



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #4
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, April 14, 2025
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, March 10, 2025
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Torison Bullek – Special Education Teacher – Woodman Park School – Resignation (06/30/2025)
 - b. Amy Costa – Behavior Specialist – Garrison Elementary School – Resignation (06/30/2025)
 - c. Julie Davis – Life Skills Teacher – Dover Middle School – Retirement (06/30/2025)
 - d. Holly Eaton-Corbin – Science Teacher - Dover Middle School – Resignation (06/30/2025)
 - e. Clare Fanning – Grade Three Teacher – Woodman Park School – Resignation (06/30/2025)
 - f. Jo-Ann Gardella – Art Teacher – Dover Middle School – Resignation (06/30/2025)
 - g. Karen Gunderson – Special Education Teacher – Dover Middle School – Resignation (06/30/2025)
 - h. Nicole Hamilton – Grade Three Teacher – Woodman Park School – Resignation (06/30/2025)
 - i. Kimberly Lee – Paraeducator – Woodman Park School – Resignation (04/24/2025)
 - j. Susan Manha – Science Teacher – Dover Middle School - Retirement (04/24/2025)
 - k. Merranda Mancini – Paraeducator – Dover High School – Resignation (04/04/2025)
 - l. Nora Marden – School Counselor – Dover Middle School – Resignation (06/30/2025)
 - m. Michael Moore – Technology – Dover School District – Resignation (04/17/2025)
 - n. Kim Pike – Special Education Teacher – Dover Middle School – Resignation (06/30/2025)
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DPA (2024-2025)
 - b. DTU (2025-2026)
 - c. Non-Union (2024-2025)
 - d. Spring Coaches (2024-2025)
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** April Donation
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:** None



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #4
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, April 14, 2025
Meeting Time:	7:00 p.m.

L. POLICY ADOPTION:

1. JEB-E: School Entrance Requirements District Screening (Early Entrance to Grade 1) – Withdraw Policy - Second Reading
2. JLMC: Dover School District SAU 11 Workplace Violence Prevention Policy – Revised Policy – Second Reading

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. Bid Waiver Request – Education Associates, Inc. - Goalbook Toolkit
2. General Assurances - Fiscal Year 2026

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, April 14, 2025

SUPERINTENDENT BOARD REPORT: The purpose of the Superintendent's Board Report is to: (1) provide the Board with my insights and recommendations on agenda items; (2) update the Board on significant issues relevant to its governance role; and (3) share important informational updates regarding the Dover School District.

BOARD AGENDA ITEMS:

F. APPROVAL OF MINUTES

1. Regular Meeting, March 10, 2025

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Torison Bullek – Special Education Teacher – Woodman Park School – Resignation (06/30/2025)
 - b. Amy Costa – Behavior Specialist – Garrison Elementary School – Resignation (06/30/2025)
 - c. Julie Davis – Life Skills Teacher – Dover Middle School – Retirement (06/30/2025)
 - d. Holly Eaton-Corbin – Science Teacher - Dover Middle School – Resignation (06/30/2025)
 - e. Clare Fanning – Grade Three Teacher – Woodman Park School – Resignation (06/30/2025)
 - f. Jo-Ann Gardella – Art Teacher – Dover Middle School – Resignation (06/30/2025)
 - g. Karen Gunderson – Special Education Teacher – Dover Middle School – Resignation (06/30/2025)
 - h. Nicole Hamilton – Grade Three Teacher – Woodman Park School – Resignation (06/30/2025)
 - i. Kimberly Lee – Paraeducator – Woodman Park School – Resignation (04/24/2025)
 - j. Susan Manha – Science Teacher – Dover Middle School - Retirement (04/24/2025)
 - k. Merranda Mancini – Paraeducator – Dover High School – Resignation (04/04/2025)
 - l. Nora Marden – School Counselor – Dover Middle School – Resignation (06/30/2025)
 - m. Michael Moore – Technology – Dover School District – Resignation (04/17/2025)
 - n. Kim Pike – Special Education Teacher – Dover Middle School – Resignation (06/30/2025)
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
 - a. DPA (2024-2025)
 - b. DTU (2025-2026)
 - c. Non-Union (2024-2025)
 - d. Spring Coaches (2024-2025)
6. **Extended Travel (Student Trips):** None
7. **Donations:** April Donation

J. FINANCIAL REPORT: Mr. Limanni will present his financial report to the Board.

K. POLICIES – CHANGES – PROPOSALS: None

L. POLICY ADOPTION:

1. **JEB-E: School Entrance Requirements District Screening (Early Entrance to Grade 1) – Withdraw Policy – Second Reading:** Policy JEB-E of the Dover School District outlines the criteria for early entrance into first grade.

2. **JLMC: Dover School District SAU 11 Workplace Violence Prevention Policy - Revised Policy – Second Reading:** The current policy code for this policy falls under the category of student policies (J). It is recommended to change the code to fall under the category for staff related policies (E). The title of the policy is being changed to better represent the policy.

Superintendent's Comment: The above policies have been reviewed by the Policy Committee. I recommend the Board adopt the following policies.

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. **Bid Waiver Request – Goalbook Toolkit:** The Dover School District requests a waiver of the standard bidding process to purchase 50 licenses for Goalbook Toolkit at a discounted rate of \$29,750, funded by the IDEA grant. Goalbook Toolkit is an online platform that enhances special education by assisting educators in developing data-driven, standards-aligned IEP goals and delivering specially designed instruction. By joining a cohort of Seacoast districts, Dover benefits from reduced pricing and additional professional development opportunities. A Sole Source letter is attached to support this procurement request.

Superintendent Recommendation: I recommend the Board to review the request as outlined.

2. **General Assurances Fiscal Year 2026:** Each year, school districts are required to agree to General Assurances to receive federal funding under programs such as Title I, Title II, Title III, and the Individuals with Disabilities Education Act (IDEA). Recently, new language has been added to these assurances concerning Diversity, Equity, and Inclusion (DEI). This language has been criticized for its vagueness and lack of clear guidance, leaving school districts uncertain about permissible actions and policies.

