\_\_\_\_  
Date

Dr. William Harbron, Ed.D.  
Superintendent of Schools  
[w.harbron@dover.k12.nh.us](mailto:w.harbron@dover.k12.nh.us)

Dr. Christine Boston, Ed.D.  
Assistant Superintendent  
[c.boston@dover.k12.nh.us](mailto:c.boston@dover.k12.nh.us)

Michael Umanni  
Business Administrator  
[m.umanni@dover.k12.nh.us](mailto:m.umanni@dover.k12.nh.us)

DOVER SCHOOL DEPARTMENT – SAU #11  
61 LOCUST ST. SUITE 409  
DOVER, NEW HAMPSHIRE 03820

# APPLICATION FOR COURSE APPROVAL

TO: THE SUPERINTENDENT OF SCHOOLS

FROM: \_\_\_\_\_ DATE: \_\_\_\_\_  
**APPLICANT'S NAME (Please Print)**

I DESIRE TO TAKE THE FOLLOWING COURSES, STARTING \_\_\_\_\_  
**Date**

AND CONCLUDING ON \_\_\_\_\_  
**Date**

| Name of Course | College or University | Number of Credits | Certification Graduate, or Undergraduate | Cost per Credit | Total Cost |
|----------------|-----------------------|-------------------|------------------------------------------|-----------------|------------|
|                |                       |                   |                                          |                 |            |
|                |                       |                   |                                          |                 |            |

Are these courses a part of an approved graduate program leading to a Masters, CAGS (or Equivalent) Degree? Yes No

If courses are approved, I understand that I must submit transcripts of my grades for these courses to be considered for reimbursement. I further understand that reimbursement is paid in accordance with the local school district policy. Proof of payment for course must be submitted to receive reimbursement.

\_\_\_\_\_  
**Current Position** **Applicant's Signature**

Are the above courses job-related, i.e. will they improve your performance in your current position? Yes No

NOTE: Course reimbursement may be considered by the IRS as taxable compensation under some circumstances.

\_\_\_\_\_  
**Principal's Signature**

TO: \_\_\_\_\_ DATE: \_\_\_\_\_

This is to notify you that the course or courses listed above (are) (are not) approved for reimbursement. Conditions for approval: Grade of B or better

\_\_\_\_\_  
**H.R. Approval:**

Reason(s) for denial: \_\_\_\_\_

Amt. eligible for reimb.: No. of credits times Amount per Credit Total:

\_\_\_\_\_  
**SUPERINTENDENT OF SCHOOLS SIGNATURE**





### **Building Level Appeal**

Upon the receipt of the above written appeal request and the form in question from the professional, the building PDC representative will meet with the professional and the building administrator in an attempt to resolve the issue. If the issue remains unresolved:



### **District Level Appeal**

The building PDC representative will contact the PDC chair for inclusion of the appeal as an agenda item on the next scheduled monthly meeting. The PDC will review the issue as presented by the professional's building PDC representative. If the aggrieved party and the building administrator wish to present their views, they may do so at this time. The professional, the building administrator and the superintendent will be notified in writing of the PDC decision within fifteen (15) working days.



Within ten (10) working days of the refusal, the professional should submit a written appeal for reconsideration to the building Professional Development Committee (PDC) representative. The letter should include specific information on the issue of disagreement, the nature of the problem, the reason there is a disagreement, a copy of the IPDP form or the Professional Development Plan Form in question, and a brief rationale stating why the professional feels the goal or activity should be approved.

**PROFESSIONAL DEVELOPMENT APPEAL FORM**

Staff Member Name: \_\_\_\_\_

School: \_\_\_\_\_

**LEVEL A**To: \_\_\_\_\_  
(Name of Immediate Supervisor)

Date of Appeal: \_\_\_\_\_ (must be within ten (10) working days of occurrence)

- **Statement of appeal: (Be sure to include specific incident)**

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- **Relief sought:**

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Answer given by immediate supervisor: (Within fifteen (15) working days)**

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## GLOSSARY OF TERMS

**Action Research** – A process of asking important questions and looking for answers in a methodical way; an examination of a teacher’s own teaching and student learning by engaging in a research project in the classroom. (ASCD.org)

**Best Practice** – Best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. A commitment to using the best practices in any field is a commitment to using all the knowledge and technology at one’s disposal to ensure success (“Best Practice” Search VB.com Definitions. [http://searchvb.techtarget/s0Definition/0sid\\_gci498678,00.html](http://searchvb.techtarget/s0Definition/0sid_gci498678,00.html)).

