



## DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #7**  
Meeting Location: **City Hall, Council Chambers**  
Meeting Date: **Monday, July 13, 2026**  
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, June 8, 2026
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
  - 1. **Correspondence:** None
  - 2. **Resignations/Retirements:**
    - a. Jossie Demerit – Paraeducator – Woodman Park School – Resignation (06/30/26)
    - b. Jill Fredrickson – MTSS Building Coordinator – Woodman Park School - Resignation (Received 07/09/2026 – Effective TBD)
    - c. Ryane Hyde – Paraeducator – Woodman Park School – Resignation (06/30/26)
    - d. Pirawan Kitphobsawat – Paraeducator – Woodman Park School – Resignation (06/30/26)
    - e. Maryellen Lampel – Paraeducator – Woodman Park School – Resignation (06/30/26)
    - f. Kellie Roberge – Paraeducator – Woodman Park School – Resignation (06/30/26)
    - g. Jane Roche – Paraeducator (Clerical Aide) – Frances G. Hopkins Elementary School at Horne Street – Retirement (06/30/26)
    - h. Kaylee Towle – Title 1 Interventionist – Dover Middle School – Resignation (06/30/26)
  - 3. **Leaves of Absence:** None
  - 4. **Job Shares:** None
  - 5. **Nominations:**
    - a. Nomination - William Roy – Accounting and Operations Director
    - b. DPA Nomination
    - c. DTU Nominations
  - 6. **Extended Travel (Student Trips):** None
  - 7. **Donations:** None
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:**
  - 1. JLCF – Wellness Policy – Nutrition and Physical Activity Components – Revised – First Reading
  - 2. EHAA – Technology and Internet Acceptable Use Policy – Revised – First Reading
- L. POLICY ADOPTION:** None



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### **M. RESOLUTIONS:**

1. Resolution of Recognition 2025-2026 (Revised with additional retiree)
2. Resolution – Title I, Part A Funds 2026-2027
3. Resolution – Title II-A Funds 2026-2027
4. Resolution – Title III, Immigrant Children Subaward Funds 2026-2027
5. Resolution – Title IV-A Funds 2026-2027
6. Resolution – CTE Perkins Funds 2026-2027
7. Resolution – Special Education Funds 2026-2027

### **N. OLD BUSINESS: None**

### **O. NEW BUSINESS:**

1. Bid Award – Dover Middle School Painting Project
2. Bid Waiver Requests
  - a. Windows Endpoints
  - b. Firewall
  - c. CAT Heavy Equipment Simulator
3. Dover Teachers' Union Collective Bargaining Agreement (2026-2027)
4. Electronic Device Ban Update
5. Federal Grant Assurances and Board Acknowledgement
6. License for Utility Company in Relation to Dover High School Field Project
7. Student Engagement Survey Proposal

### **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, July 13, 2026

**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, June 8, 2026

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

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

1. **Correspondence:** None
2. **Resignations/Retirements:**
  - a. Jossie Demerit – Paraeducator – Woodman Park School – Resignation (06/30/26)
  - b. Jill Fredrickson – MTSS Building Coordinator – Woodman Park School – Resignation (Received 07/09/2026 – Effective TBD)
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  - g. Jane Roche – Paraeducator (Clerical Aide) – Frances G. Hopkins Elementary School at Horne Street – Retirement (06/30/26)
  - h. Kaylee Towle – Title 1 Interventionist – Dover Middle School – Resignation (06/30/26)
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
  - a. DAA Nomination (William Roy – Accounting and Operations Director)
  - b. DPA Nomination
  - c. DTU Nominations
6. **Extended Travel (Student Trips):** None
7. **Donations:** None

**Superintendent Recommendations:** I recommend the Board approve the Consent Agenda presented.

#### **J. FINANCIAL REPORT:** Mr. Brian Cisneros will present his financial report to the Board.

#### **K. POLICIES – CHANGES – PROPOSALS:**

1. **JLCF – Wellness Policy – Nutrition and Physical Activity Components – Revised – First Reading:** Minor revisions included reference to the recently overhauled N.H. Department of Education's Minimum Standards found in Ed 306, as well as tested and in some instances replaced links to external sources. Also, included a more direct connection between the physical activity requirement of the USDA regulations and Section IV of this sample to the requirements under Ed 310 and sample *IMAH*, Daily Physical Activity, among other things delegating to the Wellness Committee the purview to review and make recommendations in line with *IMAH*.

- 2. EHAA – Technology and Internet Acceptable Use Policy – Revised – First Reading:** Director Rup has revised this policy to align with current technology and security concerns. The revisions include a comprehensive definitions section, a significant expansion of network security requirements, stronger monitoring and privacy language, new digital citizenship and behavioral expectations and the removal of outdated technology restrictions. The revision transforms EHAA from a traditional acceptable-use policy focused on internet access and email into a comprehensive technology, cybersecurity, monitoring, digital citizenship, and risk-management policy.

**Superintendent Recommendations:** I recommend the Board table the policies presented.

**L. POLICY ADOPTION:** None

**M. RESOLUTIONS:**

- 1. Resolution of Recognition 2025-2026 (Revised with additional retiree):** At the Board’s last meeting, **16 retirees** were recognized, and one was referenced as an upcoming retirement. Jane Roche has submitted her retirement and is now included in the revised resolution, now **17 retirees** represent a total of **411 years** of service to the students of Dover.
- 2. Resolution – Title I, Part A Funds 2026-2027**
- 3. Resolution – Title II-A Funds 2026-2027**
- 4. Resolution – Title III, Immigrant Children Subaward Funds 2026-2027**
- 5. Resolution – Title IV-A Funds 2026-2027**
- 6. Resolution – CTE Perkins Funds 2026-2027**
- 7. Resolution – Special Education Funds 2026-2027**

The attached Federal Grant Resolutions provide information to the Board regarding grant allocations and planned expenditures for FY27.

**Superintendent Recommendations:** I recommend the Board approve the resolutions presented.

**N. OLD BUSINESS:** None

**O. NEW BUSINESS:**

- 1. Bid Award – Dover Middle School Painting Project:** On June 12, 2026, the Dover School District issued Request for Proposals (RFP #DSD26005) for the painting of the Dover Middle School.

Due to the size and scope of this project, work will begin during the summer of 2026 and is expected to continue into the school year. Our goal is to complete all classroom painting before the start of the school year, with the remaining areas of the building scheduled for completion during school vacations and other planned breaks in the academic calendar. This phased approach is intended to minimize disruption to students, staff, and daily school operations.

**Superintendent Recommendations:** I recommend the Board award C&E Painting and Coatings the amount of \$159,500.

**2. Bid Waiver Requests**

- a. Windows Endpoints:** The district currently manages Windows endpoints using Microsoft Intune for enrollment, compliance policy, and baseline configuration. While Intune performs these core functions well, district IT staff have identified recurring operational limitations, including slow or unpredictable

software deployment cycles, particularly for third-party (non-Microsoft) applications, limited real-time visibility into device status, with sync and reporting delays that hinder day-to-day troubleshooting, a complex, policy-driven administrative interface that is not well suited to quick, ad hoc technician tasks (e.g., pushing a single application, running a script, or remotely resolving an issue on one machine), and unreliable third-party patch management, increasing security exposure between patch cycles.

These limitations are consistent with findings widely reported by other Microsoft-managed organizations, which commonly pair Intune with a complementary deployment/patching tool rather than relying on Intune alone for real-time device management. In response, a bid waiver is requested for the purchase of PDQ Connect, a cloud-based endpoint deployment, patching, and device management platform, to be layered on top of the district's existing Microsoft Intune deployment. The waiver is requested on the basis that PDQ Connect is uniquely suited to close specific, well-documented operational gaps in Intune and no other product offers an equivalent combination of Intune-compatibility, ease of use, and cost.

**Superintendent Recommendations:** I recommend the Board approve the request to waive bidding and award PDQ the amount of \$8,640.

- b. **Firewall:** The Dover School District has continued to grow and see an expansion of programs that need more bandwidth and increased security. The district's current Palo Alto PA-3260 firewall has reached the end of its manufacturing lifecycle and will hit its hard End of Service Life (EOSL) in 2027, meaning the manufacturer will completely cease security patches, firmware updates, and hardware replacement support. Also, our software licensing for this device ends in February 2027.

To proactively address this critical security vulnerability, our technology team worked with Omada Technologies to source side-by-side, comparable 3-year enterprise quotes from the two leading vendors in the cybersecurity space: Palo Alto Networks and Fortinet. The district has previously established an ongoing relationship with Omada in our purchase of other networking equipment including our wired and wireless infrastructure.

**Superintendent Recommendations:** I recommend the Board approve the request to waive bidding and award Omada Technologies a 3-year option an annualized amount of \$24,906.67.

- c. **CAT Heavy Equipment Simulator:** The Building Construction program is requesting approval to purchase a CAT Heavy Equipment Simulator from Simformation, the sole provider of this equipment, using Perkins grant funding in the amount of \$49,022.00. This simulator will complement the program's existing CAT training equipment and expand students' opportunities to safely learn the operation of a variety of heavy construction machinery in a realistic simulation environment.

The simulator will provide students with industry-recognized CAT equipment training, allowing them to develop technical skills, practice real-world construction scenarios, and build confidence before operating actual machinery. By incorporating this technology into the curriculum, students will gain practical, career-ready experience that makes them more competitive and better prepared to enter the construction workforce. This investment aligns with the CTC's mission of equipping students with the knowledge, technical skills, and industry experience needed to succeed in high-demand career fields.

**Superintendent Recommendations:** I recommend the Board approve the request to waive bidding and award Simformation the amount of \$49,022.

3. **Dover Teachers' Union (DTU) Collective Bargaining Agreement (2026-2027):** The DTU recently ratified the proposed agreement. This agreement comes after several months of negotiations. The district negotiating team included members of the Board.

**Superintendent Recommendations:** I recommend the Board approve the revisions made to the Collective Bargaining Agreement presented.

4. **Electronic Device Ban Update:** This report is required by policy JICJ and reviews the implementation of the Electronic Device Ban in NH. Implementation went much better than anticipated and overall has been a success. There are areas for improvement moving into the 26-27 School Year.
5. **Federal Grant Assurances and Board Acknowledgement:** The New Hampshire Department of Education has notified districts that the U.S. Department of Education has issued additional Government-Wide Administrative, Statutory, and National Policy Requirements that apply to recipients of federal education grant funds. These requirements supplement existing federal grant assurances and become conditions of accepting federal awards. Districts are required to review these requirements, ensure compliance with all applicable federal laws and grant conditions, and share this information with their governing body. Administration is bringing this notification to the Board for acknowledgement and to document the Board's awareness that the district's acceptance of federal funds is contingent upon compliance with these federally imposed grant conditions and any associated requirements that may accompany grant award notifications.

**Superintendent Recommendation:** I request the board consider making the following motion: *"To acknowledge receipt of the U.S. Department of Education Government-Wide Administrative, Statutory, and National Policy Requirements applicable to federal grant awards and recognize that acceptance of federal funding by the Dover School District is subject to compliance with all applicable federal grant conditions and assurances"*

6. **License for Utility Company in Relation to Dover High School Field Project:** The administration is requesting Board approval of a revised utility license agreement with Eversource related to the field project. According to correspondence from Joshua Wyatt, City Attorney for Dover, Eversource reviewed the license and requested revisions before execution. The primary substantive change is the inclusion of language requiring the District to assume responsibility for costs associated with relocating the transmission service line in the future if the District elects to terminate the license and the relocation becomes necessary as a result.

The City Attorney has indicated that the attached agreement has been updated to reflect Eversource's requested changes and is ready for use, subject to District approval. No other significant concerns were identified in the communication.

**Superintendent Recommendation:** Approve to allow the district to execute the utility license agreement with Eversource for the transmission service line associated with the field project, acknowledging the provision that the District would be responsible for relocation costs should the license be terminated and relocation later become necessary.

7. **Student Engagement Survey Proposal:** A member of the School Board has requested discussion regarding the potential use of a student engagement survey to better understand students' experiences as learners and to supplement existing district data on attendance, behavior, and academic outcomes. The proposal references a survey model currently used in Massachusetts and suggests exploring whether an adapted version focused on academic engagement could provide meaningful information to support continuous improvement efforts.

**Superintendent Recommendation:** My preliminary assessment is that the Massachusetts engagement framework would almost certainly be considered a non-academic survey under Dover Policy ILD and RSA 186:11, IX-d because it seeks information about students' feelings, relationships, social behavior, safety, and mental health. Therefore, administration would likely require advance parent notification, public review of the instrument, and written parental opt-in consent before students could participate. The board will want to consider the specific decision the board is hoping to inform, if we already possess objective indicators, and are the benefits worth the burden of an ILD-compliant opt in process.

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**SUPERINTENDENT'S REPORT:** Summary of key activities and events that transpired during June 2026.

**June Highlights:**

June marked the successful conclusion of the 2025-2026 school year and provided an opportunity to celebrate the accomplishments of our students, staff, and retirees while preparing for the year ahead. Across the district, schools hosted numerous culminating events that highlighted student achievement, growth, and transition milestones. Graduation ceremonies, award programs, end-of-year celebrations, and commencement activities reflected the hard work and dedication of students, families, and staff throughout the year.

A significant focus throughout the month was participation in end-of-year activities, including the Dover High School Senior Barbeque, Senior Awards Night, graduation ceremonies, elementary and middle school promotion events, and the Dover Adult Learning Center graduation. These events celebrated the achievements of the Class of 2026 and recognized the many pathways through which our students pursue success.

District leadership continued important planning work related to staffing, enrollment, budgeting, federal grants, and strategic priorities for the 2026-2027 school year. Meetings with administrators and department leaders focused on end-of-year reflection, program evaluation, student support systems, and preparation for summer and fall initiatives. Leadership Team meetings, Director's meetings, and evaluation conferences were conducted to review progress toward district goals and identify priorities for continuous improvement.

The district also continued its commitment to equity; student supports and belonging through ongoing participation in state and local initiatives. My work during June included preparation of the NHSAA annual equity reporting, participation in the NHSAA Equity Committee, collaboration with special education leadership, and engagement with regional and state education partners regarding emerging initiatives and compliance requirements.

Community engagement remained an important priority throughout the month. Participation in the Granite YMCA Steering Committee, local civic and nonprofit organizations, and community partnerships helped strengthen connections between our schools and the broader Dover community. These collaborations continue to support student well-being and expand opportunities for students and families.

As the school year concluded, the district also took time to honor and celebrate the contributions of retiring staff members whose collective service has positively impacted generations of Dover students. We are grateful for their dedication and wish them well in retirement.

**Budget and Planning:**

We continue to monitor staffing patterns and enrollment. Kindergarten registration is lower than is typical for this time of the year. We have specific check-ins in place to ensure staffing is efficient but appropriate and responsive to Board Policy IIB.

**Events of Note:**

- June 2 Senior Barbeque
- June 2 Granite YMCA Philanthropy Committee
- June 2 DHS Senior Awards
- June 4 DHS Class of 2026 Graduation Ceremony
- June 8 School Board Executive Session
- June 8 School Board Regular Meeting
- June 9 DHS Underclassmen Awards
- June 9 Chair/Vice Chairperson Meeting
- June 9 DMS Concert Grades 5/6
- June 10 DMHA Community Meeting
- June 10 DMS Concert Grades 7/8
- June 10 DHS Athletic Complex JBC Committee
- June 11 Strafford Learning Center Board of Directors Meeting

June 11 Convening of Givers Rotary Meeting  
June 11 Jazz in the Park Concert  
June 15 GES Retirement Gifts  
June 15 Monthly Department of Education Updates for Public School Leaders  
June 15 Special Education Task Force Meeting  
June 16 FGH 4<sup>th</sup> Grade Parade/Commencement Ceremony  
June 15 NHSAA Equity Committee  
June 16 DALC Graduation Ceremony  
June 17 GES 4<sup>th</sup> Grade Commencement Ceremony  
June 17 DHS Retirement Gifts  
June 17 DMS 8<sup>th</sup> Grade Graduation Ceremony  
June 18 GES Talent Show  
June 18 GES Assembly  
June 18 Last Student and Teacher Day  
June 19 YMCA Advisory Board Meeting  
June 19 2025-2026 District Data Review Meeting  
June 23 Chair/Vice Chair Meeting  
June 25 Southeasters Breakfast  
June 29-July 1 NHSAA Annual Conference, Breton Woods, NH

Respectfully Submitted,

Christine R. Boston, Ed.D.  
Superintendent of Schools



*Empowering all Learners*

# DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132  
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To: Dover School Board  
From: Dr. Christine Boston, Superintendent of Schools  
Date: July 13, 2026  
Re: Nomination of Accounting and Operations Director

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It is with pleasure that I nominate William Roy as the Accounting and Operations Director.