In early 2025, the U.S. Department of Education, under the Trump administration, mandated that states and school districts certify they are not implementing "illegal DEI practices" to continue receiving federal education funds. This directive, based on an interpretation of Title VI of the Civil Rights Act, suggests that certain DEI initiatives may constitute race-based discrimination. Critics argue that the guidance is ambiguous, making it challenging for educational institutions to determine compliance requirements.

Some states and educational organizations have expressed concerns about the potential impact of this policy on programs designed to support diverse student populations. The lack of specificity in the directive has led to calls for clearer guidelines to ensure that schools can continue to foster inclusive environments without jeopardizing federal funding.

Superintendent Recommendation: With the Assurances as written with the vague DEI language, I recommend that the Board does not adopt the current Assurances until the current legal issues are resolved.

SUPERINTENDENT'S REPORT:

Summary of key activities and events that transpired during March 2025.

WEEK OF MARCH 3: Many collaborative efforts were undertaken to address various educational initiatives and operational matters. The weekly SAU Directors Meeting covered topics such as the New Hampshire Department of Education's ESEA Section 1111(d), participation in the Title III Consortium, strategies for hiring summer positions, guidance for the FY25-26 federal grant budget, the introduction of New 306 regulations, development of the WPS accountability plan, approval processes for the school counseling program, utilization of the US-ED/OCR Portal, planning for the March 14th Professional Development session, scheduling the DTIPA meeting on March 14, establishment of K-

4 Essential Standards, and discussions on Multi-Tiered System of Supports for Academics (MTSS-A) and Behavior (MTSS-B) with school leads. Plans were made for attendance at the Albany RTI at Work Institute, scheduling Tier 3 Health Data assessments, and integrating the iNHDEX system. In the SAU Cabinet Meeting, Christine Boston, Michael Limanni, and I convened to provide informational updates, coordinate efforts, and address action items. A bi-weekly meeting with the Board Chair and Vice Chair was held to discuss pertinent issues. The Leadership Team Meeting focused on celebrations, NHSAS, the FY26 Budget, school attendance areas, and addressing negative lunch balances. Christine Boston and I also met with the DTU Executive Board to enhance communication. The Policy Review Committee reviewed Policy JH, acknowledging the diligent work of Roseanna Drysdale and her committee. On March 6, the Board held a special session to hear a Level 4 grievance from the DTU.

WEEK OF MARCH 10: Several key meetings and events took place across the SAU. The weekly SAU Directors Meeting was held, along with the regular SAU Cabinet Meeting where Christine Boston, Michael Limanni, and I where we discussed various informational updates, coordination efforts, and action items. I also attended the Regular Meeting of the School Board. A significant highlight of the week was attending the RTI at Work Conference in Albany, New York, alongside 15 teachers who are part of the Guiding Coalitions. The teachers expressed gratitude for the opportunity and found the training highly valuable, and from my perspective, the experience was an excellent investment in professional growth and instructional leadership.

WEEK OF MARCH 17: The regular SAU Directors Meeting was held, followed by the SEED monthly meeting on Wednesday, March 19. Participation in the Strafford County YMCA Advisory Board Meeting facilitated discussions on local community initiatives. A meeting with Roseanna Drysdale was conducted to review Attendance Policy JH, ensuring its alignment with current educational standards. Engagement with students was prioritized through reading sessions with Woodman Park School kindergarteners. Additionally, the Dover High School Drama Club presented the musical "Bye Bye Birdie".

WEEK OF MARCH 24: The SAU Cabinet Meeting, attended by Christine Boston, Michael Limanni, and me, focused on informational updates, coordination efforts, and action items. The District Leadership Team received training on Fishbone Planning during the weekly Leadership Team Meeting, enhancing our problem-analysis capabilities. Additionally, the Tech Integration Committee convened for its monthly meeting, and a Title II Data meeting was conducted to address pertinent data considerations. The Curriculum Advisory Council deliberated on the prospective adoption of math textbooks for Dover High School, while a team comprising of Christine Boston, Morgan Lyon, Jon Minihan, and Shawna Stahl engaged with Betsey Andrews-Parker and her team to plan the reopening of the Dover Head Start program.

PRINCIPALS REPORT SCHOOL HIGHLIGHTS

Dover High School: Dover High Students participated in the National Latin Exam. Students from the Latin I class took the Introduction to Latin Exam. Nine students received a gold medal, six students received a silver medal, and two students received a bronze medal. Latin II students took two exams. Of those who took the Beginning Latin exam, two received gold medals, two received silver medals, three received bronze medals, and one student was recognized for merit and distinction. Four Latin II students who took the Beginning Latin Reading Comprehension exam received a gold medal. Latin III students took the Intermediate Latin Exam. Of the students who tested, two received gold medals, two received silver medals, and one received a bronze medal. Two students from the Latin IV class received a bronze medal for their performance on the Intermediate Latin Reading Comprehension exam. Finally, one Advanced Placement student receive a gold medal on the Advanced Latin Reading Comprehension exam.

Another group of students attended the 94th Granite State Future Farmers of America (FFA) Convention held March 26 - 28, 2025. Twenty-five students represented the Dover chapter which is made up of students from Dover High School, Spaulding High School, Oyster River High School, and Nute Middle/High School. They competed in many Career and Leadership Development events at the Mount Washington Hotel. Several students were also recognized for their scholastic achievement and efforts put into their personal Supervised Agricultural Experience (SAE) projects. It was an amazing three days! The award recipients and contest results are as follows:

- Big E Trustees Scholarships (\$2000) - Erin French and Taylor Huse
- NH FFA Foundation Scholarship (\$1000) - Carson Conrad
- Palmer Memorial Scholarship (\$1000) - Erin French
- Outstanding Greenhand Awards
 - Cire James - Novice Placement, 3rd Place Silver
 - Alaina Wright - Novice Placement, 3rd Place Silver
 - Amira Myassar - Novice Placement, 1st Place Winner
- Outstanding SAE Awards
 - Kaitlynn Yake - Placement, 3rd Place Silver
 - Millicent Taylor-Nici - Placement, 2nd Place Gold
- Mitchell Personal Growth Award - Colin Conroy
- State FFA Degree Recipients
 - Jason Fitt
 - Abigail Helander
 - Taylor Huse
 - Jacqueline Rucker
 - Luke Vittoriosio
- Proficiency Awards (by SAE category)
 - Raphaella Amaral (Class of '24) - Agricultural Education, 2nd Place Gold
 - Jason Fitt - Dairy Production, 1st Place Winner
 - Jacqueline Rucker - Small Animal Management, 2nd Place Gold
 - Taylor Huse - Veterinary Science, 3rd Place Silver
- NH Grange Floral Excellence Award
 - Best Silk Arrangement - Erin Waterhouse
- Chapter Display
 - Dover FFA - 2nd Place, Silver Rank (presented by Jacqueline Rucker and Brianna Hanson)
- Floral Design
 - Blue Ribbon- Erin Waterhouse
 - White Ribbon - Alaina Wright, Madison (Taeko) Martel, Kaitlynn Yake
 - Yellow Ribbon - Hannah Dorais
- Agricultural Sales CDE
 - Faith Gooch - 4th Place Individual
 - Faith Gooch, Taylor Huse, Cire James, Kaitlynn Yake - 4th Place Team
- Animal Welfare CDE
 - Jay Tweedie, 1st Place Novice
 - Brianna Hanson, 3rd Place Experienced
 - Lucas Martin, 1st Place Experienced
- Agriscience Fair CDE
 - Kaitlynn Yake, 3rd Place
- Extemporaneous Public Speaking LDE
 - Lucas Martin - 1st Place
- Floriculture CDE
 - Madison Martel - 3rd Place Individual
 - Madison Martel, Kaitlynn Yake, Millicent Taylor-Nici, Hannah Dorais - 2nd Place Team
- Food Science and Technology CDE
 - Erin Waterhouse - 3rd Place Individual
 - Erin Waterhouse, Alaina Wright, Alex Fowler, Samantha Winters - 2nd Place Team
- Horse Evaluation CDE
 - Alaina Wright - 3rd Place Individual
 - Erin Waterhouse - 2nd Place Individual
 - Alaina Wright, Erin Waterhouse, Alex Fowler, and Cire James - 2nd Place Team
- Milk Quality and Products CDE

- Madison Martel - 2nd Place Individual
- Madison Martel, Cherash Kendall, Hannah Dorais, Jay Tweedie - 3rd Place Team
- Opening and Closing Ceremonies LDE
 - Rianna Genthner, Jacqueline Rucker, Taylor Huse, Kaitlynn Yake, Faith Gooch, Luke Vittoriosio, Jason Fitt - 2nd Place Team
- Prepared Public Speaking LDE
 - Rianna Genthner - 3rd Place
 - Luke Vittoriosio - 2nd Place
- Veterinary Science CDE
 - Lucy Parker, Brianna Hanson, Jacqueline Rucker, Serena Takekoshi - 2nd Place Team

Members Faith Gooch and Cire James represented our chapter's interests in the business sessions of the convention, participating in several important votes. Alumni Juliet Saul ('24) and Colby Howard ('24) and senior Olivia Champagne served as nominating committee members to select the next slate of State FFA Officers. We also had one alumnus, Raphaella Amaral ('24), and three seniors, Jason Fitt, Abigail Helander, and Rianna Genthner, who ran to be on the state officer team for next year. We are excited to announce that Rianna Genthner was elected as the 2025-2026 State Reporter and Raphaella Amaral ('24) was elected as the 2025-2026 Granite State FFA President!

Dover Middle School: Dover Middle School just finished their first Learning Academy cycle. Students were divided up into Math/Language Arts essential standards intervention groups or Science/Social Studies enrichment groups. The groups switched after two weeks to allow Math and LA to both have priority groups. We surveyed students on their thoughts about Learning Academy since this is the first time we have implemented it. Seventy four percent of students found their class to be engaging and 59% thought the information they learned was useful. Only twelve percent found the class to not provide useful information. This is higher engagement than we expected considering students were accustomed to making up work and using this time and were vocal about losing that. Fifty nine percent of our students were able to receive essential standards work in ELA or Math, and 9.7% received instruction in both. Students reported they enjoyed Learning Academy because it was "helpful and engaging because I understood the subject better now"; "engaging because we were doing a lot of activities around multiplying fractions, main ideas, and central ideas"; and "very engaging because we were reading books and talking deeply about them." For students who did not report having a favorable experience, they cited reasons such as boredom and already knowing the information being taught. Now that students are familiar with the structure, we are excited to start another session with some tweaks.

Frances G. Hopkins Elementary School at Horne Street: This month, our PTG has launched a new website that can be found at <https://bit.ly/FGHPTG>. We are so grateful for their hard work to coordinate the Candyland Dance last week. We had an incredible turnout from students and the community and danced off the sugar to the "sweet" tunes of DJ MAM. Thank you to the DHS volunteers, families, teachers and students for this event.

We are also grateful to our PTG for sharing ideas and perspectives to improve safety and efficiency procedures at arrival and dismissal. We appreciate the support of the Dover Police Department and the continued collaboration with our community to serve all students, staff, and families! A special thank you to Ms. Mariah Brown for stepping into the crossing guard role and taking the lead on safety!

We had a week-long visit from Master Drummer Namory Keita. This opportunity for all students to engage with a master drummer from Guinea was made possible by Roxanne O'Connor and Meaghan Dunn, with support from our PTG. Students learned traditional instruments and rhythms and created music together. To learn more about Namory, please visit <https://www.namorydrum.com/about/bio.html>. As March was Music and Arts in our Schools month, this was one of the many ways we celebrated together.

We have also celebrated National Library Week with some fun spirit day themes, and our words of the day have focused on reading. As FGH is full of bibliophiles, we are all in for our library!

Enrichment has returned to FGH! We had a successful first few sessions, with 190 students taking part in the spring session. Thank you to Allison Montecalvo and all of the amazing educators, families, and community partners who made

this program possible for our kids! Students are creating books, music, and crafts, and they are running, meeting various animals, and exploring the outdoors, among other options. We hope to expand this opportunity even further this fall.

Finally, we shared our appreciation for all paraeducators at FGH. On National Paraprofessional Day, April 2nd, we took a moment to thank our incredible paraprofessional teachers for all that they do to support students in our FGH Community! They are such a wonderful part of our school, and we know that our families agree!