**Collaboration and Collaborative Planning** – Involves groups, team or partnership of people working and learning together as they plan curriculum, examine student and teacher work, plan and use assessments, and use data to improve student learning (<http://webserver3.ascd.org/ossd/collaborativeplanning.html>).

**Collegiality** – Deals with the social and professional interaction of school community members. Collegiality is demonstrated by teachers who are supportive of one another, by openly sharing failures and mistakes, demonstrating respect for one another, and constructively analyzing and criticizing practices and procedures (Marzano, *What Works in Schools* 61, based on Fullan and Hargreaves, 1996).

**Curriculum Development** – When teachers are empowered to become curriculum designers, they have the opportunity to know the entire curriculum of the school, to develop curriculum maps and a curriculum web to show the connections among the disciplines. Having a deeper understanding of the bigger curriculum picture contributes to a teacher’s greater knowledge of how to teach the curriculum.

**Data-Driven Decision-Making** – Using diverse forms of data to inform instructional strategies.

**Educational Peer Coaching** – Peer coaching is cooperative activities between educators that result in increased learning activities for both parties.

**Examining Student Work** – The practice of collectively analyzing samples of student work for the purpose of studying the impact of your teaching (instructional practice) on student achievement.

**Immersion** – The act of actively being immersed in a content area such as math or science, through participation in jobs, internships, or specialized training to gain first-hand experiences in the content area.

**Inquiry-Based Learning** – Seeking information by questioning. This is a cyclical process involving much reflection.

**Job-Embedded** – A culture of on-going professional learning and collaboration activities that take place during the regular school day, or before or after school. The focus of job-embedded professional growth is to improve student learning and is achieved by continual formal and informal discussions about student work.

**Journaling** – The practice of writing to learn, by keeping a journal in which to summarize and make sense of what you are learning.

**New Teacher Induction** – A program in which all new teachers to Dover are provided support in the first three years of teaching. It may include:

- ♦ Analyzing classroom activities
- ♦ Analyzing skills/proficiencies
- ♦ Identifying strengths and weaknesses
- ♦ Assisting classroom discipline
- ♦ Providing guidance and feedback
- ♦ Assisting with curriculum and assessment
- ♦ Sharing resources, insights, practices, and materials

**Professional Development Focus Groups** – Grade level/content/district groups working collegially and collaboratively on a topic of inquiry.

**Peer Coaching and Peer Review** – Professional development strategies for educators to consult with one another, to discuss and share teaching practices, to observe one another's classroom, to promote collegiality and support, and to help ensure quality teaching (<http://webserver3.ascd.org/ossd/peercoaching.html>).

**Portfolios** – Frameworks; an artifact collection which could include an individual's accomplishments, learning, strengths, and expertise; a collection of assignments, artifacts, and evidence gathered to demonstrate attainment of prescribed competencies, standards, or outcomes, such as might be determined by the New Hampshire Credential Standards for Education Personnell; a collection of artifacts and evidence to discuss with colleagues and describe learning outcomes.

**Professional Development** – The learning that occurs for adults in schools so they may create environments in which all students can achieve high standards. Professional development is primarily focused on specific curriculum content, effective instructional practice, and methods and strategies to assess student learning. The term's professional development and staff development are used interchangeably throughout this document.

**Professional Development Master Plan** – The School Administrative Unit (SAU) document that describes the process through which professional development will be accomplished. The document covers a five-year period and is required by the New Hampshire Department of Education. The SAU Master Plan outlines the process for identifying the goals and selecting professional development activities for achieving the goals at the school, district, or SAU levels.