Mr. Roy comes to us as an experienced Business Administrator and District Staff Accountant. He brings with him over ten years of accounting experience, and eight years of educational finance experience. His specialized skill set in New Hampshire financial accounting and New Hampshire federal funds will enhance the district's business office. I believe he will successfully support the incoming Chief Financial Officer, Brian Cisneros, and bring a new level of cohesion to the department.

Mr. Roy's start date in his new position was July 6, 2026 with a salary of \$120,000 annualized for the 2026-2027 school year, with no additional stipends and/or contractual obligations. This is in keeping with School Board policy GCBD.

The district looks forward to his leadership and expertise in his new role.

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

TO: **DOVER SCHOOL BOARD**

DATE: July 13, 2026

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 2026-2027 school year.

<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>REPLACING</b>	<b>SALARY</b>	<b>TRACK</b>
McManus, Stacey	Paraeducator	Woodman Park School	Ryane Hyde	TBD	TBD

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

TO: **DOVER SCHOOL BOARD**

DATE: July 13, 2026

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 2026-2027 school year.

<b>NAME</b>	<b>POSITION</b>	<b>SCHOOL</b>	<b>REPLACING</b>	<b>SALARY</b>	<b>TRACK</b>
Cole, Kathryn (Kara)	Classroom Teacher	Frances G. Hopkins Elementary School at Horne Street	Alexis Stewart	\$84,784	MA, Step 17
Jones, Remy	Social Studies Teacher	Dover Middle School	Kendall Rittenberry	\$57,619	MA, Step 6
Kadlik, Ashley	Grade 3 Teacher	Garrison Elementary School	Alyssa Nye	\$74,561	MA+30, Step 12
Prue, Katherin	Case Manager	Dover Middle School	Cara Skelley	\$61,784	MA, Step 8

**Dover School District Monthly Financial Report**

TO: Members Dover School Board  
Dr. Christine Boston, Superintendent of Schools

FROM: Brian Cisneros, CFO

DATE: July 13, 2026

RE: Condition of School Accounts

Attached is the June Condition of Accounts update for your review.

**Business Office Update:**

Of the remaining \$2,729,856.77 budget balance shown below (which includes the City Council's \$1.3 million transfer back to the General Fund that had previously been earmarked for the District's Facilities Capital Reserve), the following anticipated costs are not yet reflected in the year-to-date (YTD) expenditures or encumbrances:

<b>Budget Balance</b>	<b>\$2,729,856.77</b>
Less: Approved Projects	(\$203,648.82)
Less: Continued Cost of Substitutes	(2,574.30)
Less: Estimated Professional & Staff Development	(10,775.71)
Less: Additional IT Services	(21,383.98)
Less: Tuition Reimbursements	(193.34)
Less: Athletic Coaching Salaries	(3,341.10)
Less: Severances	(0.00)
Less: School Resource Officers (SROs)	(108,000.00)
Less: Dues & Fees	(32,759.51)
Less: New & Replacement Furniture & Equipment	(7,974.30)
Less: Supplies, Books & Software	(206,685.28)
<b>Less: SchoolCare Assessment (with interest)</b>	<b>(1,732,154.29)</b>
<b>Estimated Final Fund Balance</b>	<b>\$400,366.14</b>

The anticipated costs above assume that each appropriation will be fully expended. As of today's date, however, we do not expect all of these funds to be spent. We anticipate savings primarily in the areas of supplies, dues and fees, and professional/staff development, resulting in an estimated unassigned fund balance of approximately \$400,000 after covering the SchoolCare assessment liability.

Based on this forecast, the Business Office, in consultation with the Facilities Department, recommends proceeding with the DMS painting project, which was bid at \$203,648.82. This amount is reflected in the "Approved Projects" line above.

We also recommend postponing the ceiling tile replacement until the DMS geothermal project has been completed, as work associated with that project will require access above the ceilings. A limited quantity of replacement ceiling tiles will be purchased this year to address immediate needs until the geothermal project is complete.

**DOVER SCHOOL DISTRICT**  
**Condition of Accounts - June 2026**

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 28,288,837	\$ 24,322,835	\$ 3,966,002	\$ 3,425,139	\$ 540,863
1200	SPECIAL EDUCATION PROGRAMS	\$ 22,806,169	\$ 19,444,140	\$ 3,362,029	\$ 1,922,165	\$ 1,439,865
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 2,855,692	\$ 333,907	\$ 339,957	\$ (6,049)
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 813,228	\$ 1,802	\$ 288	\$ 1,514
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 279,995	\$ 5,451	\$ -	\$ 5,451
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 5,201,034	\$ 898,802	\$ 701,042	\$ 197,759
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,929	\$ 1,850,512	\$ 420,417	\$ 140,328	\$ 280,088
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 1,872,535	\$ 181,911	\$ 48,202	\$ 133,709
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 3,524,500	\$ 163,568	\$ 5,399	\$ 158,168
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 5,927,312	\$ 637,468	\$ 190,644	\$ 446,824
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 5,558,724	\$ 353,703	\$ 890,794	\$ (537,091)
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 2,127,680	\$ 30,053	\$ 4,467	\$ 25,586
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ 5,597	\$ 26,698	\$ -	\$ 26,698
5200	FUND TRANSFERS OUT	\$ 695,000	\$ 695,000	\$ -	\$ -	\$ -
6900	SCHOOL DEBT - Principal & Interest	\$ 6,128,424	\$ 6,111,953	\$ 16,471	\$ -	\$ 16,471
<b>TOTAL GENERAL FUND EXPENDITURES:</b>		<b>\$ 90,989,019</b>	<b>\$ 80,590,737</b>	<b>\$ 10,398,282</b>	<b>\$ 7,668,425</b>	<b>\$ 2,729,857</b>
<b>TOTAL FOOD SERVICES EXPENDITURES:</b>		<b>\$ 1,838,238</b>	<b>\$ 1,150,656</b>	<b>\$ 687,582</b>	<b>\$ 408,094</b>	<b>\$ 279,488</b>
<b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:</b>		<b>\$ 4,084,595</b>	<b>\$ 3,450,468</b>	<b>\$ 634,127</b>	<b>\$ 307,891</b>	<b>\$ 326,236</b>
<b>Summarized Condition of District Expenditures:</b>		<b>\$ 96,911,852</b>	<b>\$ 85,191,861</b>	<b>\$ 11,719,991</b>	<b>\$ 8,384,410</b>	<b>\$ 3,335,581</b>

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Est. Remaining	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 105,923	\$ -	\$ 105,923	\$ 55,000	\$ 50,923
01321.3390	TUITION - BARRINGTON	\$ 3,595,805	\$ 2,650,448	\$ 945,357	\$ -	\$ 945,357
01321.3390	TUITION - NOTTINGHAM	\$ 1,989,706	\$ 1,816,882	\$ 172,824	\$ -	\$ 172,824
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 8,000	\$ 9,360	\$ (1,360)	\$ -	\$ (1,360)
01321.3390	TUITION - BELLAMY ACADEMY	\$ 490,500	\$ 490,500	\$ -	\$ -	\$ -
01322.3390	TUITION - SPED AIDES	\$ 311,255	\$ -	\$ 311,255	\$ 343,002	\$ (31,747)
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 220,000	\$ 175,602	\$ 44,398	\$ 35,000	\$ 9,398
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ 49,441	\$ (14,441)	\$ -	\$ (14,441)
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 21,005	\$ 8,995	\$ -	\$ 8,995
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 94,660	\$ 9,340	\$ -	\$ 9,340
01980.3599	MISC REVENUE	\$ -	\$ 1,095	\$ (1,095)	\$ -	\$ (1,095)
01990.3599	OTHER LOCAL REVENUE DW	\$ 10,000	\$ 249	\$ 9,751	\$ -	\$ 9,751
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,119,494	\$ 10,119,494	\$ (0)	\$ -	\$ (0)
03210.3700	SCHOOL BUILDING AID	\$ 368,722	\$ 368,722	\$ 0	\$ -	\$ 0
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,986,579	\$ 2,316,446	\$ (329,867)	\$ -	\$ (329,867)
03241.3700	CTE TUITION AID	\$ 465,000	\$ 479,504	\$ (14,504)	\$ -	\$ (14,504)
03242.3700	CTE TRANSPORTATION AID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
03290.3700	OTHER RESTRICTED STATE AID	\$ 21,797	\$ 22,337	\$ (540)	\$ -	\$ (540)
04210.3599	INDIRECT COST ALLOCATION (2,8%)	\$ 107,520	\$ 12,699	\$ 94,821	\$ 34,000	\$ 60,821
04220.3599	ABE ALLOCATION	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ 25,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 62,005	\$ 187,995	\$ 180,000	\$ 7,995
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL GENERAL FUND REVENUE:</b>		<b>\$ 20,245,801</b>	<b>\$ 18,690,447</b>	<b>\$ 1,555,354</b>	<b>\$ 647,002</b>	<b>\$ 908,352</b>
<b>TOTAL FOOD SERVICES FUND REVENUE:</b>		<b>\$ 1,838,238</b>	<b>\$ 1,360,396</b>	<b>\$ 477,842</b>	<b>\$ 525,580</b>	<b>\$ (47,738)</b>
<b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:</b>		<b>\$ 3,983,207</b>	<b>\$ 2,835,530</b>	<b>\$ 1,147,677</b>	<b>\$ 876,041</b>	<b>\$ 271,636</b>
<b>Summarized Condition of District Revenue:</b>		<b>\$ 26,067,246</b>	<b>\$ 22,886,373</b>	<b>\$ 3,180,873</b>	<b>\$ 2,048,623</b>	<b>\$ 1,132,250</b>

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,245,801	\$ 19,337,449
State Wide Property Tax:	\$ 7,348,968	\$ 7,348,968
Local Property Tax:	\$ 63,394,250	\$ 63,394,250
*TOTAL GF Revenue:	\$ 90,989,019	\$ 90,080,667
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (88,259,162)
<b>Ending GF Fund Balance:</b>	<b>\$ (0)</b>	<b>\$ 1,821,505</b>
TOTAL FS Revenue:	\$ 1,838,238	\$ 1,885,976
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,558,750)
<b>Ending FS Fund Balance:</b>	<b>\$ -</b>	<b>\$ 327,226</b>
TOTAL Other SR Fund Revenue:	\$ 3,983,207	\$ 3,711,571
TOTAL Other SR Fund Expenditures:	\$ (4,084,595)	\$ (3,758,359)
<b>Ending Grant Fund Balance:</b>	<b>\$ (101,388)</b>	<b>\$ (46,787)</b>

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**FIRST READING – REVISED POLICY**

**WELLNESS POLICY –  
NUTRITION AND PHYSICAL ACTIVITY COMPONENTS**

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## Overview

The Dover School District is committed to providing school environments that promote and protect children's health, wellbeing, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Dover School District to:

- Engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies;
- Provide all students in grades K-12 opportunities, support, and encouragement to be physically active on a regular basis;
- Ensure that foods and beverages sold or served to students by the Dover School District will meet the nutrition recommendations of the *Dietary Guidelines for Americans*;
- Ensure that qualified child nutrition professionals provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students. Further, Dover School District will accommodate the health, religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat;
- Participate in the available federal school meal programs, to the maximum extent possible, including the School Breakfast Program, National School Lunch Program and other related programs; and
- Provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity; and to establish linkages between health education, school meal programs, and related community services.

The Dover School District has taken into consideration our unique circumstances, challenges, and opportunities. Among the factors considered in the policy are socioeconomic status of the student body, school size, location, and presence of dual language or limited-English students. The District is fortunate to have a well-educated community that supports the healthy development of its children. The District has been proactive with physical education and health education components that have met or exceeded the state guidelines. The District continues with a conscious effort to support and maintain a healthy environment for our students.

### Component #1: Goals for Nutrition Education

The Dover School District shall teach, encourage, support and model healthy eating habits for students.

#### Nutrition Education and Promotion

It is the policy of the Dover School District that the nutrition promotion and education provided to K-12 students:

- Is based on state and district health education curriculum standards. This education is interactive and teaches the skills they need to adopt healthy eating behaviors;
- Is not only part of health education classes but also included across the curriculum when possible;

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- Provides information to students, staff, families and the community that will allow for students to receive a consistent nutrition message throughout the school in media, the classroom, the cafeteria, home and the community;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- Discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other individual dietary restrictions;
- Links with school meal programs in coordination between teachers and foodservice staff and nutrition-related community services as appropriate; and
- Includes training for teachers and other staff.

### **Staff Wellness and Education**

The Dover School District highly values the health and wellbeing of every staff member. The District's insurance carrier offers many incentives that promote staff to maintain a healthy lifestyle.

### **Component #2: Goals for Physical Activity**

The Dover School District shall teach, encourage, support, and model age-appropriate physical activity.

It is the policy of the Dover School District to provide many opportunities for physical activity and give students the opportunity to maintain physical fitness. The recommended amount of physical activity for children is at least 60 minutes per day. We support programs and individual efforts that emphasize fitness and lifelong physical activity to include but not limited to; interscholastic sports, recess, intramurals, clubs, flex blocks, etc.