Garrison Elementary School: Garrison Elementary School has had a busy month – we celebrated Read Across America the week of March 17th with many book themed days, and a visit from author/illustrator Jarrett Krosoczka. The students were excited to hear his journey as an author that started back in his elementary school days.

Kindergarten registration for the upcoming school year has opened, and we are excited to see our new kindergarten friends registering. We will be sending out information about screening in the next month or so.

We will be hosting our yearly Earth Day celebration on April 25th, and are looking forward to an assembly, animal visits, work on our school grounds, and doing some planting. We will be sending a sign-up genius out soon for parents/guardians who wish to help volunteer on this fun day.

Woodman Park School: Woodman Park School is proud to have hosted the University of New Hampshire Interns this school year. These co-teachers have been a part of our school community all school year. Currently, Woodman Park has been able to host UNH Interns from two certification programs. One program is for graduate students earning a master's degree in educational areas of Art, Music, or Elementary Education grades K-6. The other program is for undergraduates earning a bachelor's degree and dual certification in both English Speakers of Other Languages (ESOL) and Elementary Education grades K-6. These talented, dedicated, hardworking, and non-paid post-secondary students have done a tremendous job educating our students while enriching our school community. By co-teaching, they have made the staff reflect on our own practices while bringing in different perspectives to enhance our delivery of instruction. The school's grade level students benefit from additional support in the classrooms and build strong student to educator relationships. Woodman Park is extremely fortunate to be able to partner with the University of New Hampshire's Education Department to help the profession of education while also supporting our school community at the same time. We wish the half dozen, soon to be newly certified educators, well in their career and thank them for their service to Woodman Park School.

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

TO: **DOVER SCHOOL BOARD**

DATE: April 14, 2025

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2024-2025 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Kalyani Vutukuru, Siva	Paraprofessional	Woodman Park School	Margot Smith	\$16.09	G2, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: April 14, 2025

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Bastille, Alysha	Art Teacher	Dover Middle School	Jo-Ann Gardella	\$59,587	BA, Step 9
Knowlton, Jessica	MTSS Building Coordinator	Garrison Elementary School		\$86,843	MA+15, Step 17

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

TO: **DOVER SCHOOL BOARD**

DATE: April 14, 2025

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2024-2025 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Haynes, Alicia	Noon Aide	Garrison Elementary School		\$12/hr	

Recommendations

To: Dr. William Harbron
 From: Josh Knight
 Re: Coaching Recommendations
 Date: March 19, 2025
 Cc: Peter Driscoll, Tammy Badger

I would like to recommend that the following individuals be nominated for the following Coaching positions at DHS and DMS for the 2025 Spring Sports Season.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
Varsity Baseball	Scott Dubben	\$4858.75	
JV Baseball	Rick Ames	\$3126.50	Sean Strack
Reserves Baseball	Brendan Dimon	\$2535	
DMS Baseball	Benjamin Grigas	\$2345	Ron Cunio
Varsity Softball	Melvin Torres	\$4858.75	
JV Softball	Devon Martel	\$3126.50	Shannon Bissonnette
Reserves Softball	OPEN	\$2535	
DMS Softball	Jimmy Lyndes	\$2345	
Boys Var Lacrosse	Chris Ketcham	\$3464.50	
Boys JV Lacrosse	Nick Coraine	\$2281.50	
DMS Boys Lacrosse	Matt Keane	\$2345	
Girls Var. Lacrosse	Gabbie Haug	\$3464.50	Dana Gray
Girls JV Lacrosse	Abigail Reed	\$2281.50	Libby Stone
DMS Girls Lacrosse	Elsie Gregorakos	\$2345	
Boys Tennis	Griffin Leach	\$2830.75	Jonathan Nash, Alex Schlapak
Girls Tennis	Logan Sherwood	\$2830.75	Sue Vitko
DHS G Head Track	Nick Piatti	\$4858.75	
DHS B Head Track	Christen Wilhelm	\$4858.75	
DHS B/G Ass't Track	Jeffrey Sanborn	\$2873	
DHS Boys Volleyball	Katie Lynch	\$1000 (out of coach contingency)	
DHS JVBoys Vball*	Gloria Tawalujan	\$1000 (out of coach contingency)	
	Abbie Tawalujan		
DHS Unified Vball	Ivanna Hallatu	\$1000 (out of coach contingency)	Meghan Foster
	Jeremiah Lumangkun	\$500	
DMS Head Track	Laura Towle	\$2873	
DMS Asst Track	Dennis Towle	\$1816.25	Kaylee Towle

**Indicates Co-head coach – split stipend*

Please contact me with questions or concerns.

Donation Request List for Approval
April 14, 2025 - School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
DHS	Seacoast Education Endowment for Dover (SEED)	\$3,000	Monetary	To support the book purchase program for freshmen.

DOVER SCHOOL DISTRICT	POLICY CODE: JEB-E
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 3

SECOND READING - WITHDRAW

SCHOOL ENTRANCE REQUIREMENTS DISTRICT SCREENING Early Entrance to Grade 1

The screening plan will consist of the following components:

PALS (Phonological Awareness Literacy Screening)

- Students must score the minimum sum score of 74 in the following 5 areas for early entrance into grade 1:

<u>Topics</u>	<u>Minimum Accepted Score</u>
○ Rhyme	9-10
○ Beginning Sounds	9-10
○ ABC Lower	24-26
○ Letter Sounds	20-23
○ Spelling	12-17

Social Skill Survey

- To be completed by the parent and teacher of the child's kindergarten program

SOCIAL SKILLS

<u>1. Follows your directions</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>2. Makes friends easily</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>3. Controls temper in conflict situations with adults and peers</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>4. Says nice things about him or herself when appropriate</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>5. Initiates conversations with others</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>6. Volunteers to help peers with classroom tasks</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>7. Is aggressive towards people or objects</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>8. Shows anxiety about being with a group of children</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>9. Shows sympathy to other children, tries to help and comfort them</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>10. Pays attention well, listens to others</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>11. Easily distracted by other things going on</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>12. Asks for help when needed</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>13. Shares toys or other possessions – may have occasional arguments</u>	<u>Always Sometimes</u>	<u>Seldom</u>
<u>14. Responds well to correction – stops misbehaving</u>	<u>Always Sometimes</u>	<u>Seldom</u>

What are your child's strengths?