**Recertification Cycle** – The three-year process by which educators retain and renew their certification(s).

**Reflections and Reflective Dialogue** – A process of self-examination and self-evaluation that effective educators regularly engage in to improve their professional practices. Reflective educators think carefully about what is taking place in each situation, identify available options, consider their own values as professionals and their comfort level in acting on those values, and make conscious choices about how to act to make a difference. (ASCD, <http://webserver3.ascd.org/ossd/reflection.html>).

**Study Groups** – A group of people interested in collegial study and action. Study group members study together and support one another in effecting educational changes and advances. (<http://webserver3.ascd.org/ossd/studygroups.html>).



**Competency-Based** – Competency-based means that expectations for learning are high for all students and developmentally appropriate; standards guide all classroom decisions, the focus is always on student learning, effective practices result in higher levels of achievement for all students, and assessments are used to inform the teacher about the effectiveness of curricular and instructional decisions.

## PROFESSIONAL DEVELOPMENT MASTER PLAN TASK FORCE

### Facilitators:

|                |                                                      |
|----------------|------------------------------------------------------|
| Jennifer Krans | Co-Director, Curriculum, Instruction, and Assessment |
| Valerie West   | Dean of Instruction, Dover High School               |

### Task Force Members:

|                      |                                                      |
|----------------------|------------------------------------------------------|
| Dr. William Harbron  | Superintendent of Schools                            |
| Dr. Christine Boston | Assistant Superintendent of Schools                  |
| Abigail Small        | Director, Student Services                           |
| Kiley Hemphill       | Co-Director, Curriculum, Instruction, and Assessment |
| Patrick Boodey       | Principal, Woodman Park School                       |
| Brittany Granfield   | Principal, Frances G. Hopkins School at Horne Street |
| Beth Dunton          | Principal, Garrison Elementary School                |
| Meghan Mayhew        | Teacher, Garrison Elementary School                  |
| Lisa Simko           | Teacher, Woodman Park School                         |
| Aimee Krauss         | Teacher, Dover Middle School                         |
| Lisa Dillingham      | Teacher, Dover Middle School                         |
| Lesley Hocking       | Teacher, Dover High School                           |
| Krystal Hanson       | Special Educator, Dover High School                  |
| Heather Davidson     | School Counselor, Bellamy Academy                    |
| Dr. Deborah Nary     | Instructional Coach                                  |
| Chera Alibrandi      | Instructional Coach                                  |
| Jillian Brickley     | Instructional Coach                                  |
| Julia Schwartz       | Paraeducator, Garrison Elementary School             |



# 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 Dover School Board  
William R. Harbron, Superintendent of Schools  
Michael Limanni, Chief Financial Officer  
FROM: Libby Simmons, Operations and Accounting Manager  
DATE: March 11, 2024  
RE: Award of RFP #DSD24009 Athletic Equipment Inspections

On January 31, 2024, the District solicited a public bid seeking proposals from qualified vendors for annual *athletic equipment inspections*. Annual inspections include the bleachers and gymnasium equipment (i.e., basketball hoops, air curtains, wall pads) at all schools.

A mandatory pre-proposal site visit of all schools was conducted on February 14, 2024 with two vendors attending. Two proposals were received on February 28, 2024 at 2:30 PM and reviewed for necessary ability to comply with proposal criteria.

It is the recommendation to the Dover School Board to accept the low bid proposal submitted by the District's current vendor, A+ Plus Athletic Products, Inc. of Rollinsford, NH, in the total amount of \$12,500.00 (Year 1). The service agreement will commence on July 1, 2024 for a one-year period with the option to renew for two (2) additional one-year terms contingent upon satisfactory vendor performance, funding availability and mutually agreed-upon rates.

| VENDOR                                                                         | COST PROPOSAL |
|--------------------------------------------------------------------------------|---------------|
| A+ Plus Athletic Products, Inc.<br>439 Beccaris Drive<br>Rollinsford, NH 03869 | \$12,500.00   |
| Hussey Seating Company<br>38 Dyer Street Extension<br>North Berwick, ME 03906  | \$15,320.00   |

All bid documents are available on the District [website](#). These services will be funded through the Facilities Special Revenue Fund (Fund 3830).