### **Physical Education**

Physical education classes will provide physical activity opportunities to develop knowledge and a variety of skills that promote physical activity and fitness. All students in grades K-10 will regularly participate in physical education taught by a certified physical education teacher. Students in grades 11-12 have physical activity available through electives. One credit of physical education and ½ credit of Health Education is required at the high school level. These credits will be earned in a physical education class with a certified physical education teacher. A half credit of Physical Education may be earned through the completion of at least 2 NHIAA-sanctioned sports between a student's tenth-grade year and through the first semester of their twelfth-grade year. Students in Unified Sports must complete at least 4 seasons of participation to receive ½ of their Physical Education credit. Students are encouraged to spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

### **Integrating Physical Activity into the Classroom Setting**

Students will be given opportunities to regularly participate in developmentally appropriate physical activity and exercise. The District is committed to fostering an environment conducive to physical activity and exercise through recess, intramurals, clubs, and organized sports. Toward that end:

- Health education will complement physical education by reinforcing the knowledge and self-

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~~management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television;~~

- ~~• Opportunities for physical activity will be incorporated into other subject lessons; and~~
- ~~• Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.~~

### **Daily Recess**

~~All grade K-4 students will have at least 20 minutes a day of supervised recess. Recess will preferably be outdoors, during which schools should encourage moderate to vigorous physical activity. If possible, recess will be scheduled before lunch for the elementary grades to encourage adequate time for meal consumption and to create a smoother transition back to the classroom. Middle school students (grades 5-8) will be offered daily recess.~~

~~Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.~~

### **Physical Activity Opportunities Before and After School**

~~The Dover School District will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. The high school, and middle school as appropriate, will offer interscholastic sports programs. The Dover School District will offer a range of activities that meet the needs, interests, and abilities of all students.~~

### **Component #3: Nutrition Guidelines for Students**

~~To facilitate the adoption of healthier eating habits, the Dover School District shall comply with the nutrition guidelines outlined in this policy.~~

~~The Dover School District Nutritional Guidelines are based upon standards established by the USDA and New Hampshire Bureau of Student Wellness and Nutrition. These nutrition guidelines, apply to all foods made available by the Dover School District Nutrition Services or school staff to students on school grounds during the school day as defined by each school's handbook, including but not limited to, the school breakfast and lunch program, foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities, celebration or fundraising efforts.~~

### **School Meals**

~~It is the policy of the Dover School District that the school meals offered to K-12 students will:~~

- ~~• Meet or exceed the nutrition requirements established by the USDA laws and regulations;~~
- ~~• Be provided by qualified school food service staff;~~
- ~~• Be served in a safe, appealing, and clean setting with adequate adult supervision;~~
- ~~• Be offered with consideration of space distribution and scheduling to assure that students have adequate space and serving areas to minimize wait time;~~

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- ~~Offer a variety of foods and choices for students. Efforts will be made to:~~
  - ~~Provide a variety of fruits and vegetables with an emphasis on local, fresh, and seasonal produce;~~
  - ~~Serve only low-fat (1%) and fat-free milk and nutritionally equivalent nondairy alternatives (to be defined by the Dover School District Food Service Director); and~~
  - ~~Ensure that half of the served grains are whole grain.~~

~~As a district, Dover Schools feels it is also important to:~~

- ~~Use local products when available and feasible;~~
- ~~Use unprocessed foods and ingredients when available;~~
- ~~Utilize less disposable paper and plastic and try to use reusable & recyclable items;~~
- ~~Encourage teaching, modeling and valuing any efforts made by staff, students and the community toward sustainability;~~
- ~~Recognize the connection between health and the environment; and~~
- ~~Encourage and foster environmental sensitivity.~~

### **Breakfast**

- ~~The consumption of breakfast, either at home or at school, enhances children's ability to meet their nutritional needs, focus on learning, and perform. To ensure that all children have breakfast, the schools of Dover School District will, to the extent possible:~~
- ~~Operate the School Breakfast Program;~~
- ~~Arrange bus schedules and utilize methods to serve school breakfasts that encourage participation (e.g. "grab-and-go" breakfast or scheduling breakfast during morning break or recess);~~
- ~~Notify parents and students of the availability of the School Breakfast Program; and~~
- ~~Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.~~

### **Mealtimes and Scheduling**

The Dover School District schools will:

- ~~Provide students with at least 10 minutes to eat breakfast and 20 minutes for lunch and take into consideration transition time;~~
- ~~Schedule meal periods at appropriate times, with lunches being offered between 10:30 a.m. and 1:30 p.m.;~~
- ~~Not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;~~
- ~~Provide students access to hand washing or hand sanitizing before they eat meals or snacks;~~

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and

- ~~Take reasonable steps to accommodate the personal regimens of children with special health needs.~~
- ~~Develop school norms for lunchroom routines.~~

### **Sharing of Foods and Beverages**

~~Schools should discourage students from sharing their foods or beverages with one another during meal or snack times given concerns related to food safety and health (e.g., food allergies, diet restrictions, etc.).~~

### **Foods and Beverages Sold Individually**

~~Foods and beverages sold individually include foods sold outside of reimbursable school meals and include, but are not limited to, foods available from vending machines, cafeteria a la carte (snack) lines, fundraisers, and school stores.~~

~~*Food Sales:* All food items made available through schools including vending machines should meet or exceed current nutritional standards established by the NH Department of Education School Food and Nutrition Services Standards and based upon the current Dietary Guidelines for Americans (DGA).~~

~~*Elementary Schools:* The school food service program will approve and provide all food and beverage sales that are available to elementary students on a regular basis.~~

~~*Middle and High Schools:* In the middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte lines, vending machines, student stores, or fundraising activities) between 7 a.m. — 4 p.m. will meet or exceed the current NH Department of Education School Food and Nutrition Services Standards.~~

~~*Beverages:* The following beverages are allowed: water or seltzer water without added caloric sweeteners, 100% fruit and vegetable juices that do not contain additional caloric sweeteners, unflavored or flavored low fat or fat free fluid milk and nutritionally equivalent non-dairy milk (e.g., soy milk). These beverages (diet or caloric) are not allowed: soft drinks/soda/pop/tonic, sports drinks, energy drinks, sweetened iced tea, fruit based drinks that contain less than 100% real fruit juice or that contain additional caloric sweeteners. To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes from water fountains, faucets and/or hydration fill stations.~~

~~*Foods:* A food item sold individually will meet the current NH Department of Education School Food and Nutrition Services Standards and will:~~

- ~~have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated fat;~~
- ~~have no trans fat;~~
- ~~have no more than 35% of its weight from added sugars; and~~
- ~~contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per~~

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servings for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

*Fruits & Vegetables:* A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

*Portion Sizes:* Portion sizes of foods and beverages sold individually are recommended as a single serving as listed in the Dietary Guidelines for Americans (DGA) with the recognition that many foods are usually consumed in a two-serving portion (i.e., bagel, sandwich with bun or bread). Some examples are listed below for single-serving packaging:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits but must meet minimum requirements.

### **Food Marketing in Schools**

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. School-based marketing of brands promoting predominantly low nutrition foods and beverages is prohibited.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

### **Celebrations**

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All school personnel must be mindful of individuals with allergies, food intolerances, religious or health-related dietary restrictions. Any classroom activities or school-wide events occurring during the school day involving food must be planned in a timely fashion with attention to all possible food allergies. Individual birthday celebrations involving food shall not be permitted.

Schools should limit celebrations that involve food during the school day. Each party should limit food or beverages that do not meet nutrition standards for foods and beverages sold individually (above). The district will make a list of healthy party ideas available to parents and teachers. Subject area lessons involving food preparation should consider nutritional guidelines as part of the instruction of the lesson.

School staff involved in homeroom, field trips and advisory food-related events will communicate with school food service managers and/or director to assist with cafeteria planning and reducing food waste. When possible, staff will order foods through food service managers.

**Classroom Activities**

School staff shall discourage the use of low nutritionally value dense food items for instructional purposes. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

School personnel will also avoid the use of highly allergenic foods (for example: peanuts, fish, shellfish, eggs, dairy, wheat, tree nuts) or other foods that present a health risk.

**School Store**

Any food and beverage items sold in the school store will meet guidelines of this policy. Food items in the school store will not be sold when the school food service program is open for sale.

**School-Sponsored Events**

School-sponsored events include, but are not limited to, athletic events, dances, or performances. Foods and beverages offered before, during, and after school (7 a.m. to 4 p.m.) will meet the nutrition standards for meals or for foods and beverages sold individually (above). Other organizations (e.g., PTO, Boy Scouts, Girl Scouts) who may be supplying food at school sponsored events will do so under the advisement of a school official and be made mindful of the nutritional guidelines for competitive foods.

**Meals for Extracurricular Events**

The Dover School District Food Service Program offers a variety of affordable, tasty, and nutritionally balanced meals to meet the needs of field trips, athletic events, banquets, after-school activities, special events, and meetings.

The Dover School District is encouraged to make use of this service by planning through the Food Service Director.

**Nutrition Guidelines for Reimbursable School Meals**

Reimbursable meals will be served in the same manner as stated under *Component #3: Nutrition Guidelines for Meals*. Foods should be served with consideration toward variety, appeal, taste, safety,

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~~and packaging to ensure that students will participate in consuming high quality meals. In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the USDA as applicable to schools.~~

~~*Free and Reduced Priced Meals:* Eligibility and distribution of free and reduced priced meals will be provided with confidentiality in accordance with state and federal requirements. The availability of free and reduced lunch will be made known to all families using school newsletters, beginning of the year packets and the website. Help will be offered for completing the application should it be needed. Application materials are available on the Dover School District website, at each school main office, and can be mailed upon request. Confidentiality and the sensitivity of these matters will always be taken into consideration. Forms will be processed in a timely manner and schools will assure that all students have access to food at school in accordance with the Child Nutrition and WIC Reauthorization Act of 2004 & 2010.~~

~~*Qualifications of School Food Service Staff:* Nutrition professionals will administer the school meal programs under the direction of a Food Service Director. This director will oversee the operation of school meals, maintain proper resources that meet state and federal regulations and maintain state health requirements for each school in the district.~~

~~As part of the school district's responsibility to operate a food service program, the food service provider will provide continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate sanitation courses and/or training programs for child nutrition directors, school nutrition managers, cafeteria workers, and volunteers according to their levels of responsibility.~~

**Component #4: School Environment**

~~The Dover School District shall educate students and employees to the important benefits of a healthy lifestyle.~~

**Communications with Parents**

~~The Dover School District will provide information to parents/guardians about healthy foods and snacks, as well as other school-based nutrition-related activities. The Dover School District should solicit input and feedback from students and parents/guardians when selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, Dover School District will share nutrition content information of foods sold through the school meal programs (i.e., newsletters, menus, a website, cafeteria menu boards, placards, or other point-of-purchase materials.)~~

~~The Dover School District will provide information to parents/guardians about physical education and other school based physical activity opportunities (i.e., via a website, newsletter, or other take-home materials, special events, or physical education homework).~~

**Component #5: Implementation & Review of the Wellness Policy**

~~The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee.~~

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The Dover School District Wellness Committee, with input from nutrition and physical education staff and the Food Service Director, will periodically assess the nutrition and physical activity environment throughout the district. They will provide input to each building principal and the superintendent regarding progress on the current targets, recommend any new targets and identify strategies in support of the goals stated in this policy. The superintendent and building principals will decide upon the targets and strategies in support of the goals stated in this Policy. Periodic progress reports will be provided to the School Board.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the Child Nutrition Director will report to the superintendent on the most recent USDA School Meals Initiative (SMI) report, review findings, and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

### **Policy Review**

To keep the Dover School District Wellness Policy up to date with the changing developments in nutrition and exercise information, the district will conduct assessments of the school's existing nutrition and physical activity environments and policies. The results will be used to identify and prioritize needs.

Periodic assessments will be repeated to help review policy compliance, assess progress, and determine areas in need of improvement (e.g., The NH Department of Education's School Wellness Policy Assessment). As part of that review, the school district will review their nutrition and physical activity policies to assure an environment that supports healthy eating and physical activity and nutrition and physical education. The Dover School District Wellness Committee will revise the Wellness Policy and develop work plans to facilitate its implementation as necessary. The superintendent, or designee, will make available to the public the Dover School District Wellness Policy evaluation progress and results.

As needed, the Wellness Committee will request that the Superintendent notify those involved with the nutrition and education of students, staff and the community regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this policy and in the district teachings.

The Wellness Committee charged with the updating of this policy will be overseen and chosen by the district's superintendent or superintendent designee. The committee will consist of persons from varying disciplines. There will be staff (general education, physical education and wellness-related), students, health professionals, nutritional staff, and community members involved in the writing and reviewing of the policy.

The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies.

The chair of the Wellness Committee will review the policy annually and any necessary changes will be discussed with committee members. The committee is open to input from anyone within the school or community whose goal is to broaden or improve the health of the Dover School District students.

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**NEW LANGUAGE FOLLOWS:**

The Board recognizes the importance of proper nutrition and developmentally appropriate physical activity as ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. The Board also recognizes that health and student success are interrelated. It is, therefore, the goal of the Board that the learning environment positively influences a student's understanding, beliefs, and habits as they relate to good nutrition and physical activity.

This policy outlines the district's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in the district.

**A. WELLNESS COMMITTEE.**

The Superintendent, or designee, will facilitate the development of updates to the Wellness policy, subject to School Board approval, and will oversee compliance with the policy. Additionally, the Wellness Committee is charged with making recommendations relative to the objectives and requirements of Board policy IMAH, Daily Physical Activity.

The Superintendent shall convene a representative "Wellness Committee", whose functions will include review and recommendations regarding implementation of and updates to this policy, and establishment of specific goals for nutrition promotion, education and physical activity.

The Superintendent or designee shall serve as the Chairperson of the Wellness Committee and shall maintain an updated roster of Building Wellness Coordinators and other persons serving on the committee.

The Wellness Committee shall meet no less than three times per school year.

The Wellness Committee should represent each school and the diversity of the community, and to the extent feasible include the Superintendent or designee, Accounting and Operations Director, Food Services Director, parents, students, physical education teachers, health education teachers, school counselors, school administrators, a school board member, outside health professionals, individual school building representatives, and members of the public.

Staff appointments to the Wellness Committee will be made by the Superintendent or designee. The School Board Chair shall appoint the Board member. Remaining members, other than those who are ex officio, shall be appointed and approved by the Wellness Committee.

As a statutory committee, the committee shall comply with the requirements of RSA 91-A regarding meetings.

**B. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT.**

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1. Implementation Plan.

Each Building Wellness Coordinator, with the assistance of the Wellness Committee, will conduct a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, using tools available through such programs as the Alliance for a Healthier Generation America's Healthiest Schools program (link verified May 28, 2025), and to create an action plan and generate an annual progress report. The school-level assessment/report should be completed by September 30<sup>th</sup> of each school year and provided to the Superintendent.

2. Annual Notification of Policy.

The district will annually inform families and the public of basic information about this policy, including its content, any updates to the policy, and implementation status. The district will make this information available via the district website. This information will include the contact information of the district official(s) chairing the Wellness Committee (i.e., the Superintendent or designee) and any Building Wellness Coordinator(s), in addition to how the public can get involved with the Wellness Committee.

3. Triennial Progress Assessments.

Every three years, the Food Services Director will assess:

- The extent to which each of the district's schools are in compliance with the Wellness policy;
- The extent to which the Wellness policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Wellness policy.

The Wellness Committee will make recommendations to update the Wellness policy based on the results of the annual School Health Index and triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The recommendations should include those relating to the provisions of Board policy IMAH, Daily Physical Activity. The Board will review and act upon such assessments as required or as the Board deems appropriate.

4. Recordkeeping.

The Superintendent will retain records related to this policy, to include at least the following:

- The Wellness policy;

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- The most recent assessment on the implementation of the local school Wellness policy;
- Documentation on how the Wellness policy and policy assessments are/were made available to the public;
- Documentation confirming annual compliance with the requirement that the Wellness policy, including updates, and the most recent assessment on the implementation of the policy have been made available to the public; and
- Documentation of efforts to review and update the Wellness policy; including who is/was involved in each update and methods the district uses to make stakeholders aware of opportunities to participate on the Wellness Committee.

5. Community Involvement, Outreach and Communications.

The district will communicate ways in which representatives of the Wellness Committee and others can participate in the development, implementation and periodic review and update of the Wellness policy through a variety of means appropriate for the district. The district will also inform parents/guardians of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

C. NUTRITION.

1. School Meals.

All schools within the district participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). District schools are committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Promote healthy food and beverage choices; and
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The district offers reimbursable school meals that meet USDA nutrition standards, which may be found at:

<https://www.fns.usda.gov/schoolmeals/nutrition-standards> (link verified May 29, 2025)

2. Staff Qualifications and Professional Development.

All school nutrition program directors, managers and staff will meet or exceed

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hiring and annual continuing education/training requirements in the USDA professional standards for school nutrition professionals, which may be found at:

[www.fns.usda.gov/school-meals/professional-standards](http://www.fns.usda.gov/school-meals/professional-standards) (link verified May 28, 2025)

3. Water.

To promote hydration, free, safe, unflavored drinking water will be available to all students at every school.

Students shall be permitted to bring water bottles to school that:

- a. Are made of material that is not easily breakable;
- b. Have lids to prevent spills; and
- c. Are filled exclusively with water

School Principals may discipline students for the misuse of water bottles, consistent with Board policy JICD.

4. Competitive Foods and Beverages and Marketing of Same in Schools.

“Competitive foods and beverages” (i.e., foods and beverages sold and served or marketed during the school day, but outside of the school meal programs) must meet the USDA Smart Snacks in Schools nutrition standards, which may be accessed at:

[www.fns.usda.gov/tn/guide-smart-snacks-school](http://www.fns.usda.gov/tn/guide-smart-snacks-school) (link verified May 28, 2025)

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias and vending machines.

Except as may be provided elsewhere in this policy, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in Schools nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools, including, but is not limited to:

Corporate brand names, logos, and trademarks for companies that market products that comply with the USDA Smart Snacks in Schools nutrition standards will not be prohibited because they offer some non-compliant food or beverage items in their product line. Likewise, the marketing restrictions do not apply to clothing or other examples of expression which include brand information for non-compliant food or beverage items.