Do you have any behavior or learning concern?

Does your child have allergies or any other medical concerns? If yes, please explain.

Can your child toilet independently?

DOVER SCHOOL DISTRICT	POLICY CODE: JLMC EBCJ
DATE OF ADOPTION: AUGUST 19, 2024	PAGE 1 OF 5

SECOND READING – REVISED POLICY

~~DOVER SCHOOL DISTRICT SAU 11~~ WORKPLACE VIOLENCE PREVENTION POLICY

PREVENTION OF STUDENT VIOLENCE IN THE WORKPLACE

This section of the Dover School District's Safety Program serves as the District's required plan to reduce violent acts and injuries caused by students against employees, volunteers, and visitors per RSA 281-A:64 and NH Lab 603.03(g).

Workplace violence is defined as any act or threat of physical violence that occurs at the worksite or is threatened to occur at the worksite. Although not necessarily a violent act, workplace violence for this policy includes student elopement. The District does not tolerate workplace violence.

Student violence that threatens the health and safety of employees, disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be the cause of suspension or other disciplinary action in accordance with Policy JLDDBA (Behavior Management and Intervention) and Policy JICD (Student Discipline and Due Process).

The District recognizes that violent acts by students may risk harming employees, volunteers, and visitors, which, like other safety issues, can be mitigated through appropriate protective measures. Employees shall notify their supervisor in writing if they become aware of a situation where violence has occurred, or that may be an early indicator of, or may lead to workplace violence. Employees should reference the District Organizational Reporting chart to understand the chain of reporting for violent incidents.

EDUCATION AND TRAINING PROTOCOLS:

The District's Annually Required Training will include a one-hour building-based training for all employees on handling potentially volatile student situations and reducing staff injury. This training will inform employees of the Student Support Team's functions, protocols, and how to request assistance from the team during or after a violent incident, de-escalation techniques, building and District reporting expectations and requirements as contained in the District Organizational Reporting chart, available resources, and how to follow the organizational reporting protocol. Other training may be provided to all staff as necessary in accordance with their collective bargaining agreement. District Staff will receive a copy of this policy Policy JLMC (~~Dover School District SAU 11 Workplace Violence Prevention Policy~~).

The District has adopted the Crisis Prevention Institute (CPI) as the training model for managing violent student behaviors. In accordance with that training model, certain staff will receive further targeted training for de-escalation and student-on-staff violence prevention, as necessary.

CPI training (initial or annual recertification) will be provided to any staff who works with students who have shown aggression (e.g., elopement, biting, kicking, punching, throwing items) or who need de-escalation.

DOVER SCHOOL DISTRICT	POLICY CODE: JLMC EBCJ
DATE OF ADOPTION: AUGUST 19, 2024	PAGE 2 OF 5

Additional violence prevention training will be offered as needed based on staff feedback and classroom observation of students. This training will support staff in developing and implementing strategies to encourage positive student behavior in the classroom and help reduce the risk of injury to staff members.

RESPONSE PROTOCOLS:

Student Support Team

Each school will have a designated and appropriately trained Student Support Team as defined in Policy EBBCA (Employee Student Supervision Safety Policy), and by the building administration to respond if a student becomes physically unsafe, assaultive, aggressive, or elopes from the building. The Student Support Team is in addition to the building-level administration and will respond if building administration is unavailable or requested by building administration.

By the first day of school each year, building Principals are required to communicate with the Superintendent and Director of Student Services in writing of who is on their Student Support Teams. Serving on the Student Support Team is voluntary. Should they arise, additional duties that may apply to the Student Support Team are also voluntary.

Student Support Teams will be trained and certified in Crisis Prevention Institute (CPI) Non-Violent Crisis Intervention. Student Support Teams will follow all protocols and procedures in applicable School Board Policies, including but not limited to EBBCA (Employee Student Supervision Safety Policy), JKAA (Use of Restraints and Seclusion Policy), and JKAA-F (Staff Processing of Restraint Incident Form).

Following each activation of the Student Support Team, the building Principal and other staff, as appropriate, will meet with the Student Support Team to debrief the incident, evaluate the response, and, if needed, make any necessary adjustments to the Student Support Team's protocols or the specific plans related to the student. This debriefing will include Policy JKAA-F (Staff Processing of Restraint Incident Form), and a copy of the report will be sent to the Assistant Superintendent or their designee following the debriefing.

Following an escalated student-on-staff interaction, the staff members involved shall be provided at least fifteen minutes as outlined in Policy EBCA (Crisis Prevention and Emergency Response Plans) for purposes such as recovery, reporting the incident, seeking medical attention, and debriefing. Supervisors may extend this time or allow a staff member to return home for the rest of the day.

Students who are known to exhibit physically aggressive or assaultive behaviors and/or a tendency to elope from school buildings are required to adhere to the specific measures outlined below. The building Principal is responsible for ensuring these requirements are in place and adhered to within the school.

1. A team that will work collaboratively to provide a safe learning experience for the student, the staff, and contracted service providers working with the student, and others in the school building. If the student has an Individualized Education Plan (IEP), the student's IEP Team will serve in this role. If the student has a 504 plan, the 504 team will serve in this capacity.

DOVER SCHOOL DISTRICT	POLICY CODE: JLMC EBCJ
DATE OF ADOPTION: AUGUST 19, 2024	PAGE 3 OF 5

Both the IEP and 504 team will follow federal and state laws governing special education and 504 Compliance.