# 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 Dover School Board  
William R. Harbron, Superintendent of Schools  
Michael Limanni, Chief Financial Officer  
FROM: Libby Simmons, Operations and Accounting Manager  
DATE: March 11, 2024  
RE: Award of RFP #DSD24010 John Deere Model TE 4x2 Electric Utility Vehicle or Equivalent

On January 31, 2024, the District solicited a public bid seeking proposals from qualified vendors for one (1) *John Deere Model TE 4x2 Electric Utility Vehicle or Equivalent* to be utilized by the athletics department. The new electric utility vehicle will be stored in and accessible from the high school building. The existing gas-powered utility vehicle will remain a District vehicle but will transition for use by the District's facilities department.

Three proposals were received on March 1, 2024 at 2:00 PM. The directors for both Athletics and Facilities assisted in the review of the proposals. The John Deere model is a very reliable unit, comes with better ground clearance than the equivalent offered, and in addition, the recommended vendor is Dover-based for any necessary service needs in the future.

It is the recommendation to the Dover School Board to accept the bid submitted by United Ag & Turf of Dover, NH in the amount of \$15,665.00. Bid tabulation is noted below.

| VENDOR                                                                                       | COST PROPOSAL                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chaves Brothers Management, LLC<br>300 SW 8 <sup>th</sup> Street #17<br>Boca Raton, FL 33432 | 2024 John Deere Gator TE: \$18,889.99<br>Rear Receiver Hitch: 149.99<br><b>Total: \$19,039.98</b><br>Lead Time: 90-120 Days                                                           |
| Five Star Golf Cars<br>1165 Union Avenue<br>Laconia, NH 03246                                | 2023 Cushman Hauler Pro Elite<br>Electric Utility Vehicle: \$15,500.00<br>Delivery Fee: 150.00<br><b>Total: \$15,650.00</b><br>Available for Delivery March 29, 2024                  |
| United Ag & Turf<br>10 Littleworth Road<br>Dover, NH 03820                                   | 2024 John Deere Gator TE<br>with Rear Receiver Hitch: \$15,665.00<br><b>Total: \$15,665.00*</b><br>Available for Delivery May 29, 2024<br>*Includes a customer discount of \$3,729.48 |

All bid documents are available on the District [website](#). The new equipment will be funded through the Facilities Special Revenue Fund (Fund 3830).



# 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 Dover School Board  
William R. Harbron, Superintendent of Schools  
Michael Limanni, Chief Financial Officer  
FROM: Libby Simmons, Operations and Accounting Manager  
DATE: March 11, 2024  
RE: Approval of Johnson Controls Fire Protection Contract for Replacement Cameras at  
DHS – Sourcewell Cooperative Purchasing Contract No. 030421-JHN

On June 12, 2023, the Dover School Board approved a camera and security system project, funded through the unassigned general fund balance available in the FY2023 fiscal year, at all Dover schools with the exception of Dover High School. As a continuation of district-wide security improvements, the District received a proposal from Johnson Controls Fire Protection on March 6, 2024 for the replacement of twenty-one (21) failed interior and exterior cameras at Dover High School in the total amount of \$68,646.55.

The pricing for the proposal is through Sourcewell Cooperative Purchasing Contract No. 030421-JHN. The Dover School District is a member of Sourcewell, formally the National Joint Powers Alliance (NJPA), a member-focused public cooperative of more than 50,000 member agencies throughout the United States, and therefore, may purchase utilizing any of their cooperative purchasing agreements.

It is the recommendation to the Dover School Board to accept the proposal from Johnson Controls Fire Protection in the amount of \$68,646.55 using Sourcewell Cooperative Purchasing Contract No. 030421-JHN, and to approve Michael Limanni, the District's Chief Financial Officer, and the Superintendent's designee to sign the contract.

The District applied for and was awarded Security Action for Education (SAFE) grant funds for other security related improvements in FY2023 (awarded \$109,893 in Round One, Early Decision), as well as Public School Infrastructure Grant funds for security projects awarded in FY2018 and FY2019 (awarded \$508,555). With Rounds Two and Three of SAFE grant funds becoming available in FY2023 and FY2024, the District had applied for both to assist in funding other security related projects. However, as the District received funds in the first round and in prior years, priority was given to those NH districts that did not receive an award in Rounds One and Two. The request to fund this camera project will be through the General Fund (Fund 1000) operating budget.