As the district, school athletic department, and parent teacher associations review existing contracts and consider new contracts, equipment and product purchasing

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(and replacement) decisions should reflect the applicable marketing guidelines established by the Wellness policy.

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy KHB).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the district.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

5. Celebrations and Rewards.

All foods offered during the school day on the school campus will meet or exceed the USDA Smart Snacks in Schools nutrition standards. Foods and beverages will not be used as a reward or withheld as punishment for any reason. The district's Food Services Provider will make available a list of healthy party ideas to parents and teachers, including non-food celebration ideas, and a list of foods and beverages which meet Smart Snack nutrition standards.

6. Food Sale Fundraising.

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Fundraising groups are encouraged to choose non-food fundraisers, and to consider healthy fundraising ideas. Notwithstanding this provision, each school may allow up to nine bake sales or other fundraising food sales of non-compliant foods (i.e., that do not meet Smart Snack standards), which are no more than one day in duration each.

7. Nutrition Promotion.

The district will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will include.

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- Implementation of at least one or more evidence-based healthy food promotion techniques in the school meal programs using methods such as those included in the Smarter Lunchroom Movement's publication: [How to Build a Smarter Lunchroom](#) (link verified May 30, 2025).
- Ensuring 100% of foods and beverages promoted to students during the school day meet the USDA Smart Snacks in Schools nutrition standards. Additional promotion techniques that the district and individual schools may use are available through the Smart Food Planner of the Alliance for a Healthier Generation, available at:

<https://foodplanner.healthiergeneration.org/> (link verified May 28, 2025)

#### 8. Nutrition Education.

The district will teach, model, encourage and support healthy eating by all students. Schools should provide additional nutrition education that:

- Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives;
- Nutrition education posters will be displayed in each school cafeteria or in each room in which students regularly eat their lunches;
- Consistent nutrition messages shall be disseminated throughout the school;
- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- To the extent practicable is integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- May include enjoyable, developmentally appropriate, culturally relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and

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- Includes nutrition education training for teachers and other staff.

**D. PHYSICAL ACTIVITY.**

The district will provide physical education consistent with national and state standards. In addition, the district will promote developmentally appropriate physical activity as provided in Board policy IMAH, Daily Physical Activity. Without limiting the scope of that policy, this Wellness policy requires:

**1. Classroom Physical Activity Breaks.**

In addition to any recess periods provided in the ordinary daily schedule, students will be offered periodic opportunities to be active or to stretch throughout the day in addition to any recess periods provided in the ordinary daily schedule. The Board recommends teachers provide short 3-5-minute physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

**E. OTHER ACTIVITIES TO PROMOTE STUDENT WELLNESS.**

The district will endeavor to integrate wellness activities across the entire school setting, not just in the cafeteria or physical education and athletic facilities. In furtherance of this objective, each school year, every school in the district will consider including:

- Information dissemination
- Family engagement
- Farm-to-table
- Health fairs
- School gardens
- Partnerships with community health/nutrition organizations

Again, additional resources are available through the Alliance for a Healthier Generation site.

**F. PROFESSIONAL LEARNING.**

When feasible, the district will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors

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**in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).**

*Policy History:*

*Adopted: August 13, 2013*

*Revised: June 8, 2020*

*Revised: December 12, 2022*

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**FIRST READING – REVISIONS**

## TECHNOLOGY AND INTERNET ACCEPTABLE USE POLICY

### 1. Purpose

The purpose of this Acceptable Use Policy is to communicate the procedures, rules and guidelines for the use of the Dover School District's Network and Technology Devices and Software platforms inclusive of the School District's Student Information System (SIS). The District has established this policy as a means to achieve the following goals:

- To provide for compliance with the Children's Internet Protection Act (CIPA.)
- To describe the methods used to provide for the confidentiality, integrity and availability of all Technology resources.
- To communicate the District's limitation of liability concerning all technology systems, including software platforms, domains and email accounts inclusive of in school, hybrid or remote learning applications and guidelines.
- To define roles and responsibilities with regard to the school districts network, internet access, digital resources and school owned technology equipment.

The District intends to enforce the rules set forth below and reserves the right to change these rules at any time.

### 2. Definitions

**User: Anyone (including employees, students, and guests) who accesses the District network or utilizes school technology resources.**

**District Network: Any system or service owned, leased, or contracted by the District that supports digital connectivity, including internet services, Google Workspace for Education, local servers, file storage, email, printers, and peripheral devices.**

**Devices: Any District-owned or leased equipment (such as laptops or wireless hardware), as well as authorized student-, faculty-, staff-, or guest-owned equipment used to connect to the network.**

**Educational Use: Activities that directly support classroom instruction, career development, high-quality personal research, and the day-to-day business operations of the Dover School District.**

### 3. Use of School Network

The Dover School District is pleased to offer its students and personnel access to **a 1:1 technology environment. This includes the Dover School District's Network, Internet Access, Technology hardware** devices, software platforms and digital accounts, ~~in a 1:1 environment which allows students, faculty and~~ **Students and staff can** access to local network and cloud-based resources, to communicate and collaborate with other individuals and groups, **to** significantly expanding their available information base.

Successful operation and management of the network requires that all users conduct themselves in a responsible, decent, ethical, and polite manner while using the school network. Each user is ultimately responsible for their own actions. Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions.

~~Activities that are acceptable on the network, both internal and cloud based include classroom activities, career development, high quality personal research and all activities that relate to the day to day business and operations of the Dover School District. All other use of the Internet is prohibited outside of the necessary business, operations and instructional uses of the school network and technology devices. You may not use the school network or devices for personal entertainment purposes. The Dover School District network is not a public access service, nor a public forum. You may not use school owned devices or the network access for political or commercial purposes; this means you may not communicate, offer, provide, or purchase products or services through the school network and internet access.~~

The Dover School District has the right to place reasonable restrictions on the material you users access or post through the system. You Users are expected to follow the rules set forth in Dover School District's disciplinary code, and the law, in your their use of the school network, both internal and cloud-based and school owned devices.

### Accessing the District Network

Network Access is physically accessible via three methods, as follows:

- ~~Wired Ethernet connections~~ are available in all schools and classrooms for District-owned devices.
- ~~The Secure Wireless Network~~ is available in all schools and classrooms and may only be connected to District-owned devices only.
- ~~The Guest Wireless Network~~ is available in all schools and classrooms. This is an open network with Internet access available to students and staff, as well as the general public while visiting our schools, with limited access to District resources.

~~“Users” are defined as all employees and students who have signed an Acceptable Use Form. All users (Faculty, Staff and Students) who wish to access the school systems wireless internet access must sign a digital Acceptable Use Form acknowledging the terms of use.~~

~~It is the responsibility of the user to become familiar with and abide by the rules of this policy and make appropriate use of the available resources. All users (or their parent or guardian) shall assume full liability—legal, financial, or otherwise—for their actions when using district technology and digital resources. All signed AUP's will be maintained in digital signed forms and uploaded into the SIS as a document upload pdf. Disciplinary issues will be dealt with by the appropriate district personnel.~~

~~Employees will be issued a user ID and password for access upon employment to the Dover School District and /or notice of required new passwords due to password expiration for data security as a part of Best Practices and cyber security. This password should not be shared with anyone else.~~

~~Students access accounts and the school network via individual sign on through their individual sau11.org Gmail accounts. This account information is provided annually to school administration to provide to teachers based on class roster to provide to their students, as technology advances, this process will evolve as well regarding account logins for students.~~

~~Secured Wireless and wired technology may only be accessed using District purchased devices inclusive of laptops, wireless devices or other hardware. The computer systems, servers and software are owned by the District, and all messages or data composed, stored, sent, or received using the system are, and remain, the private property of the District.~~

#### **4. Network Access and Device Security**

**The Dover School District network is not a public access service or a public forum. Physical and wireless access is segmented into three specific methods:**

- a. **Wired Ethernet Connections: Available across schools and classrooms for District-owned devices only.**
- b. **Secure Wireless Network: Restricted entirely to District-purchased devices, including laptops and wireless hardware.**
- c. **Guest Wireless Network: An open network with internet access available to students, staff, and the general public while visiting, providing strictly limited access to internal District resources.**

**Hardware & Domain Safeguards: Users shall not connect any secondary networking devices—including printers, bridges, routers, or rogue wireless access points—to the district network. Users are also prohibited from registering external domain names or any domain referencing systems on the district network. To maintain security, the use of personal devices on the secure network segments is prohibited unless explicitly authorized by the Technology Department after verifying it poses no security risk.**

#### **5. Content Filtering and Internet Access**

The Dover School District is in receipt of federal education funding and has installed Internet Content Filters in accordance with the Children's Internet Protection Act (CIPA). Students and staff should self-monitor to determine appropriateness of material and activities. It is not our intent to curtail any academic freedom to use appropriate materials for educational purposes; all staff should evaluate material accessed on the Internet for use in the classroom.

- **Children's Internet Protection Act (CIPA) and Family Educational Rights and Privacy Act (FERPA) Compliance: The District maintains advanced web filtering and firewalls in accordance with CIPA and FERPA to block inappropriate materials.**
- **Automated Safety Triggers: Any inappropriate searches involving pornography, harm to others, or self-harm will trigger automated reporting systems that immediately notify administration for further investigation.**
- **Filter Bypassing: Use of any technology (such as VPNs or proxies) designed to bypass District content filters is expressly forbidden.**

- Zero Expectation of Privacy: Users have no expectation of privacy regarding email, chats, instant messages, internet logs, or files created on District equipment. The Technology Department retains full access to monitor and inspect systems at any time to preserve network integrity.
- Auditing Without Notice: The District reserves the right to read, review, audit, intercept, access, or disclose any information on any district device or email system without prior notice, even if the data is coded or passworded.
- Data Retrieval: Users must be aware that even when a message or file is erased, it may still be possible for the District to retrieve and read it. Furthermore, as a public entity, certain electronic records may be subject to public records requests under state disclosure laws.

## 6. Digital Citizenship and Behavioral Expectations

Electronic communication must mirror the high standards of behavior expected in written and oral face-to-face interactions.

- Business Use Only: The computer network, software, and email systems are to be used for business and educational purposes only. Personal business is completely unauthorized on District-provided hardware.
- Solicitations & Lobbying: The network and email systems shall not be used to advertise products, conduct commercial ventures, or solicit for religious causes, political lobbying, outside organizations, or non-job-related causes.
- Cyberbullying & Harassment: Cyberbullying will not be tolerated. Harassing, denigrating, impersonating, outing, tricking, or cyberstalking are strict policy violations. Targeted, unwanted communication must be reported to school administration immediately if a sender persists after being asked to stop.
- Obscenity & Discrimination: The network must not be used to view, store, or distribute obscene material, which includes sexually explicit or pornographic content, profanity, swearing, or lewd images. Furthermore, messages must not contain discriminatory or offensive remarks, racial slurs, or comments targeting an individual's age, sex, sexual orientation, national origin, disability, gender identity, or political beliefs.
- Copyright and Peer-to-Peer (P2P) Sharing: Users must respect copyright laws. Downloading or sharing images, music, movies, or software without the owner's permission is prohibited. P2P file-sharing programs (e.g., BitTorrent) are banned, and users will be held responsible for violations occurring on their devices.
- Social Media Boundaries: The School Board strongly discourages staff from socializing with students outside of school on social networking applications like Facebook, Twitter, Instagram, or TikTok. Staff and students are prohibited from engaging in social media exchanges that are not directly related to academic work.

**Faculty and staff are prohibited from "friending" students or accepting their requests. No private or confidential District information, documents, or school photographs may be published on personal profiles.**

~~Advanced Content Filtering and Firewalls are in place in regard to content filtering as a part of the layers of protection regarding cyber security and compliance to Children's Internet Protection Act (CIPA) and FERPA. If an employee is blocked from a website that enhances their instruction, the website will be whitelisted upon notification and request to the Technology Department and/or through the Helpdesk Systems. Any inappropriate searches which include pornography, harm to others or self-harm will trigger the systems automated reporting systems of such activity, whether student or employee, to an administrator for further investigation. Student access is via individual sign on, with the use of software designed for 1:1 technology and in-person, remote or hybrid learning permits staff to monitor students for inappropriate use of the Network.~~

~~Use of any technology used to bypass content filters is expressly forbidden and will result in disciplinary action. Students should notify staff immediately if they mistakenly access material that does not comply with the Children's Internet Protection Act (CIPA).~~

~~The Dover School District cannot monitor in accord with a multitude of different family values; therefore, parents are encouraged to discuss values with their children.~~

~~Special authorization may be obtained from the School Administration in collaboration with the Technology Director to allow exceptions to prohibited material in cases of legitimate research.~~

**District Email System**

~~All district employees will be given two email addresses. District policy does not call for active monitoring of user email with regard to appropriateness of content. All users are expected to exercise reasonable judgement on what is sent and received via District email. Additionally, users should have no expectation of privacy in their e-mail. If a user is believed to be in violation of the guidelines stated in this policy, or in violation of the law, a system administrator or Administrator may need to gain access to private correspondence or files. E-mail messages, chat room or Instant Message transcripts are subject to District review at any time. The computer and E-mail system are to be used for business purposes only. Personal business is unauthorized and should not be conducted on the system.~~

~~The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations. Notwithstanding the District's right to retrieve and monitor any E-mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail that is not sent to them. Any exception to this policy must receive prior approval by the Superintendent.~~

~~Email may be accessed via the following:~~

- ~~• Online from within the District and on the Internet via Outlook Web App (OWA) at <http://mail.dover.k12.nh.us> or google via SAU11.org Gmail accounts. This includes access via internal district internet or cloud-based services.~~

- ~~On teacher/staff smartphones via Microsoft Office (O365) or Gmail App or phone email account setup.~~

## 7. District Website

The District shall maintain an internet ~~W~~website ([www.dover.k12.nh.us](http://www.dover.k12.nh.us) [sau11.nh.gov](http://sau11.nh.gov)) for the purpose of publishing and disseminating District information to the general public. Each school shall maintain its own sub-section of this ~~W~~website. The District shall also maintain an online tool used for communication of classroom activities, such as homework and grades (in a secured fashion,) between parents, teachers, students and principals.

Only information of a public nature will be made available online. At no time shall student information appear online on a District site, except in specific cases where parental permission to publish has been obtained. Please **Parents/guardians should** contact your **their** child's school for more information on policies regarding publishing of student information.

~~All Web publications shall feature adequacy of research, proper spelling and grammar and appropriate material.~~

~~The District Website may not be used to publish opinion.~~

Teachers may elect to maintain a web presence on their School's website. Such a website is considered a digital resource and thus must comply with the restrictions set forth in this policy.

The District reserves the right to remove material, or links to material, that are not reasonably related to District activities.