2. A Behavioral Intervention Plan (BIP). The BIP will include steps to minimize recognized behavior-related concerns, action steps to implement if there is an escalation of behaviors, and action steps to implement if there are imminent safety risks to the student, staff, and contracted service providers working directly with the student and others who may be in the area. Action steps will include a plan to communicate the need for assistance and the use of technology in doing so. If the student has an IEP, the BIP will follow federal and state laws governing special education and be included in the student's IEP.
3. All staff and contracted service providers working with a student who has been determined to require a 2-way radio under Policy EBBCA (Employee Student Supervision Safety Policy) will be assigned a communication device for the purpose of being able to communicate a need for assistance. Those assigned a device are required to wear it on their person throughout the school day and/or during any other time periods they are working with an assigned student who has a BIP that requires a 2-way radio under Policy EBBCA (Employee Student Supervision Safety Policy).
4. Appropriate staff-to-student support ratios will be determined by the IEP, 504, or BIP team specific for that student based on the information in the BIP. If warranted, the Student Support Team, in collaboration with the IEP, 504, or BIP team, may determine a second person assigned to a student, which may be a classroom teacher within a classroom setting and/or other staff sharing common areas of the school, but each staff member assigned to supervise the student will receive training specific to the student, access to all necessary educational records to understand the student's behavior, and shall have a specific protocol designed for how their supervision is to align with their other duties, such as classroom instruction. The building Principal must have a plan to address staff/contracted service provider absences.
5. After an incident of physical aggression and/or elopement, the established team will review the student's BIP and, if needed, amend it. Additionally, the building Principal will determine if any actions are needed based on District School Board Policies, including, but not limited to, Policy JICD (Student Discipline and Due Process).

Voluntary Reassignment

In cases where a staff member has experienced significant injury or trauma or has experienced severe, pervasive, and objectively offensive behavior involving a student, the Superintendent, in consultation with the appropriate association (DAA, DEOP, DTIPA, DTU), or other District employees, may provide the impacted employee the option to be reassigned within the school or District. The transfer will follow what is prescribed in the CBA for the respective association.

Nothing herein shall be construed to, limit, or impair the employee's rights under state or federal law.

PREVENTION PROTOCOLS:

All District schools will foster a positive and respectful culture through clear, school-wide behavior expectations that are communicated to staff and students.

DOVER SCHOOL DISTRICT	POLICY CODE: JLMC EBCJ
DATE OF ADOPTION: AUGUST 19, 2024	PAGE 4 OF 5

Access to counseling services and mental health support is available to students who may be experiencing emotional or behavioral issues through access to staff such as guidance counselors, social workers, school psychologists, and behavioral specialists.

In the Dover School District, MTSS-B teams are known as the Guiding Coalition (Tier I and Tier II) and the Site Intervention Team (Tier III). The Guiding Coalition meets regularly to review overall student behavioral and social/emotional trends, providing ongoing support to students and staff. Meanwhile, the Site Intervention Team primarily focuses on addressing the individual needs of students through a problem-solving process. Administration, along with the Guiding Coalition, will work directly with teachers to provide resources and training to support the specific needs of individual students.

REPORTING AND INVESTIGATION PROCEDURES:

Each school will have a process for reporting behavior incidents to build leadership. Incidents will be recorded in our behavior tracking software, and administrators will provide necessary follow-up, resources, and/or support. These resources and supports include items such as, but are not limited to, parent/guardian involvement, school resource officer support, Tier II/III interventions, behavioral intervention plan, referral to Site Intervention Team, increased supervision, and additional classroom support.

After any incident of physical aggression or elopement involving a student with a BIP, the building Principal will notify verbally and in writing, the Superintendent, Superintendent's designee, and Director of Student Services (if a staff member is involved and only for acts of physical aggression).

Individuals Impacted by Physical Aggression

Following a student's physical aggression, all involved individuals will provide (if able) a written account of what occurred. If an employee is injured, the school nurse will assess the employee to determine whether further medical attention is necessary. If an employee is injured at all, they must make a first report of injury to the nurse for purposes of Workers' Compensation.

If an employee is seriously injured or traumatized by a student's act of physical aggression, the employee may be permitted to leave school for the remainder of the school day on administrative leave. The building Principal will make such a decision, in consultation with the Superintendent's office, as necessary. The building Principal will ensure that all appropriate accident forms are completed and submitted appropriately.

All assaults committed by students against employees, volunteers, and visitors will be addressed in accordance with Policy JICD (Student Discipline and Due Process) and must be reported per RSA 193-D:4. District reports shall be made using the Impact Form and the Workers' Compensation Injury Report Form.

The victim should complete an Impact Form. Individuals who observe a violent or aggressive act may be required to report the incident.

DOVER SCHOOL DISTRICT	POLICY CODE: JLMC EBCJ
DATE OF ADOPTION: AUGUST 19, 2024	PAGE 5 OF 5

The completed Impact Forms should be signed by the building administrator, who shall report the incident to the SAU Office. The Impact Form will be shared with the Director of Student Services, who will initiate an investigation in collaboration with building leadership, if necessary.

This investigation will help to determine if any disciplinary action is needed for the student involved and if any support is needed for the victim. In addition, the Director of Student Services will also investigate to determine if additional support might be needed to prevent future incidents. The Director of Student Services or the building Principal is responsible for conveying any reports required by law or policy to the parents/guardians of the student(s) involved.

The Joint Loss Management Committee will routinely review this policy along with workplace violence, workers' compensation reports, and Impact Forms to review trends and provide ongoing support to students and staff. The review process may consider the following: whether the employee was exposed to a foreseeable hazardous condition; whether the employer was aware of any potential hazards; whether all safety rules and procedures were followed; whether the procedure and/or training was adequate; an analysis of potentially hazardous conditions, and a determination as to whether corrective action may be required.

In addition, the District-wide Leadership Team will review this same policy and data monthly during leadership meetings, including the Superintendent, Assistant Superintendent, Principals, and SAU Administrators.

The Superintendent or their designee will coordinate the training, investigation, and adherence to the implemented program to reduce violent acts and injuries caused by students.

*Policy Updates:
Adopted August 19, 2024*



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Abigail Small, Director of Student Services
DATE: April 9, 2025
RE: Request to Waive Bidding

IDEA Grant: Goalbook Toolkit

Goalbook Toolkit	\$29,750.00
Total	\$29,750.00

Request to waive bidding:

The District requests bidding to waived to purchase 50 licenses for Goalbook Toolkit for a total of \$29,750.00 from the IDEA grant.

Goalbook Toolkit is an on-line platform that improves student outcomes by increasing teacher effectiveness throughout the special education process.

Goalbook Toolkit:

- Provides assessments and a present level of performance tool to help identify areas of regression and urgent needs for skill recoupment, including essential standard areas.
- Supports the development of skills and NH standards aligned IEP goals with the appropriate levels of scaffolding to support both recoupment and growth.
- Delivers classroom-ready resources and strategies that support planning and the delivery of specially designed instruction in both classroom and remote environments.