# 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 Dover School Board  
William R. Harbron, Superintendent of Schools  
Michael Limanni, Chief Financial Officer  
FROM: Libby Simmons, Operations and Accounting Manager  
DATE: March 11, 2024  
RE: Approval of Trane Contract for Phase 1 HVAC Upgrade at DMS – Omnia Partners  
Cooperative Purchasing Contract No. 3341

On May 8, 2023, the Dover School Board approved the Dover Middle School HVAC upgrade including the replacement of the existing EPDM roof by [resolution](#) in the total amount of \$4,900,000. Dover City Council subsequently approved by resolution [R-2023.05.24-090](#) on May 24, 2023, and of which \$650,000 will be funded through the School Facilities Capital Reserve Fund and \$4,250,000 to be financed through the issuance of bonds.

The District is under contract with Trane for the HVAC upgrades at Woodman Park Elementary School and Frances G. Hopkins Elementary School at Horne Street. On February 20, 2024, the District received Trane's proposal for Phase 1 of the Dover Middle School HVAC upgrade to occur during the summer of 2024 at a fixed-firm price of \$797,000. Phase 1 of the project includes the furnish and install of new smoke dampers and sensors in the existing duct sleeves. As the work requires only the temporary removal and placement back of ceiling tiles to access the air transfer openings, the District requested that Trane provide a separate proposal under their contract to replace any needed ceiling grids and tiles throughout the school. As there are time constraints to order equipment for the 2024 summer work, the request is to proceed now with the Phase 1 proposal as presented. The separate proposal, once received from Trane for ceiling grids and tiles, will be presented at a later date.

The HVAC replacement / final phase of the project is targeted for the summer of 2025 with the estimated timeline for final design and total cost to be received by the District in June of 2024 with equipment ordered by September of 2024.

It is the recommendation to the Dover School Board to accept the proposal for Phase 1 work provided by Trane in the amount of \$797,000 using Omnia Partners Purchasing Contract No. 3341, and to approve Michael Limanni, the District's Chief Financial Officer, and the Superintendent's designee to sign the contract.



# DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

## **COVID Protocols and Procedures Document PROTOCOLS APPLIED TO PANDEMIC EDUCATION (PAPE) Revised – March 11, 2024**

The following is based on information from the State of New Hampshire Division of Health and Human Services' (NH DHHS) recommendation to use The Centers for Disease Control's (CDC's) guidance for navigating COVID responses.

**NOTE:** The Dover School District Superintendent or designee is empowered to make specific decisions based on levels of community spread and incidents within a school community. Layers of mitigation can be applied, removed, or changed based on identified needs or mandates. Increases in community spread will require more restrictive guidelines. Decreases in community spread may result in less restrictive guidelines. When possible, questions or discrepancies will be determined for resolution through the District's COVID-19 Command Team.

The Dover School District is advancing through the COVID Pandemic/Endemic based on the guidance of NH DHHS. Currently, NH DHHS is recommending that school districts use the CDC's guidance for responding to COVID cases. Information regarding respiratory illnesses can be found at: <https://www.cdc.gov/respiratory-viruses/index.html>

If guidelines provided by NH DHHS differ slightly from those provided by the CDC, the Dover School District will follow the NH DHHS guidelines.



Frank Edelblut  
Commissioner

Christine Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
25 Hall Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
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March 5, 2024

TO: Superintendents

FROM: Lindsey Labonville, Administrator  
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2025

The New Hampshire Department of Education (NHED) 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 NHED. The federally funded programs which flow money through the NHED 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 NHED 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. NHED requests an annual submission for each Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHED 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 determines which type of entity 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 upload the document in its entirety to the district's homepage on GMS. The Bureau of Federal Compliance office will notify the appropriate NHED program approving federal funds to LEA's when it has received each assurance. 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 NHED programs.

Compliance with these general assurances will be subject to review by NHED 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 the document by uploading it to the district GMS homepage no later than **June 1, 2024**.