### **Social Networking and other Third-party Websites**

~~The School Board strongly discourages school district staff from socializing with students outside of school on social networking websites, including but not limited to Facebook, Twitter, Instagram, TicToc or other social media based applications. All school employees, faculty and staff who participate in social networking web sites, shall not post any school district data, documents, photographs or other district owned or created information on any such website or social media platform. Further, the posting of any private or confidential school district material on such websites or social media platform is strictly prohibited.~~

~~School district employees are prohibited from engaging in any conduct on social networking websites that violates the law, or School Board policies. Employees who violate this policy may face discipline and/or termination, in line with other school board policies and/or collective bargaining agreements, if applicable. Access of social networking websites during work hours on school district equipment for personal use is prohibited.~~

~~The Dover School District web site, along with individual school web sites, is hosted by Edlio and Classroom Google Blogger Websites and constitutes the only official online source for District or School information. District, School or employee information located on other third-party websites such as Facebook and Twitter are not guaranteed to be accurate and do not fall under this policy.~~

## 8. Responsible Personnel

- The District Technology Director and Technology Specialists designated are responsible for overall administration, security and monitoring of the school network, cloud-based platforms, email, content filtering and firewall applications and software. Any decisions involving significant changes to the system will be made by the Technology Director in collaboration with the Superintendent and/or SAU Cabinet level administration.
- The District's ~~Building~~ Technology Specialists are responsible for day-to-day activities relating to the maintenance and upkeep of Helpdesk Tickets and school assigned equipment or platform oversight designation.
- ~~Teachers are responsible for maintaining their own website content.~~
- ~~Teachers also bear responsibility~~ **are responsible** for monitoring student use of school technology devices, email and internet access while the students are under their aegis supervision. The District ~~works to employ~~ **employs** additional resources of digital monitoring and reporting to aid teachers in the supervision of students, ~~this monitoring and provides for in person, remote or hybrid learning in a 1:1 environment.~~

### 24/7 Access to Resources

~~The District believes that 24/7 Access to resources such as email, documents and courseware will be vital to 21<sup>st</sup> Century learning. Therefore, it is the policy of the Dover School District to make as much information as possible available to teachers while outside of the District. External access to District resources is generically known as "24/7 Access."~~

~~Examples include our email system, which is available from home via Outlook Web App (OWA), Gmail, Microsoft One Drive and Google Drive.~~

~~24/7 Access to Resources should comply with the following criteria:~~

- ~~Access to Resources should be secured with a username/password combination.~~
- ~~Personal devices should not be used to store the only copy of any given piece of District information. In other words, personal devices may contain a synchronized or locally cached copy of District data such as email, web pages or files, but not the ONLY copy of that information.~~

### Disciplinary Actions

~~When inappropriate use of the Internet, digital resources or technology devices or platforms is determined through due process and the result may be the cancellation of those privileges. The Technology Director, together with the Superintendent, will determine what "appropriate use" is and their decision is final. The Technology Director or technology specialist designee upon notification may close or disable an account at any time as required. The administration, faculty, and staff may request the administrator to deny, revoke or suspend specific user accounts. Any student identified as a security risk may be denied access.~~

## 9. Liability and Disciplinary Actions

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- **Consequences of Misuse: Infractions will result in disciplinary action through due process. For students, this includes suspension or expulsion; for staff, it includes discipline up to suspension, discharge, or termination.**
- **Account Revocation: The Technology Director or a designated specialist may immediately freeze or disable an account at any time if an individual is identified as a security risk or violates network safety. Employees are unauthorized to read email not explicitly addressed to them unless an exception is granted by the Superintendent.**
- **Financial Liability within 1:1: Parents or guardians assume full legal and financial liability for actions taken when using District resources. While the District recognizes that accidental damage occurs, parents are held fully financially responsible for the cost of repair or replacement if damage to a loaned technology device is determined to be the result of intentional or willful misuse.**
- Limitation of Liability

The District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage users may suffer, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the system. Parents may be held financially responsible for any harm to the system as a result of a student's intentional misuse including loaned technology devices in a 1:1 District environment. Damage to a District system caused by willful misuse of the system is no different than any other damage caused by staff or students and is subject to the same discipline measures in school policies.

**Legal References**

RSA 194:3-d  
47 USC Section 254, Children's Internet Protection Act  
Rules 306.08 (9) (1)

*Policy History:*  
*Adopted August 13, 2012*  
*Revised March 8, 2021*

## RESOLUTION OF RECOGNITION

- RE:** *Dover School District Staff Retirements 2026*
- WHEREAS:** *The Dover School District relies upon dedicated individuals to work with our students, and;*
- WHEREAS:** *Those dedicated teachers and staff members can have a life-long impact in the life of a child, and;*
- WHEREAS:** *This level of dedication demonstrates a sense of compassion, caring, and love for students, and;*
- WHEREAS:** *One measure of dedication is their many years of service to the community, and;*
- WHEREAS:** *Those individuals worked tirelessly for many years and each day arrived at work with one goal in mind: to make the Dover School District a safe and exciting place for children, and;*
- WHEREAS:** *The following individuals have worked selflessly for a total of four hundred eleven (411) combined years for the Dover School District:*

*Bridget Barker  
Denise Copley  
Christina George  
Karen Hurley  
Marjorie Mersereau  
Debra Nary  
Fern Nault  
Jane Roche  
Julia Schwartz  
Darlene Shanahan  
Pamela Shaw  
Christina Sipple  
Christine Stewart  
Kristin Swartzendruber  
Nanette Vaughn  
Ruth Winders  
Kathy Wotton*

**NOW THEREFORE BE IT RESOLVED** *that the Dover School Board and the Dover School community acknowledge the contribution and thank these most important individuals for their many years of dedicated service and devotion to the children and community of the Dover School District.*

**SUBMITTED BY:**

\_\_\_\_\_  
*Robin Trefethen, Chairperson*

\_\_\_\_\_  
*Michelle Clancy, Vice Chairperson*

\_\_\_\_\_  
*Craig Flynn, Secretary*

\_\_\_\_\_  
*Maggie Fogarty*

\_\_\_\_\_  
*Micaela Demeter*

\_\_\_\_\_  
*Elizabeth Goldman*

\_\_\_\_\_  
*Seana Hallberg*

# RESOLUTION

## Dover School Board (SAU #11) Resolution – Title I, Part A Funds 2026-2027

**WHEREAS** Federal funds allocations for Title I, Part A have not yet been finalized, districts have been advised to use these preliminary allocation figures for planning purposes, and;

**WHEREAS** If allocations remain stable for FY27, Dover will receive:

\$1,002,775.48

in Title I, Part A funds with, per State and Federal directive, a proportional amount being allocated for the qualifying and participating private schools and;

**WHEREAS** The Title 1, Part A Project Managers after consultation with public and private school staff and administration at local and state level, recommends the following utilization of the Federal funds for FY27:

Woodman Park (Whole School) - One full-time Title I Coordinator, five full-time Title I interventionists, one MTSS Building Coordinator, one full-time time Family Outreach Coordinator, one instructional coach at 50%, project administration, employee benefits, professional development, instructional materials and supplies, family engagement activities, and supplemental literacy and mathematics intervention services for eligible students.

Dover Middle School - (Targeted Assistance Program) – One full-time Title I Coordinator, three full-time Title I Interventionists, project administration, employee benefits, professional development, instructional materials and supplies, family engagement activities, and supplemental literacy and mathematics intervention services for eligible students.

St. Mary Academy - One part-time literacy tutor, benefits, related supplies and materials.

Portsmouth Christian Academy - One part-time literacy tutor, benefits, related supplies and materials.

**NOW, THEREFORE, BE IT RESOLVED** that the Dover School Board approves the utilization of Title I, Part A funds for FY27 as recommended above.

**Superintendent:**

Christine Boston

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**School Board Members:**

Robin Trefethen, Chairperson

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Michelle Clancy, Vice-Chairperson

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Craig Flynn, Secretary

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Maggie Fogarty

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Elizabeth Goldman

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Micaela Demeter

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Seana Hallberg

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**RESOLUTION**

**Dover School Board (SAU #11)  
Resolution – Title II-A Funds 2026-2027**

**WHEREAS** Federal funds allocations for Title II-A have not been finalized, districts have been advised to use these preliminary allocation figures for planning purposes, and;

**WHEREAS** If allocations remain stable for FY27, Dover will receive:

\$200,688.68

per State and Federal directive, a proportional amount being allocated for the qualifying and participating private schools and;

**WHEREAS** The Title II-A Project Manager and the Director of Curriculum, Instruction, and Assessment, after consultation with public and private school staff and administration at local and state level, recommends the following utilization of the Federal funds for FY27:

Dover School District:

Professional Development opportunities for educators.

0.5 Instructional Coaching position for elementary grade levels.

Portsmouth Christian Academy:

Professional Development opportunities for educators.

Saint Mary Academy:

Professional Development opportunities for educators.

Saint Thomas Aquinas:

Professional Development opportunities for educators.

**NOW, THEREFORE, BE IT RESOLVED** that the Dover School Board approve the utilization of Federal Title II-A, funds for FY27 as recommended above.

**Superintendent:**

Christine Boston

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**School Board Members:**

Robin Trefethen, Chairperson

\_\_\_\_\_

Michelle Clancy, Vice-Chairperson

\_\_\_\_\_

Craig Flynn, Secretary

\_\_\_\_\_

Maggie Fogarty

\_\_\_\_\_

Elizabeth Goldman

\_\_\_\_\_

Micaela Demeter



Seana Hallberg



**RESOLUTION**

**Dover School Board (SAU #11)  
Resolution – Title III, Immigrant Children Subaward, 2026-2027**

**WHEREAS** Federal funds allocations for Title III, Immigrant Children Subaward, have not yet been finalized, districts have been advised to use these preliminary allocation figures for planning purposes, and;

**WHEREAS** If allocations remain stable for FY27, Dover will receive:

\$35,400.12

per State and Federal directive, a proportional amount being allocated for the qualifying and participating private schools and;

No participating private schools.

**WHEREAS** The Title III Project Manager and the Director of Curriculum, Instruction, and Assessment, after consultation with public and private school staff and administration at local and state level, recommends the following utilization of the Federal funds for FY27:

Supplemental support staff for immigrant children, such as a floating paraeducator.

Professional development focused on meeting the needs of newcomer students.

Family engagement activities to help newcomer families connect to school and community resources.

**NOW, THEREFORE, BE IT RESOLVED** that the Dover School Board approve the utilization of Federal Titles III, Immigrant Children Subaward funds for FY27 as recommended above.

**Superintendent:**

Christine Boston

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**School Board Members:**

Robin Trefethen, Chairperson

\_\_\_\_\_

Michelle Clancy, Vice-Chairperson

\_\_\_\_\_

Craig Flynn, Secretary

\_\_\_\_\_

Maggie Fogarty

\_\_\_\_\_

Elizabeth Goldman

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Micaela Demeter

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Seana Hallberg

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**RESOLUTION**

**Dover School Board (SAU #11)  
Resolution – Title IV-A Funds 2026-2027**

**WHEREAS** Federal funds allocations for Title IV-A have not been finalized, districts have been advised to use these preliminary allocation figures for planning purposes, and;

**WHEREAS** If allocations remain stable for FY27, Dover will receive:

\$136,262.13

per State and Federal directive, a proportional amount being allocated for the qualifying and participating private schools and;

**WHEREAS** The Title IV-A Project Manager and the Director of Curriculum, Instruction, and Assessment, after consultation with public and private school staff and administration at local and state level, recommends the following utilization of the Federal funds for FY27:

Dover School District:

Activities related to well-rounded education, including blended learning platforms.

Activities related to safe and healthy schools, including licensed drug and alcohol counseling and activities focused on promoting school culture and climate.

Activities that help technology be used effectively, including software for typing instruction.

Saint Mary Academy:

Activities related to student wellness, including an exercise program.

Portsmouth Chrisitan Academy:

Activities related to school climate and culture.

Activities related to well-rounded education.

**NOW, THEREFORE, BE IT RESOLVED** that the Dover School Board approve the utilization of Title IV-A funds for FY27 as recommended above.

**Superintendent:**

Christine Boston

\_\_\_\_\_

**School Board Members:**

Robin Trefethen, Chairperson

\_\_\_\_\_

Michelle Clancy, Vice-Chairperson

\_\_\_\_\_

Craig Flynn, Secretary

\_\_\_\_\_

Maggie Fogarty

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Elizabeth Goldman

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Micaela Demeter

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Seana Hallberg

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# RESOLUTION

## Dover School Board (SAU #11) Resolution – CTE Perkins Funds 2026-2027

**WHEREAS** Federal funds allocations for Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Programs has been finalized;

**WHEREAS** Dover Regional Career and Technical Center received \$151,958.22

**WHEREAS** The Director/CTE Principal of Dover Regional Career and Technical Center recommends the following utilization of the Federal funds for FY27:

**WHEREAS** For Perkins V: Career Development, Professional Development, High Skill/ High Wage, Academic, Implementation, and Evaluations

**NOW, THEREFORE, BE IT RESOLVED** that the Dover School Board approve the utilization of Federal Titles I, I Part D, II, and III, funds for FY27 as recommended above.

**Superintendent:**

Christine Boston

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**School Board Members:**

Robin Trefethen, Chairperson

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Michelle Clancy, Vice-Chairperson

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Craig Flynn, Secretary

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Maggie Fogarty

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Elizabeth Goldman

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Micaela Demeter

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Seana Hallberg

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**RESOLUTION**

**Dover School Board (SAU #11)  
Resolution – Special Education/IDEA Funds 2026-2027**

**WHEREAS** Federal funds allocations for IDEA have not yet been finalized, districts have been advised to use last year’s allocation figures for planning purposes, and;

**WHEREAS** If allocations remain stable for FY27, Dover will receive:

IDEA 611 - \$1,094,040.60  
IDEA 619 (Preschool) - \$28,586.70

per State and Federal directive, a proportional amount being allocated for the qualifying and participating private schools and;

**WHEREAS** The Director of Student Services, after consultation with public and private school staff and administration at local and state level, recommends the following utilization of the Federal funds for FY27:

**WHEREAS** For IDEA:

Dover School District:  
Deans of Student Services  
Special Educators  
Professional Development  
Supplies/equipment

St. Mary Academy:  
Certified Educator to provide academic support  
Specialized services  
Supplies/equipment

Portsmouth Christian Academy:  
Certified Educator to provide academic support  
Specialized services  
Supplies/equipment

St. Thomas Aquinas:  
Certified Educator to provide academic support

**NOW, THEREFORE, BE IT RESOLVED** that the Dover School Board approve the utilization of IDEA funds for FY27 as recommended above.

**Superintendent:**

Christine Boston

\_\_\_\_\_

**School Board Members:**

Robin Trefethen, Chairperson

\_\_\_\_\_

Michelle Clancy, Vice-Chairperson

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Craig Flynn, Secretary

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Maggie Fogarty

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Elizabeth Goldman

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Micaela Demeter

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Seana Hallberg

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# DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132  
Phone: (603) 516-6800 | Fax: (603) 516-6809 | Web: sau11.nh.gov

*Empowering all Learners*

**To:** Dr. Christine Boston, Superintendent  
Dover School Board

**From:** Brian Cisneros, Chief Financial Officer

**Date:** July 9, 2026

**Subject:** Bid Recommendation – Dover Middle School Painting Project (RFP #DSD26005)

On June 12, 2026, the Dover School District issued **Request for Proposals (RFP #DSD26005)** for the painting of the Dover Middle School. Proposals were due by **June 26, 2026**.

The District received two (2) responsive proposals:

<b>Vendor</b>	<b>Single Coat Bid</b>
C&E Painting and Coatings	\$159,500.00
CertaPro Painters	\$203,648.82

After reviewing the proposals received, C&E Painting and Coatings submitted the lowest responsive bid at **\$159,500.00**. This proposal is **\$44,148.82** lower than the proposal submitted by CertaPro Painters.

Based on the pricing received and the evaluation of the proposals, I recommend that the Dover School Board award **RFP #DSD26005 – Dover Middle School Painting Project** to **C&E Painting and Coatings** in the amount of **\$159,500.00**, contingent upon the successful execution of a contract and satisfaction of all District requirements.

Due to the size and scope of this project, work will begin during the summer of 2026 and is expected to continue into the school year. Our goal is to complete all classroom painting before the start of the school year, with the remaining areas of the building scheduled for completion during school vacations and other planned breaks in the academic calendar. This phased approach is intended to minimize disruption to students, staff, and daily school operations.

I respectfully request the School Board's approval to proceed with the award of this contract.



*Empowering all Learners*

# DOVER SCHOOL DISTRICT SAU 11

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Phone: 603-516-6800 | Fax: 603-516-6809 | [dover.k12.nh.us](http://dover.k12.nh.us)

**TO:** Members of the Dover School Board  
Dr. Christine Boston, Superintendent  
**FROM:** Thomas Rup, Director of Technology  
**DATE:** July 13, 2026  
**RE:** Request to Waive Bidding

## PDQ Bid Waiver

### ***Request to waive bidding:***

The Dover School District currently manages Windows endpoints using Microsoft Intune for enrollment, compliance policy, and baseline configuration. While Intune performs these core functions well, district IT staff have identified recurring operational limitations, including:

- Slow or unpredictable software deployment cycles, particularly for third-party (non-Microsoft) applications.
- Limited real-time visibility into device status, with sync and reporting delays that hinder day-to-day troubleshooting.
- A complex, policy-driven administrative interface that is not well suited to quick, ad hoc technician tasks (e.g., pushing a single application, running a script, or remotely resolving an issue on one machine).
- Unreliable third-party patch management, increasing security exposure between patch cycles.