Dover plans to be part of a cohort of seacoast districts using Goalbook with their special educators. As part of this cohort, districts have received a reduced rate, and an increase in available professional development from Goalbook throughout the school year. Dover specifically will also receive an additional day of professional development included in the proposal.

Please reference the attached Sole Source letter.

Sole Source Purchasing Documentation Form-Federal Funds

Dover School District

Vendor Name: Education Associates, Inc. Fiscal Year: 2023-2024

Description and purpose of the purchase:

Non-Competitive Proposal

X This item is available only from a single source, please list the unique features of the product or service:

Education Associates, Inc. is the single source publisher of Project Discovery Curriculum and Achieve Life Skills Curriculum Systems.

 A public Emergency, explain situation and reasons why decision couldn't include other quotes.

 Received authorization from a pass-through entity (NHDOE) Please include approval from the NHDOE.

 Competition is determined to be inadequate (after solicitation)

If there are similar products or services available, the reasons for selecting the vendor (check all that apply):

 Lowest Price X Availability Accessibility Expertise Reputation

 Continuity of Services Location Bid Process Other Considerations: _____

Signature of individual who completed procurement

Date

IDEA Grant Activity # 152308
Grant/Activity #



Goalbook
700 South B Street, Suite 200
San Mateo, CA 94401

January 6, 2025

Goalbook Partner:

This letter is to confirm that Toolkit is a sole source product, developed, sold, and distributed exclusively by Enome, Inc. (Goalbook). Enome, Inc. (Goalbook) is the Sole Source of the items, content and services listed below. Competition in providing the below items, content, and services is precluded by the existence of a copyright held by Enome, Inc. (Goalbook). There are no other solution for purchase that would serve the same purpose or function. This product must be purchased directly by institutions from Enome, Inc. (Goalbook). There are no agents or dealers authorized to represent this product.

Toolkit guides teachers to confidently identify student present levels that are data driven by providing unique content and features including:

- Research-based framework that guides and supports teachers to consistently use best-practices in developing IEP present level statements including: editable starter narratives for each functional grade level, grade-level expectation for assessments, and prompting questions to tell the story of the student and to clearly articulate the impact of their disability.
- Downloadable assessments and screeners and data collection sheets for use in developing present levels data for IEPs.
- Exemplar IEP present levels content for grades Pre-K through 12th and student strengths and needs areas: academics (pre, core, and alt), social and emotional, behavior, communications, physical, functional/management, and vocational.
- Validated by ESSA aligned research.

Toolkit saves time in developing and monitoring standards-aligned IEP goals that address student's individual needs by providing unique content and features including:

- Research-based framework that guides and supports teachers to consistently use best-practices in developing IEP goals and objectives including thousands of exemplar IEP goals which contain the elements of representation, expression, and criteria with alignment to state specific standards and differentiated with scaffolding at up to 3 levels of supports.
- Learning goals in academic and non-academic areas including: core academics, behavior, SEL, pre-k, EL, autism, speech & language, alt & life skills, OT, success & management, deaf/hard of hearing, adapted PE, blind & visually impaired, birth to 3, and dyslexia.
- Search and filter content by: subject, grade (Birth-3 and Pre-K to 12), category / subdomain, standard, and key word.
- State specific standard unpacked to its core purpose (unpacked standard).
- Horizontally aligned standards and goals for foundational and precursory skills.
- Progress monitoring assessments and exemplars aligned specially to the goal.
- Validated by ESSA aligned research.

Toolkit helps teachers successfully implement IEPs with instant access to research-based instructional strategies and classroom-ready resources by providing unique content and features including:

- Curated list of targeted research-based strategies and ready-to-use resources to implement IEPs in reading, writing, speaking, math, behavior & SEL for use in-person and remote settings.
- Mini root causes analysis approach to identifying strategies.
- Coaching and implementation tips including how to use the strategies cross circularly and in multiple settings.



Goalbook
700 South B Street, Suite 200
San Mateo, CA 94401

- Aligned to the Universal Designed for Learning (UDL) framework of engagement, representation, and action & expression.

If you desire additional information, please do not hesitate to contact us at 1-855-207-5443.

Sincerely,

A handwritten signature in blue ink, appearing to read "Justin Su", written over a light blue rectangular background.

Justin Su
Founder, Goalbook



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
FAX (603) 271-1953

April 4, 2025

TO: Senior Educational Official

FROM: Lindsey Labonville, Administrator
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2026

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 Senior Educational Official 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 (no initials required for the signature pages) 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 CPAs 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, 2025**.

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 or at 603-731-4621.

New Hampshire Department of Education

FY2026

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 applicant submitting its application to the NHED in substantially approvable form will not be reimbursable even upon final approval of the application by the NHED.

All individuals executing this document should review the document to ensure that you 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 (initials on the signature pages are not required).

Please note that the practice of the School Board authorizing the Senior Educational Official 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.

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 comply with the requirements regarding construction and real property within 34 CFR Part 75.600-75.684. The non-Federal entity is required to comply with any reporting requirements on the status of real property in which the Federal Government retains an interest pursuant to 2 CFR 200.330.
- 4) The subrecipient will establish safeguards to prohibit employees from using their positions for purposes that constitute or appear to present a personal or organizational conflict of interest, or for personal gain.
- 5) The subrecipient will initiate and complete the work within the applicable time frame after receiving approval from the awarding agency.
- 6) The subrecipient will comply with all Federal statutes, administrative rules and executive orders including provisions protecting free speech, religious liberty, public welfare, the environment, and those prohibiting discrimination. 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; including any guidance issued consistent with Executive Order 14151 Ending Radical And Wasteful Government DEI Programs And Preferencing – The White House (January 20, 2025) and the communication titled “Reminder of Legal Obligations Undertaken in Exchange for Receiving Federal Financial Assistance and Request for Certification under Title VI and SFFA v. Harvard issued by the United States Department of Education on April 3, 2025, as applicable;
 - (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 including any guidance issued consistent with Executive Order 14168 Defending Women From Gender Ideology Extremism And Restoring Biological Truth To The Federal Government (January 20, 2025), as applicable;
 - (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;
 - (j) The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98); and
 - (k) The requirements of any other statute(s), administrative rule, executive order, dear colleague letter, or non-regulatory guidance which may apply to the application.
- 7) 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.
 - 8) 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.
 - 9) 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.
 - 10) 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.
 - 11) 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.
 - 12) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, dear colleague letter, non-regulatory guidance and policies governing all program(s).
 - 13) 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.
 - 14) 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 sub-recipient 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.
 - 15) 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.