If you should have any questions regarding these general assurances, please contact Lindsey Labonville, Administrator of the Bureau of Federal Compliance at [Lindsey.L.Labonville@doe.nh.gov](mailto:Lindsey.L.Labonville@doe.nh.gov) or at 603-731-4621.



# New Hampshire Department of Education

**FY2025**

## **GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS**

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHED) must submit a signed copy of this document to the NHED 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 NHED (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 NHED.**

While there have been no significant changes notable in the last year, this FY2025 general assurances document contains a few minor differences from the FY2024 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements and deadlines to which you are agreeing.

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

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

**Once the document is fully executed, please upload a signed copy of these General assurances to the LEA homepage within GMS for review and approval. General assurances must be uploaded for each district applying for federal funds.**

Should you have any questions please contact Lindsey Labonville at 603-731-4621 or [Lindsey.L.Labonville@doe.nh.gov](mailto:Lindsey.L.Labonville@doe.nh.gov).



# 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 NHED, 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.
  - (a) Per 2 CFR 200.330 the non-Federal entity is required to submit reports at least annually on the status of real property in which the Federal Government retains an interest.
- 4) The subrecipient will comply with the requirements of the assistance awarding agency (2 CFR 200.1 Definitions ‘*Federal Awarding Agency*’) with regard to the drafting, review and approval of construction plans and specifications.
- 5) The subrecipient will provide and maintain competent and adequate engineering supervision at the construction site to ensure that the complete work conforms with the approved plans and specifications and will furnish progressive reports and such other information as may be required by the assistance awarding agency or State.
- 6) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 7) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 8) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
  - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
  - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
  - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;

- (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
  - (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
  - (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
  - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
  - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
  - (i) Any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
  - (j) The requirements of any other nondiscrimination statute(s) which may apply to the application.
- 9) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.
  - 10) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
  - 11) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
  - 12) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
  - 13) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
  - 14) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
  - 15) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200.501, Subpart F, "Audit Requirements," as applicable.
  - 16) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.



- 17) The control of funds provided to a subrecipient that is a Local Education Agency under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 18) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 19) The subrecipient assures that it will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).
- 20) The subrecipient will comply with the Stevens Amendment.
- 21) The subrecipient will comply with the Buy America Preference for Infrastructure Projects as required by 2 CFR Part 184.
- 22) The subrecipient will submit such reports to the NHED and to U.S. governmental agencies as may reasonably be required to enable the NHED 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.
- 23) 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."*

- 24) 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.
- 25) 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.

- 26) 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.
- 27) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 28) The subrecipient will submit a fully executed and accurate Single-Audit Certification (required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2024. The worksheet will be provided to each subrecipient by the NHED via email and is posted on the NHED website.
- 29) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 30) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 31) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988 and 34 CFR 84.200.
- 32) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 33) The subrecipient 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).
- 34) The subrecipient 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.
- 35) The subrecipient 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.
- 36) The subrecipient 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).

- 37) The subrecipient 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.
- 38) The subrecipient 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.).
- 39) 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).
- 40) The subrecipient will comply with the Prohibition on Certain Telecommunications and Video Surveillance Equipment requirement per 2 CFR 200.216.
- 41) The subrecipient will comply with the Protection for Whistleblowers per 41 U.S.C. §4712.

## **B. Explanation of Grants Management Requirements**

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

### **1. Financial Management Systems**

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

Specifically, the financial management system must be able to:

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

### **2. Written Policies and Procedures**



The subrecipient must have written policies and procedures for:

| Policy/Procedure Name                                      | In Accordance With                                    | Policy | Procedure |
|------------------------------------------------------------|-------------------------------------------------------|--------|-----------|
| Drug-Free Workplace Policy                                 | 34 CFR 84.200 and the Drug-Free Workplace Act of 1988 |        | N/A       |
| Procurement Policy & Procedure                             | 2 CFR 200.317-327                                     |        |           |
| Conflict of Interest/Standard of Conduct Policy            | 2 CFR 318(c)(1)                                       |        | N/A       |
| Inventory Management Policy & Procedure                    | 2 CFR 200.313(d)                                      |        |           |
| District Travel Policy                                     | 2 CFR 200.475(b)                                      |        | N/A       |
| Subrecipient Monitoring Policy & Procedure (if applicable) | 2 CFR 200.332(d)                                      |        |           |
| Time and Effort Policy & Procedure                         | 2 CFR 200.430                                         |        |           |
| Records Retention Policy & Procedure                       | 2 CFR 200.334                                         |        |           |
| Prohibiting the Aiding and Abetting of Sexual Abuse Policy | ESEA Section 8546                                     |        | N/A       |
| Allowable Cost Determination Policy                        | 2 CFR 200.302(b)(7)                                   |        | N/A       |
| Gun Free School Act                                        | Gun Free School Act of 1994                           |        | N/A       |
| Cash Management                                            | 2 CFR 200.302(b)(6) and 200.305                       |        |           |
| Nonsmoking Policy for Children's Services                  | ESEA Section 8573                                     |        | N/A       |

### 3. Internal Controls

The subrecipient must:

- 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).
- Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- 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.
- 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 NHED. 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 NHED Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHED template provided by the BFC for audit findings related to NHED 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 NHED funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

## 6. Reports to be Submitted

### Audits/Management Decisions

Copies of reporting packages for audits conducted in accordance with 2 CFR 200, Subpart F shall be

submitted, by or on behalf of the recipient directly to the following:

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

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

- a) **New Hampshire Department of Education  
Bureau of Federal Compliance  
25 Hall Street  
Concord, NH 03301 Or via email to: [federalcompliance@doe.nh.gov](mailto:federalcompliance@doe.nh.gov)**
- b) In response to requests by a federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR 200.512(e).

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

#### Single Audit Certifications and Federal Expenditures Worksheet

A fully executed and accurate Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2024**. A copy of the forms will be provided to each subrecipient by the NHED via email.

### **7. Debarment, Suspension, and Other Responsibility Matters**

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

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

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

The subrecipient certifies that it and its principals:

- a) Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with



obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

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

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

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

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

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

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

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

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

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

Program staff within the NHED 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.

NHED program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If an application has been selected for funding and program staff determine that the requirements of this section are not met, program staff will contact the subrecipient to find out why this information is missing. 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. Documentation must be in the project file indicating that this review was completed before the award is made.

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 NHED in July of each year, a description of the circumstances surrounding any expulsions imposed under RSA 193:13, III and IV including, but not limited to:

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

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

Ed 317.03 Standard for Expulsion by Local School Board.

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

## 11. Lobbying

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

- a) No federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or

cooperative agreement.

- b) If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with federal grants or cooperative agreements, the subrecipient shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c) The subrecipient shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

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

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

#### **12. Subrecipient Monitoring**

In addition to reviews of audits conducted in accordance with 2 CFR 200, Subpart F, subrecipient monitoring procedures may include, but not be limited to, on-site or remote visits by NHED 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 NHED. In the event the NHED determines that a limited scope audit of the project recipient is appropriate, the subrecipient agrees to comply with any additional instructions provided by NHED 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 NHED.

#### **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- 2 CFR 200.327 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 NHED] must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

- d) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

## 19. The Stevens Amendment

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

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

## 20. Transfer of Disciplinary Records

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

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

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

## C. Definitions (2 CFR 200.1)

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 (a) to report in the schedule of findings and questioned costs.



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

## CERTIFICATION

**Instructions:** The Superintendent, or other Qualifying Administrator, if the School District or School Administrative Unit (SAU) does not have a Superintendent, (*See* RSA 194-C:5, II) **must** consult with the School Board for the School District/SAU by informing said School Board about the District's/SAU's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent 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 NHED. **No payment for project/grant awards will be made by the NHED without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHED Bureau of Federal Compliance at [federalcompliance@doe.nh.gov](mailto:federalcompliance@doe.nh.gov)

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### 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: \_\_\_\_\_

District UEI: \_\_\_\_\_ SAM.gov Expiration Date: \_\_\_\_\_

\_\_\_\_\_  
Typed Name of Superintendent

\_\_\_\_\_  
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

**Once the document is fully executed, please upload a signed copy of these General assurances to the LEA homepage within GMS for review and approval. General assurances must be uploaded for each district applying for federal funds.**