These limitations are consistent with findings widely reported by other Microsoft-managed organizations, which commonly pair Intune with a complementary deployment/patching tool rather than relying on Intune alone for real-time device management.

In response, this memorandum requests that the Dover School District Board waive the competitive bidding requirement under Board Policy DJE (Bidding Procedures) for the purchase of PDQ Connect, a cloud-based endpoint deployment, patching, and device management platform, to be layered on top of the district's existing Microsoft Intune deployment. The waiver is requested on the basis that PDQ Connect is uniquely suited to close specific, well-documented operational gaps in Intune and no other product offers an equivalent combination of Intune-compatibility, ease of use, and cost.

PDQ Connect is a cloud-based, agent-based endpoint management tool built specifically to complement Microsoft Intune. PDQ Connect provides:

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Dr. Christine Boston, Ed.D. | Superintendent of Schools | [c.boston@sau11.nh.gov](mailto:c.boston@sau11.nh.gov)  
Michael Limanni | Chief Financial Officer | [m.limanni@sau11.nh.gov](mailto:m.limanni@sau11.nh.gov)  
Kimberly Cox | Human Resources Director | [k.cox@sau11.nh.gov](mailto:k.cox@sau11.nh.gov)



*Empowering all Learners*

# DOVER SCHOOL DISTRICT SAU 11

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Phone: 603-516-6800 | Fax: 603-516-6809 | [dover.k12.nh.us](http://dover.k12.nh.us)

- One-click, real-time deployment of third-party software across dynamic device groups.
- Reliable, prebuilt patch packages for commonly used non-Microsoft applications.
- Real-time device visibility and remote troubleshooting without waiting on Intune sync cycles.
- A simplified, technician-friendly interface that reduces the time and training required for routine IT support tasks.

It is the recommendation of the Technology Team to waive bidding for PDQ, an essential component to ensure high response time to the ever-growing technological needs of the district. Please see the attached quote of \$8640.00 for 750 licenses. This will cover the management of all Windows based devices in the district.



QuoteNumber 00021655  
 Start Date: 07/01/2026  
 End Date: 06/30/2027  
 Payment Term: Net 30  
 Quote Expires On: 07/31/2026

[PDQ.com](http://PDQ.com)

2200 South Main Street  
 Suite 200 South Salt Lake, Utah 84115  
 United States  
 +1 808-657-4657  
 sales@pdq.com

**Quote for**

**Account Name** Dover Schools SAU #18 (NH)  
**Billing Address** 107 N Main St, Concord, NH, 3301, US

**Ship To**

**Shipping Address** 107 N Main St, Concord, NH, 3301, US

Product	Start Date	End Date	Qty	List Price	Volume Disc	Addl Disc	Total Disc %	Item Total
Connect Plus	07/01/2026	06/30/2027	750	\$13,500.00	\$2,245.00	\$2,615.00	36%	\$8,640.00

Subtotal	\$13,500.00
Discount Amount	\$4,860.00
Tax	\$0.00
<b>Total</b>	<b>\$8,640.00</b>

Customer is responsible for all applicable sales, use, value-added, or similar taxes. Please note that taxes applicable may change based on billing date and address at time of invoicing. For questions please email sales@pdq.com. Please include Quote number if remitting payment.

Remittance advice can be sent to ar@pdq.com.

Subscription Fees: Fees are for subscription services and are non-refundable, except as expressly stated in a written agreement between the parties.

Payment Terms: Payment is due within thirty (30) days of the invoice date unless otherwise stated.

Governing Terms: This quote is governed by PDQ's EULA or ToS, available at <https://www.pdq.com/terms>. In the event of a conflict, those terms control.

Auto-Renewal: Unless otherwise stated in writing, subscriptions will automatically renew for successive terms at PDQ's then-current rates.



*Empowering all Learners*

# DOVER SCHOOL DISTRICT SAU 11

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Phone: 603-516-6800 | Fax: 603-516-6809 | [dover.k12.nh.us](http://dover.k12.nh.us)

**TO:** Members of the Dover School Board  
Dr. Christine Boston, Superintendent  
**FROM:** Thomas Rup, Director of Technology  
**DATE:** July 13, 2026  
**RE:** Request to Waive Bidding

## Fortinet Bid Waiver

### *Request to waive bidding:*

The Dover School District has continued to grow and see an expansion of programs that need more bandwidth and increased security. The district's current Palo Alto PA-3260 firewall has reached the end of its manufacturing lifecycle and will hit its hard End of Service Life (EOSL) in 2027, meaning the manufacturer will completely cease security patches, firmware updates, and hardware replacement support. Also, our software licensing for this device ends in February 2027.

To proactively address this critical security vulnerability, our technology team worked with Omada Technologies to source side-by-side, comparable 3-year enterprise quotes from the two leading vendors in the cybersecurity space: Palo Alto Networks and Fortinet. The district has previously established an on-going relationship with Omada in our purchase of other networking equipment including our wired and wireless infrastructure.

The preliminary pricing gathered from these quotes is almost an exact financial tie:

Palo Alto Networks (PA-1420 3-Year): \$74,644.74

Fortinet (FortiGate-401G 3-Year): \$74,720.00

The district is currently planning to increase our external internet bandwidth from 5 Gbps to 10 Gbps to support expanding classroom technology needs, digital testing, and operational demands. When upgrading to a 10 Gbps line, the firewall must be capable of inspecting traffic at that speed while all advanced security features (such as antivirus, URL filtering, and intrusion prevention) are actively running.

- **The Palo Alto Bottleneck:** The quoted Palo Alto PA-1420 caps out at a maximum Threat Prevention throughput of approximately 4.8 to 6.0 Gbps. If we deploy this unit, the firewall will act as a physical choke point, effectively cutting our paid 10 Gbps internet speeds in half whenever deep security scanning is turned on.
- **The Fortinet Advantage:** The Fortinet FortiGate-401G utilizes proprietary hardware that specializes in Threat

Dr. Christine Boston,  
Ed.D. Superintendent  
[c.boston@sau11.nh.gov](mailto:c.boston@sau11.nh.gov)

Brian Cisneros  
Business Administrator  
[b.cisneros@sau11.nh.gov](mailto:b.cisneros@sau11.nh.gov)



*Empowering all Learners*

# DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132  
Phone: 603-516-6800 | Fax: 603-516-6809 | [dover.k12.nh.us](http://dover.k12.nh.us)

Protection with a throughput of 13 Gbps. It will easily clear our new 10 Gbps internet pipe with room to spare, ensuring the district gets full utilization out of its internet service investment.

By utilizing the 3-year option through Omada Technologies, the district locks in an annualized value of \$24,906.67 per year, inclusive of necessary hardware, advanced Unified Threat Protection (UTP) software licensing, premium support, and professional implementation services to ensure a seamless deployment. Currently the District pays an annual software and license renewal of \$51,618.30.

We are also looking for a one-year agreement from Omada to ensure full functionality for this device through set up and beyond for the entire school year. This Managed Service Agreement would allow for quick support and after hours monitoring of the device, plus patching and updates as needed. This service will cost the district \$18,600 and would come from a Managed Services line already established.

Because side-by-side competitive market research has already been conducted, and because the Fortinet architecture is the only quoted solution capable of supporting the district's 10 Gbps bandwidth expansion without an expensive leap into a much higher tier of Palo Alto hardware, we respectfully request that the Board waive the formal bidding requirement and approve the purchase of the Fortinet 3-year solution. Specifically, we are requesting authorization to award a 3-year contract to Omada Technologies for the Fortinet FortiGate-401G security appliance and service agreement in the total amount of \$93,320.



Omada Technologies, LLC  
 36 Maplewood Avenue  
 Portsmouth, NH 03801  
 P: 603-610-8282  
 F: 603-610-8116

**Customer**

Account Name: Dover School District - SAU 11	Date: 7/9/2026
Contact: Thomas Rup	Expiration: 8/8/2026
Phone:	Quote No.: OMD-DSD-070926_FORTIGATE-3YR
E-Mail: <a href="mailto:t.rup@dover.k12.nh.us">t.rup@dover.k12.nh.us</a>	Terms: Net 30
	FOB: Origin

**Address Information**

Bill To Name: Dover School District - Accounts Payable	Ship to Name: Dover School District - Accounts Payable
Address: 61 Locust St # 409 Dover, NH 03820	Address: 61 Locust St # 409 Dover, NH 03820

**Omada Contact**

Name: Becky Gordon  
 Phone: 978-760-1165  
 E-Mail: [bgordon@omadatechnologies.com](mailto:bgordon@omadatechnologies.com)

**Quote Detail**

Line#	QTY	Part #	Description	List Price	Unit Price	Extended
<b>Fortinet Hardware</b>						
1	2	FG-401G	FortiGate-401G 4 x 25G SFP28 slots, 4 x 10GE SFP+ slots, 16 X 1G SFP slots, 8 x 5G BASE-T RJ45 ports, 2 x RJ45 ports (Incl. HA 2.5G and MGMT 1G), SPU NP7 and CP10 hardware accelerated, 960GB onboard SSD storage, dual AC power supplies	\$ 26,450.00	\$ 13,225.00	\$ 26,450.00
2	1	OHF1	Hardware Order Processing Hardware Order Processing Fee		\$ 200.00	\$ 200.00
<b>Fortinet Subscription (3YR)</b>						
3	2	FC-10-FG4H1-950-02-36	FortiGate-401G 3 Year Unified Threat Protection (UTP) (IPS, Advanced Malware Protection, Application Control, URL, DNS & Video Filtering, Antispam Service, and FortiCare Premium)	\$ 48,300.00	\$ 21,735.00	\$ 43,470.00
<b>Omada Professional Services</b>						
4	1	OMD-SVC	Omada Professional Services: Firewall Installation and Configuration Details in Attached SOW		\$ 9,600.00	\$ 9,600.00
<b>Additional One-Time Discount</b>						<b>\$ (5,000.00)</b>
<b>TOTAL :</b>						<b>\$ 74,720.00</b>

Expected Lead Time \_\_\_\_\_

Estimated Shipping: \$ -  
 Estimated Tax: \$ -

**Signature - Required if Purchase Order will not be issued**

Printed Name \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Title \_\_\_\_\_  
 Date \_\_\_\_\_  
 Purchase Order # \_\_\_\_\_

**GRAND TOTAL: \$ 74,720.00**

## Dover School District - SAU 11: Firewall Quote Comparison

*Palo Alto Networks (PA-1420) vs. Fortinet (FortiGate-401G) — 3-Year and 5-Year Options*

Term / Vendor	Quote No.	Quote Date	Expiration	Grand Total
3-Year — Palo Alto	OMD-DSD-070726-3YR	7/7/2026	8/6/2026	\$74,644.74
3-Year — Fortinet	OMD-DSD-070926_FORTIGATE-3YF	7/9/2026	8/8/2026	\$74,720.00
5-Year — Palo Alto	OMD-DSD-070726-5YR	7/7/2026	8/6/2026	\$106,776.66
5-Year — Fortinet	OMD-DSD-070926	7/9/2026	8/8/2026	\$106,700.00

**Difference (Fortinet minus Palo Alto)**

**(\$75.26)**

**Difference (Fortinet minus Palo Alto)**

**\$76.66**

*3-Year: Palo Alto row = 3YR Palo Alto; 5-Year row = 5YR Palo Alto vs Fortinet.*

## Recommendation: Palo Alto PA-1420 vs. Fortinet FortiGate-401G

Prepared for Dover School District - SAU 11 based on Omada Technologies quotes dated 7/7/2026 and 7/9/2026

### BOTTOM LINE

Recommend the Palo Alto Networks PA-1420, purchased on the 5-year term. Pricing between the two vendors is essentially a wash (within 0.1% of each other at both terms), so the decision should be driven by platform fit rather than cost. Palo Alto's Precision AI bundle and NGFW logging/analytics (Strata Logging Service) give the district stronger long-term threat visibility and centralized management, which matters more over a 5-year hold than the ~\$77 cost delta.

### PRICE COMPARISON

Term	Palo Alto Total	Fortinet Total	Difference
3-Year	\$74,644.74	\$74,720.00	Fortinet +\$75.26 (+0.1%)
5-Year	\$106,776.66	\$106,700.00	Palo Alto +\$76.66 (+0.1%)

### KEY DECISION FACTORS

Factor	Palo Alto PA-1420	Fortinet FortiGate-401G	Edge
<b>Port density / throughput</b>	Mix of 1G/2.5G/5G copper + 8 SFP (1G/10G) + 2 SFP; PoE on 4 ports; 10G HSCI HA link	4x25G SFP28, 4x10GE SFP+, 16x1G SFP, 8x5G BASE-T, dual AC PSU — notably higher-capacity uplinks (25G) and redundant power	Fortinet — more headroom for future bandwidth growth and built-in power redundancy
<b>Security subscription bundle</b>	Precision AI bundle: Adv. Threat Prevention, Adv. URL Filtering, Adv. Wildfire (sandboxing), Adv. DNS Security, Adv. SD-WAN, Device Security	UTP bundle: IPS, Adv. Malware Protection, App Control, URL/DNS/Video Filtering, Antispam, FortiCare Premium	Palo Alto — AI-driven prevention plus native SD-WAN and IoT/device security are broader than Fortinet's UTP set at this tier
<b>Centralized logging/visibility</b>	Dedicated Strata Logging Service line item sized to the estate — purpose-built for long-term log retention and analytics	Logging handled via FortiAnalyzer/cloud (not separately quoted here)	Palo Alto — logging capacity explicitly budgeted; avoids a later surprise line item
<b>Support/warranty term</b>	Premium Support matched to contract term (3 or 5 yr)	FortiCare Premium bundled into the UTP subscription line	Even — both are premium-tier, term-matched support
<b>Hardware redundancy</b>	Single AC power supply implied (not called out as dual)	Dual AC power supplies standard	Fortinet — better resilience against a single power failure
<b>K-12 / education fit</b>	Broadly deployed in education; strong centralized policy management (Panorama) suits multi-site districts	Also widely deployed in K-12; typically lower total subscription complexity	Roughly even — both vendors have strong K-12 track records
<b>Price parity</b>	\$74,644.74 (3-yr) / \$106,776.66 (5-yr)	\$74,720.00 (3-yr) / \$106,700.00 (5-yr)	Even — within 0.1% at both terms

### CAVEATS

This comparison is based solely on the two attached quotes and manufacturer spec sheets referenced in the line-item descriptions. It does not reflect independent throughput testing, the district's actual traffic profile, existing staff familiarity with either platform (a real switching cost if the district currently runs one vendor), or firmware/EOL roadmaps. Confirm current-generation firmware support and end-of-sale dates directly with each vendor before final selection.