- 16) 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).
- 17) 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).
- 18) The subrecipient will comply with the Stevens Amendment.
- 19) The subrecipient will comply with the Buy America Preference for Infrastructure Projects as required by 2 CFR Part 184.
- 20) 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. 1234(f), and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 21) The Subrecipient will ensure compliance with 2 CFR 200.415(a) and (b).
- 22) 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.
- 23) 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.
- 24) 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.
- 25) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 26) The subrecipient will submit a fully executed and accurate FY25 Single-Audit Certification (required) and the Federal Expenditures Worksheet (if applicable) to the NHED no later than December 31, 2025. The worksheet

will be provided to each subrecipient by the NHED via email and is posted on the NHED website.

- 27) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 28) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 29) 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.
- 30) The subrecipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 31) 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).
- 32) 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.
- 33) 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.
- 34) 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).
- 35) 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.
- 36) 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.).
- 37) 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).

38) The subrecipient will comply with the Prohibition on Certain Telecommunications and Video Surveillance Equipment requirement per 2 CFR 200.216.

39) The subrecipient will comply with the Protection for Whistleblowers (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 to trace funds to establish that such funds have been used in accordance with 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 (this list is not all inclusive):

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, maintain, and document effective internal controls 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 comply 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 the U.S. Constitution, federal statutes, regulations, applicable executive order, and non-regulatory guidance, as applicable, 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 cybersecurity and other measures to safeguard information including protected personally identifiable information (PII) and other types of information. This also includes information the Federal agency or pass-through entity designates as sensitive or other information the recipient or subrecipient considers sensitive and is consistent with applicable Federal, State, local and tribal laws regarding privacy and responsibility over confidentiality.
- Retain all Federal award records and other supporting documentation 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:

- in payment of obligations incurred during the approved project period;
- in conformance with the approved project;
- in compliance with all applicable statutes and regulatory provisions;
- costs that are allocable to a particular cost objective;
- spent only for reasonable and necessary costs of the program; and
- 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 \$1,000,000 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 \$1,000,000 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 \$1,000,000 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) If an audit reveals the basis for a finding related to a federally funded program, upon request of 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 the federally 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 federally funded programs. The BFC will review the subrecipient's submission and issue an appropriate management decision adhering to the same framework as set forth in 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: The Federal Audit Clearinghouse

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

- 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 FY25 Single-Audit Certification (required) and Federal Expenditures Worksheet (if applicable) shall be submitted to the NHED no later than **December 31, 2025**. 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.

The subrecipient certifies that it and its principals:

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

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

explanation to this document.

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

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

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

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

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

- f) Taking one of the following actions, as stated in 34 CFR 84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 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. Gun Possession

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, IV.

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. Nothing in this section shall be construed to prevent the local school district or chartered public school that expelled the student from providing educational services to such student in an alternative setting.

The LEA assures that it shall timely file the report required by Ed 317.07.

The LEA assures that it has establish policies on school discipline as required by RSA 193:13, XI and XII and Ed 317.03.

10. 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 federal awards, 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.

11. 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.

12. 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.

13. 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, services performed by public utilities, travel, or the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel occurred, and/or when facilities were used (see 34 CFR 76.707).

14. 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; and
- d) Signed and dated by the employee.

15. Protected Prayer in Public Elementary and Secondary Schools

The subrecipient certifies that the LEA has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools. (Section 8524(a) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act and codified at 20 U.S.C. § 7904).

16. 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. Simplified Acquisition
2. Formal procurement methods
 - a. Sealed bids
 - b. Proposals
3. Noncompetitive procurement

17. Retention and Access to Records

The subrecipient certifies that it will comply with all federal regulations, including but not limited to, 2 CFR 200.334 – 2 CFR 200.338.

18. 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.

19. 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.

20. Compliance with FERPA and PPRA

The subrecipient certifies that it complies with Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) by ensuring the following:

- a) The subrecipient has established and implemented effective internal processes to ensure that student's complete education records are maintained;
- b) The subrecipient has established and implemented effective internal processes to ensure that parents are provided with the opportunity to review their student's education records;
- c) The subrecipient has established policies and procedures that permit disclosure of personally identifiable information from a student's education records in order to address safety issues in a manner that complies with FERPA;
- d) The subrecipient provides parents and eligible students annual notification of their rights under FERPA consistent with 34 CFR § 99.7; and
- e) The subrecipient, if applicable, has established procedures to provide military recruiters the same access to secondary students as provided to postsecondary institutions or to prospective employers and require that schools provide student information to military recruiters, when requested, unless the parent has opted out of providing such information (schools are required to provide to military recruiters include student names, addresses, electronic mailing addresses, and telephone listings. See Section 8528 of the ESEA, as amended, 20 U.S.C. § 7908 and 10 U.S.C. § 503(c)).

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 recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out of a Federal program. The

authority of the pass-through entity under this part flows through the subaward agreement between the pass-through entity and subrecipient.

- 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 contribute to the goals and objectives of the project by carrying out part of a Federal award received by the pass-through entity. It does not include payments to a contractor, beneficiary, or participant. A subaward may be provided through any form of legal agreement consistent with criteria in with 2 CFR 200.331, including an agreement the pass-through entity considers a contract.
- 6) **Subrecipient** – *Subrecipient* means an entity that receives a subaward from a pass-through entity to carry out part of a federal award.
- 7) **Senior Educational Official** – *Senior Educational Official* means the top executive in an educational organization who makes the key decisions on spending, staffing, and other education policies.

CERTIFICATION

Instructions: The Senior Education Official **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 Senior Educational Official 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

Senior Educational Official 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 14 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/Charter Number: _____ District or Charter School Name: _____

Typed Name of Senior Educational Official

Signature

Date

School Board Certification:

I, the undersigned official representing the School Board, acknowledge that the Senior Educational Official, 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.