## Palo Alto Networks — 3-Year Quote

Quote No.: OMD-DSD-070726-3YR

Category	Part #	Description	Qty	Ext. Price	AAV
Palo Alto Hardware	PAN-PA-1420	PALO ALTO NETWORKS PA-1420 firewall appliance (10/100/1000, 1G/2.5G/5G, SFP/SFP+ ports; HSCI HA; console/USB ports)	2	\$8,737.70	
Palo Alto Subscription (3 Year)	PAN-PA-1420-BND-PRECISIONAI	Precision AI Network Security Subscription Bundle (Adv. Threat Prevention, Adv. URL Filtering, Adv. Wildfire, Adv. DNS Security, Adv. SD-WAN, Device Security), 3-yr term	2	\$24,186.80	\$8,062.27
Palo Alto Subscription (3 Year)	PAN-NGFW-SLS	Strata Logging Service subscription capacity for NGFW (10% of HW list price) for current firewall estate	1	\$12,553.04	\$4,184.35
Palo Alto Support (3 Year)	PAN-SVC-PREM-1420-3YR	PA-1420 Premium Support, 3-year (36-month) term	2	\$21,067.20	\$7,022.40
Omada Professional Services	OMD-SVC	Omada Professional Services: Firewall Installation and Configuration (per attached SOW)	1	\$9,600.00	
<i>Additional One-Time Discount</i>				<i>(\$1,500.00)</i>	
<b>GRAND TOTAL</b>				<b>\$74,644.74</b>	<b>\$19,269.01</b>
				\$57,807.04	

## Fortinet — 3-Year Quote

Quote No.: OMD-DSD-070926\_FORTIGATE-3YR

Category	Part #	Description	Qty	Ext. Price	AAV
Fortinet Hardware	FG-401G	FortiGate-401G: 4x25G SFP28, 4x10GE SFP+, 16x1G SFP, 8x5G BASE-T RJ45, 2x RJ45 (HA 2.5G/MGMT 1G), NP7/CP10 accel., 960GB SSD, dual AC PSU	2	\$26,450.00	
Fortinet Hardware	OHF1	Hardware Order Processing Fee	1	\$200.00	
Fortinet Subscription (3YR)	FC-10-FG4H1-950-02-36	FortiGate-401G 3-Year Unified Threat Protection (IPS, Adv. Malware Protection, App Control, URL/DNS/Video Filtering, Antispam, FortiCare Premium)	2	\$43,470.00	\$14,490.00
Omada Professional Services	OMD-SVC	Omada Professional Services: Firewall Installation and Configuration (per attached SOW)	1	\$9,600.00	
<i>Additional One-Time Discount</i>				<i>(\$5,000.00)</i>	
<b>GRAND TOTAL</b>				<b>\$74,720.00</b>	<b>\$14,490.00</b>

## Palo Alto Networks — 5-Year Quote

Quote No.: OMD-DSD-070726-5YR

Category	Part #	Description	Qty	Ext. Price	AAV
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Palo Alto Hardware	PAN-PA-1420	PALO ALTO NETWORKS PA-1420 firewall appliance (10/100/1000, 1G/2.5G/5G, SFP/SFP+ ports; HSCI HA; console/USB ports)	2	\$8,737.70	
Palo Alto Subscription (5 Year)	PAN-PA-1420-BND-PRECISIONAI	Precision AI Network Security Subscription Bundle (Adv. Threat Prevention, Adv. URL Filtering, Adv. Wildfire, Adv. DNS Security, Adv. SD-WAN, Device Security), 5-yr term	2	\$40,309.80	\$8,061.96
Palo Alto Subscription (5 Year)	PAN-NGFW-SLS	Strata Logging Service subscription capacity for NGFW (10% of HW list price) for current firewall estate	1	\$16,517.16	\$3,303.43
Palo Alto Support (5 Year)	PAN-SVC-PREM-1420-5YR	PA-1420 Premium Support, 5-year (60-month) term	2	\$35,112.00	\$7,022.40
Omada Professional Services	OMD-SVC	Omada Professional Services: Firewall Installation and Configuration (per attached SOW)	1	\$9,600.00	
<i>Additional One-Time Discount</i>				<i>(\$3,500.00)</i>	
<b>GRAND TOTAL</b>				<b>\$106,776.66</b>	<b>\$18,387.79</b>
				\$91,938.96	

## Fortinet — 5-Year Quote

Quote No.: OMD-DSD-070926

Category	Part #	Description	Qty	Ext. Price	AAV
Fortinet Hardware	FG-401G	FortiGate-401G: 4x25G SFP28, 4x10GE SFP+, 16x1G SFP, 8x5G BASE-T RJ45, 2x RJ45 (HA 2.5G/MGMT 1G), NP7/CP10 accel., 960GB SSD, dual AC PSU	2	\$26,450.00	
Fortinet Hardware	OHF1	Hardware Order Processing Fee	1	\$200.00	
Fortinet Subscription (5YR)	FC-10-FG4H1-950-02-60	FortiGate-401G 5-Year Unified Threat Protection (IPS, Adv. Malware Protection, App Control, URL/DNS/Video Filtering, Antispam, FortiCare Premium)	2	\$72,450.00	\$14,490.00
Omada Professional Services	OMD-SVC	Omada Professional Services: Firewall Installation and Configuration (per attached SOW)	1	\$9,600.00	
<i>Additional One-Time Discount</i>				<i>(\$2,000.00)</i>	
<b>GRAND TOTAL</b>				<b>\$106,700.00</b>	<b>\$14,490.00</b>



Omada Technologies, LLC  
 36 Maplewood Avenue  
 Portsmouth, NH 03801  
 P: 603-610-8282  
 F: 603-610-8116

**Customer**

Account Name: Dover School District - SAU 11      Date: 7/1/2026  
 Contact: Thomas Rup      Expiration: 7/31/2026  
 Phone:      Quote No.: OMD-DSD-070226  
 E-Mail: [t.rup@dover.k12.nh.us](mailto:t.rup@dover.k12.nh.us)      Terms: Net 30  
 FOB: Origin

**Address Information**

Bill To Name: Dover School District - Accounts Payable      Ship to Name: Dover School District - Accounts Payable  
 Address: 61 Locust St # 409      Address: 61 Locust St # 409  
 Dover, NH 03820      Dover, NH 03820

**Omada Contact**

Name: Becky Gordon  
 Phone: 978-760-1165  
 E-Mail: [bgordon@omadatechnologies.com](mailto:bgordon@omadatechnologies.com)

**Quote Detail**

Line#	QTY	Part #	Description	List Price	Unit Price	Extended
<b>Omada Managed Services (1 Year)</b>						
1	1	MSP-OMD	Omada Managed Services Include: - 24x7 Support and Case Management Plus - - Remote configuration changes and support - Firmware upgrades and patches - Quarterly health checks and reporting - 24x7 alerting			
<i>Details in Proposal Attached</i>						
<b>Covered Assets</b>						
2	1	PAN-PA-1420	PALO ALTO NETWORKS PA-1420		\$ 4,200.00	\$ 4,200.00
3	1	PAN-PA-1420	PALO ALTO NETWORKS PA-1420		\$ 4,200.00	\$ 4,200.00
<b>Omada Professional Services</b>						
4	40	OMD-SVC	1 Hour of Omada Professional Services - Block of hours can be used as needed for any changes made on the full network		\$ 255.00	\$ 10,200.00
<b>TOTAL :</b>						<b>\$ 18,600.00</b>

Expected Lead Time \_\_\_\_\_

Estimated Shipping: \$ -  
 Estimated Tax: \$ -

**Signature - Required if Purchase Order will not be issued**  
 Printed Name \_\_\_\_\_  
 Signature \_\_\_\_\_  
 Title \_\_\_\_\_  
 Date \_\_\_\_\_  
 Purchase Order # \_\_\_\_\_

**GRAND TOTAL: \$ 18,600.00**



# Managed Services Proposal

For SAU 11, Dover NH

**David Jacques**  
**NOC Manager**

July 2, 2026



## Revision History:

Version	Date	Comments
1.0	06/30/2026	Initial draft

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## Executive Summary

Below is a summary of the managed services contract information contained herein, including pricing, a summary of Service Level Agreements (“SLAs”), and Omada Technologies LLC’s (“Omada’s”) Managed Services contact information. This summary is for reference only. Please refer to the Managed Services Agreement and Schedules for details.

### Pricing

Managed Service/Support Level	Total Managed/Supported Device Count	Monthly Cost	Annual Cost
24 x 7 x 365 Managed Services w/Monitoring	2	\$ 700	\$8,400
Professional Services Block of Hours	40		\$10,200

### Service Level Agreement

Response Time	Update Frequency	Criticality	Description
1 Hour	4 Hours	Urgent/Critical	Widespread/complete network or systems outage
4 Hours	12 Hours	High	Network/systems event impacting all/most users; network is still usable to some extent
8 Hours	Daily	Medium	Isolated network event impacting a small area of the network and/or relatively small number of users
24 Hours	5 Days	Low/Informational	Configuration change request or general question; isolated issue that may be device/user specific and impacts only that one device or user

### Omada Managed Services Contact Information

**Physical Address:** Omada Technologies, LLC  
Managed Services Division  
36 Maplewood Avenue  
Portsmouth, NH 03806

**Email to Ticket Creation:** [support@omadatechnologies.com](mailto:support@omadatechnologies.com)

**Ticketing Web Portal:** <https://support.omadatechnologies.com>

**Toll-Free Phone Number:** +1 (888) 230-6538



# Managed Services Agreement

## Client

**Company Name:** SAU 11, Dover NH  
**ATTN:** Thomas Rup  
**Email:** t.rup@sau11.nh.gov

## Omada Managed Services

Omada Managed Services is a division of Omada Technologies, LLC (“Omada”) with offices at the same address as Omada.

## Physical Address

Omada Managed Services  
ATTN: Joshua Trivilino  
36 Maplewood Avenue  
Portsmouth, NH 03801

## Help Desk Information

**Help Desk Email:** support@omadatechnologies.com  
**Ticketing Web Portal:** <https://support.omadatechnologies.com>  
**Support Phone Number:** +1 (888) 230-6538  
**Escalation Email:** support-escalations@omadatechnologies.com

This Managed Services Agreement (“MSA” or “Agreement”) by and between the “Client” identified above, and the Omada Managed Services hereinafter referred to as “OMADA” or “Service Provider”, each as identified in detail above.

**WHEREAS**, OMADA is a provider of managed information technology services and solutions; and

**WHEREAS**, Client desires to contract with OMADA for the provision services set forth in this Agreement;



**NOW THEREFORE**, for and in consideration of the premises contained herein and good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

## **1. Term and Automatic Renewal**

This Agreement shall be effective as of the date of execution by Client and shall continue for a period of ( 12 ) months (the “Term”), unless terminated as set forth in Section 6 of this Agreement. The parties may renew the Agreement prior to the end of any then current Term by amending this Agreement or by entering into a new agreement, provided that in any case the amendment or new agreement be in writing and signed by both parties.

## **2. Managed Services & Statement of Work**

OMADA will provide Client with the “Services” for Covered Equipment, detailed in Schedule 4, which shall include those services described in: (A) the Managed Services Schedule, which is attached to and incorporated in this Agreement as Schedule 2; and (B) the support services set forth in Section 3 below. Additional services may be provided by amending this Agreement in accordance with Section 7, or supplementing the Services as described in one or more signed “Statements of Work” covering a specific project or task associated with the Services provided by OMADA, but that are not included in the Services.

Client agrees that the Services need not be rendered at any specific location and may be rendered at any location selected by OMADA, excepting when on-site support is mutually agreed upon by OMADA and Client. An online Client support portal will be created and will serve as a method of communication and repository of certain Client documentation.

Client shall be responsible for securing access to their infrastructure from OMADA’s equipment residing at the Client location(s). OMADA shall be responsible for keeping equipment owned by OMADA up to date on software/security patches.

Fees for all Services provided, excepting those that are accomplished under a separate Statement of Work that includes a separate fee provision, shall be set in accordance with Schedule 3 of this Agreement.

## **3. Support & Service Level Guarantees**

- 3.1 **Service Support Hours:** Remote support shall be available to the Client twenty-four hours per day, seven days per week, throughout the entirety of the year. Omada may utilize an on-call rotation during major holidays or company events, which shall not impact the SLAs provided herein.



As needed the Client will be provided with quarterly meeting time(s) to address technology related issues not covered by the Services.

As mutually agreed upon by the Client and OMADA, on-site support is also available and can be arranged and depending on the task may be subject to additional fees or require a Statement of Work.

- 3.2 **Non-Covered Items:** Issues arising from technology maintenance performed by the Client are not covered under any provision in this Agreement and any OMADA staff time and expenses incurred to resolve said issues will be directly billed at a rate of Two hundred and fifty-five and 00/100 dollars per hour. OMADA will not support equipment that is end-of-life or running software that is end-of-support as documented by the manufacturer.
- 3.3 **Client Support:** Client shall contact the Managed Service Desk to request support.
- Preferred option by is email: [support@omadatechnologies.com](mailto:support@omadatechnologies.com)
  - Web Portal: <https://support.omadatechnologies.com>
  - Emergency Support Phone: 888-230-6538
- 3.4 **Service Level Agreement:** Provided that Client's systems are operating properly and accessible to the internet, it's systems should be operable 100% of the time, excluding a scheduled downtime for maintenance, upgrades or similarly scheduled events. In the event of a disruption in the operability of the Client's systems, OMADA should be contacted, and will respond, as follows:
- (a) **Urgent Issues:** Critical issues are defined as issues preventing the normal operation of equipment, preventing people from performing important job tasks that are time critical, or could potentially eliminate access ("downtime") to the system. These issues include server down, environmental issues, and connectivity problems that are non-ISP related. OMADA must be notified of a critical issue by phone or submitted via helpdesk email or support portal. These issues will be responded to within 60 minutes and continually worked on until resolution, which may in some cases exceed 60 minutes. OMADA will provide status updates on the issue at least every 4 hours.
- (b) **High Priority:** High priority issues are defined as issues that are impeding the system's performance but do not rise to the level of Urgent Issues and therefore afford more time flexibility in resolving. Examples include a large number of users (but not all) experiencing network connectivity issues or slowness or being unable to access non-critical applications due to network software defects,



misconfigurations, or other outages. Client shall notify the OMADA Managed Service Desk of medium priority issues by phone, email, or support portal. OMADA will respond to client's notice within 4 hours and, provide status updates regarding the current state of the issue every 12 hours thereafter.

- (c) **Medium Priority:** Medium Priority issues are non-critical issues that do not rise to the level of High Priority or that have only a small impact on the system. Examples include a small number of users experiencing network connectivity issues or slowness or being unable to access non-critical applications due to network software defects, misconfigurations, or other outages. OMADA will respond within 8 hours and provide status updates every day regarding the current status of the issue.
- (d) **Low Priority:** Low Priority issues are non-critical issues that do not rise to the level of Medium Priority or that have only a negligible impact on the system. Such tasks include documentation, installing hardware that is not scheduled to come on-line, or responding to alerts that do not yet have an impact. OMADA will respond within one day and provide status updates every 5 days regarding the current status of the issue.

The above response times are contingent on Client being prepared to promptly provide or secure necessary information. Response and resolution times will not include time spent waiting for client input, deliveries, or 3rd party involvement beyond OMADA's control. For any issue occurring or reported After Hours, OMADA will take action as soon as practicable to address the issue.

In the event that OMADA is unable to meet a Service Level Agreement in this MSA more than twice in any one calendar month, for any reason other than a force majeure event the Client shall be entitled to a refund equal 20% of that month's invoice for the standard management services portion of the invoice.

- 3.5 **Service Continuity:** In the event of a major catastrophe, upon request by Client, OMADA will work with Client to remedy hardware loss, infrastructure repairs (and procurement), and transitioning systems and equipment, as well as leasing equipment from various providers, if required. Resolution times are dependent on the Client's cooperation and ability to procure a place of operation if relocation is required. Response times will also vary but OMADA will work with Client continuously to resolve issues brought to its attention that are within its areas of competency to address.



- 3.6 **Change Management Procedures:** Client may propose changes to a resolution by submitting a change request to the Managed Service Desk. Change requests will be accepted or denied in a timely manner. Change requests submitted during a Critical Issue/emergency response will be promptly decided by the Managed Service Desk.
- 3.7 **Documentation:** A monthly invoice and/or on-line support portal shall document the work done, expenses incurred (if any), and time spent by OMADA staff during the period covered by the invoice.
- 3.8 **Repetitive Requests/Avoidable Errors:** In addition to invoicing for the Services, in the event that an item or issue requires repeated resolution by OMADA due to repeated requests for the same resolution and/or avoidable Client errors, OMADA reserves the right to disallow further resolution of this issue or charge the Client additional fees under the Agreement. By way of example, these issues include issues such as:
- Repeated password resets or loss of password;
  - User-created issues that result in the loss of use of a device;
  - User-created issues, such as installing spyware, ransomware, changing a setting that breaks the device configuration, unplugging things that shouldn't be, adding additional non-supported devices to the computer or network, etc.; and
  - Issues that are within the client's control, such as providing incorrect license or subscription keys, failing to provide necessary details that are ascertainable by Client, lacking information or equipment that is needed to resolve the issue.
4. **OMADA Management Services:** OMADA shall provide Client with the management services set forth in the OMADA Managed Services Schedule, which is attached to and incorporated in this Agreement as Schedule 2. An initial assessment of Client's infrastructure, systems, hardware, software and equipment will be performed to assess the condition, suitability and functionality. Assessments will occur on an ongoing (ad hoc) basis thereafter. Recommendations resulting from assessments will be made to Client for upgrade(s) and/or replacement to resolve any issues, and Client is aware that any recommendation not accepted by Client may impact the delivery of Services, or make impossible to deliver one or more Services.
5. **Fees & Payment:** Client shall pay OMADA for the provision of Services as set forth on the Fees & Payment Terms Schedule, which is attached to and incorporated in



this Agreement as Schedule 3. Additional fees will apply for services provided which are requested by the Client but are not expressly addressed in this Agreement.

6. **Termination:** Either party may terminate this Agreement by written notice to the other party given at least ninety (90) days prior to the date of termination. In the event of termination by the Client with ninety (90) days or more written notice, Omada shall be obligated to pay unused pre-paid fees on a prorated basis. In the event of termination by the Client with less than ninety (90) days written notice, the Client shall be obligated to pay a sum equal to three (3) months of the managed services fee. OMADA may terminate this Agreement immediately without notice in the event of a breach of this Agreement by the Client including, but not limited to nonpayment of any fees or expenses due to OMADA. Notwithstanding the forgoing the Client shall have fifteen days to cure any default for non payment prior to termination by Omada. Client shall be responsible to promptly pay OMADA's invoices for services provided, work performed and expenses incurred through the date of termination.
7. **Amendment & Statements of Work:** Either party may propose an amendment to the Services provided, but no amendment shall be effective until a written amendment to the Agreement ("Amendment") is signed by both parties. Amendments that supplement the Services provided, or address a specific task, may be contained in a Statement of Work ("Statement of Work" or "SOW"), which shall set forth the particulars of the task and any provisions between the parties that are unique to the task. The parties hereby agree that other than those provisions that are expressly set forth in a SOW, the provisions of this Agreement shall otherwise govern the SOW as if those provisions were set forth in the SOW. OMADA shall not be required to perform any Services or incur any expenses that are not specifically set forth in an Agreement, a valid Amendment or SOW. If OMADA performs any changes in good faith upon Client's written request before the applicable Amendment or SOW is executed, then Client shall pay OMADA for the performance of such changes and any expenses related thereto upon request.
8. **Terms & Conditions:** The other Terms and Conditions under which the Services will be provided are set forth in the "Terms & Conditions Schedule" which is attached to and incorporated in this Agreement as Schedule 5.
9. **Assignment:** This Agreement may not be assigned by Client without the prior written consent of OMADA but may be assigned by OMADA (i) pursuant to a merger or change of control or (ii) to an assignee of all or substantially all of OMADA's assets. Any purported assignment in violation of this section shall be void.
10. **Liquidated Damages For Hiring OMADA Employees:** If, during the term of this Agreement or for twelve months thereafter, Client directly retains the services (whether as an employee, independent contractor or otherwise) of any employee of OMADA (or ex-employee within three months of the employee's termination from



OMADA) who has provided services to Client on behalf of OMADA, Client agrees that OMADA will be damaged, but that the amount of this damage will be difficult to determine. Accordingly, Client agrees that for each such OMADA employee hired by Client, Client will pay OMADA Twenty-Five Thousand Dollars (\$25,000) as liquidated damages. Notwithstanding the foregoing, for the purposes of this Section 10, “employee of OMADA” shall include only employees of OMADA who provide services to OMADA customers and shall not include accountants, attorneys or other independent contractors of OMADA who provide services to OMADA itself.

11. **Limitation Of Liability:** OMADA will not be liable for any indirect, incidental, special, or consequential damages (including, without limitation, damages for interruption of services, loss of business, loss of profits, loss of revenue, loss of data, or loss or increased expense of use client or any third party incurs), whether in an action in contract, warranty, tort (including, without limitation, negligence), or strict liability, even if OMADA has been advised of the possibility of such liabilities. OMADA is not responsible for issues, disruptions, failures or other problems that occur as a result of the Client’s use of any third-party software or hardware. In no event will the amount Client may recover under this Agreement exceed the total payments made to OMADA by Client pursuant to this Agreement in the immediately preceding twelve (12) months. The limitations set forth in this Section 11 shall not apply to personal injury or damage to tangible property caused by the willful misconduct or gross negligence of OMADA.
  
12. **Confidential and Proprietary Information:** Each party agrees that all know-how, business, technical and financial information it obtains (“Receiving Party”) from the disclosing party (“Disclosing Party”) constitute the confidential property of the Disclosing Party (“Confidential Information”), provided that it is identified as confidential at the time of disclosure or should be reasonably known by the Receiving Party to be Confidential Information due to the nature of the information disclosed and the circumstances surrounding the disclosure. Except as may be necessary to perform its obligations under this Agreement, the Receiving Party will hold in confidence and not use or disclose any Confidential Information. The Receiving Party’s nondisclosure obligation shall not apply to information that: (i) was known to it prior to receipt of the Confidential Information; (ii) is publicly available; (iii) is rightfully obtained by the Receiving Party from a third party; (iv) is independently developed by employees of the Receiving Party; or (v) is required to be disclosed pursuant to a regulation, law or court order. Any templates, schematics, processes or technical documentation provided by OMADA shall be deemed Confidential Information and proprietary information of OMADA without any marking or further designation. Client may use such information solely for its own internal business purposes. OMADA shall maintain the confidentiality of information in its possession regarding individual protected health information in accordance with applicable law, and shall not release such information, to any other person or entity, except as required by law.



- 13. **Independent Contractor:** The parties to this Agreement are independent contractors. There is no relationship of partnership, joint venture, employment, franchise or agency created hereby between the parties. Neither party will have the power to bind the other or incur obligations on the other party's behalf without the other party's prior written consent.
- 14. **Disputes; Governing Law; Arbitration:** New Hampshire law will govern and enforce this Agreement. Any litigation involving Client and OMADA shall take place in any state court located within Rockingham County, New Hampshire or the Federal Court for the District of New Hampshire. Client and OMADA waive any objection to personal jurisdiction or venue in any forum located in those jurisdictions. Except for a claim of payments of amounts due, no action, regardless of form, arising out of this Agreement may be brought by either party against the other more than one year after the cause of action has arisen. Client and OMADA may agree to first submit any dispute arising from or with respect to this Agreement to a method of alternative dispute resolution, including mediation or arbitration by the American Arbitration Association in accordance with its Commercial rules.
- 15. **Complete Understanding; Modification:** This Agreement, including any and all attachments and Schedules attached hereto, constitutes the full and complete understanding and agreement between Client and OMADA and supersedes all prior or contemporaneous negotiations, discussions or agreements, whether written or oral, between the parties regarding the subject matter contained herein. Any waiver, modification or amendment of any provision of this Agreement will be effective only if in writing and signed by both Client and OMADA.
- 16. **Separate Counterparts:** This Agreement, and any related Amendment or SOW, may be executed in several identical counterparts, including execution by electronic or digital signature, all of which when taken together shall constitute but one and the same instrument; and signatures delivered by facsimile transmission, PDF, or other electronic means shall be binding as evidence of execution and acceptance of the terms of said instrument.

## Authorization

Omada Managed Services  
A Division of Omada Technologies, LLC

SAU 11, Dover NH

By: \_\_\_\_\_

By: \_\_\_\_\_

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

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

Title: \_\_\_\_\_, Duly Authorized

Title: \_\_\_\_\_, Duly Authorized



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

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

## Schedule 1: Technical Points of Contact

The Client authorizes OMADA to communicate with the following Technical Contacts on behalf of the Client, which person may be changed by Client from time to time with notice, which includes a confirmed email or by letter, to OMADA:

### Client Primary Technical Point of Contact

**Name:** Thomas Rup  
**Email:** t.rup@sau11.nh.gov  
**Phone:** 603.516.7458

### Omada Management Contacts

**Manager, Network Operations Center:**

David Jacques  
djacques@omadatechnologies.com  
+1 (603) 772-1220

**Director, Technical Services:**

Joshua Trivilino  
jtrivilino@omadatechnologies.com  
+1 (603) 373-1515



## Schedule 2: Omada Managed Services Schedule

As part of the Services provided to Client, OMADA shall also perform the following management and maintenance services:

### Project Management:

- Project Management shall apply in situations where a separate Statement of Work is deemed necessary, and where additional costs would be incurred for project-based work outside of the Managed Services detailed in this Agreement.
- The client will designate a single point of contact for OMADA to work with on a day-to-day basis and act as an approver of all deliverables.
- The client will assign a Technical Contact who will be responsible for coordination with client employees regarding the setup of troubleshooting, determining configuration of the system, and overall management of the client environment to stay within the agreed-to timeline.
- The OMADA Project Manager will work closely with the client Technical Contact to ensure that project status and timelines are accurate and updated.
- Complete all required information (i.e., system planning workbook) and complete all required tasks by the necessary milestone dates established at the project's start.
- Failure to do so could result in delays in the project schedule, and the possibility of additional Change Control labor and travel charges.
- Meet all project deliverables on time to keep project on-track.

### Logistics:

- Provide reasonable access to and from all areas and systems affected by the performance of tasks defined in this scope of work.
- Ensure that the worksite and environment are safe and in compliance with all applicable local, state, and federal laws.
- Ensure that a suitable workspace and phone access is available during the project installation.
- Provide the required information for engineers to perform the installation
- Client is responsible for the disposition of any disconnected equipment unless removal or trade-in is negotiated explicitly as part of the contract

### OMADA Managed Services Responsibilities Are:

- Perform basic maintenance on systems as required. Such tasks may include software/firmware updates, configurations in alignment with industry and vendor



best practices, etc. OMADA Managed Services will determine the best course of action for any system.

- Provide operating system support for Covered Equipment. Such services may include the Operating System, its software licenses or subscriptions, changing security, performing backups to existing backup equipment, and other tasks normally associated with managing the devices.
- Provide technology support for: configuration changes to covered equipment, diagnostic support for the equipment covered under this agreement. This support is for resolving issues of the covered equipment as it relates to vendor software defects, misconfigurations, or design flaws. This does not include support on how to use these devices or their associated software. When OMADA help is required by the Client to resolve or diagnose issues, OMADA will provide the time available for service.
- Provide installation, update, and best-effort support for the covered equipment under Best Effort Software. Any non-covered software or hardware incident's support is limited to 30 minutes of support time.
- Provide emergency services to repair issues that impair the client's ability to perform work that is the direct result of a managed system (no best-effort items are included).
- Support of equipment is limited to issues relating to the operating system and interoperability with other systems. OMADA Tech Services does not provide free application support under this plan. Problems arising from user-installed applications or equipment are not covered but can be resolved with included additional time (if available), paid additional hours, or a block time agreement.

## Monitoring

OMADA will Monitor all devices listed in the Covered Equipment sections and notify the client and take corrective actions for all pertinent and related problem.

Monitoring profiles are created according to industry best practices, our own experiences with the software/hardware, and client requirements. However, the profiles may not cover all possible failure modes. OMADA Managed Services will take measures in the event that a failure was not caught or accurately predicted to detect and properly escalate the root cause of a failure.

## Management

It is OMADA's responsibility to ensure that the covered equipment is operational under the parameters of this MSA. OMADA will resolve any issue on a properly setup device so it is useable for its stated purposes.

**Scheduled maintenance will occur on the first Thursday of the month beginning at 9pm and going no later than 4am. Any action that requires extended downtime**



will be announced to the client with at least 48 hours' notice. Extended maintenance will be scheduled on an as-needed basis, but with at least five (5) working days' notice.

### Client Provided Equipment

- All equipment supplied by Client must conform to manufacturer specifications for the Equipment/Software Version(s) included in the covered devices section including but not limited to: hardware specifications and software versions.
- Provide suitable power and environment based on manufacturer specifications.
- The covered equipment will have management IP addresses and be connected to the LAN, ready for configuration and monitoring.

### Inherited Equipment

Inherited equipment is defined as hardware or software that was previously installed at the time the management contract was put into place without OMADA Tech Services performing the entirety of the installation. Such items will be covered as per usual, however, **NO MSA GURANTEES ARE MADE IF A PREVIOUSLY CONFIGURED COMPONENT FAILS DUE TO THE EXISTING CONFIGURATION.** Such reasons include but are not limited to security misconfiguration, default passwords, violating installation constraints, or improper licensing.

When these issues are discovered, OMADA Tech Services will repair and may be subject to additional costs if the diagnostics and repairs take more than sixty minutes. Additional time shall be billed per the OMADA Rate Card.



## Schedule 3: Fee & Payment Terms Schedule

The Client agrees to pay OMADA the following fees (the “Fees”) for the Services provided:

### Annual for Managed Services

The Client shall pay the following **Annual** fee to OMADA: Eighteen thousand and six hundred and 00/100 Dollars, which amount shall be due and payable upon receipt.

### Time & Materials

Specific tasks outside the scope of services set forth in the MSA, or work accomplished in connection with a Statement of Work, may be provided using a “time & materials” basis for billing.

Expenses incurred for materials or equipment purchased by OMADA on behalf of Client, or expenses incurred in connection with the provision of Services to Client, shall be billed to and paid for by Client; such expenses may appear on a Monthly invoice or separate invoice as determined by OMADA.

### Payment Terms

Client agrees to make payments as follows:

- All changes for OMADA time and materials incurred, if any appear on an invoice, shall be paid within **15 days of the date of the invoice.**

The OMADA fees are subject to change from time to time with notice to the Client.

All payments shall be made by check, credit card or ACH payment and mailed to OMADA Technologies LLC, OMADA Managed Services at 36 Maplewood Avenue, Portsmouth, NH 03801. Certain Service fees may be available for annual billing, which the Client and OMADA may agree to when available.

Any invoice that is not paid when due, will accrue interest on all overdue amounts at rate of twelve percent (12%) per year or the maximum percentage allowed under applicable New Hampshire laws, whichever is less.

**Expenses.** Client will reimburse OMADA for all expenses incurred on behalf of or in connection with Service provided to, or work requested by, the Client.

**Billing Increments.** Work is billed in 30-minute increments for remote work and hourly increments for on-site work where travel is within 15 miles of OMADA’s office. The minimum charge is 30 minutes for remote work and 1 hour for on-site service.



**Hardware and Software Purchases.** OMADA may (at its discretion) purchase hardware or software on behalf of and authorized by Client and OMADA will invoice, and Client will remit payment to OMADA as requested.

**Costs of Collection.** Client agrees to pay all costs of collection, including without limitation, reasonable attorney fees. In addition to any other right or remedy provided by law, if Client fails to pay for the Services when due, OMADA shall have the option to treat such failure to pay as a material breach of this Agreement and may immediately terminate this Agreement and/or seek all available legal remedies.



## Schedule 4: Covered Equipment

The following list of items are covered in this Agreement for 2 devices, and supports the devices listed in the “Discovered Devices” section. For all devices listed as a “Discovered Device,” the Client shall provide serial numbers, warranty information and any configuration data requested by OMADA, and this list will be available via the Client’s on-line support portal.

### Discovered Device(s):

Device Type	Serial Number	End of Support Date	Physical Location
Firewall	TBS	TBD	TBD
Firewall	TBS	TBD	TBD

**Confirmation of License:** Upon request from OMADA, Client shall provide OMADA proof of license ownership for all licensed software and hardware on which OMADA providing Services. Proof of license ownership may include, but is not limited to:

- a. license documentation registered in Client’s name;
- b. serial or “key” numbers; and
- c. feature or licensing codes.

**Software Updates:** Client acknowledges that OMADA may perform updates, upgrades, enhancements, and bug-fixes.



## Schedule 5: Terms and Conditions

**Confidentiality:** In the course of performing services, the parties recognize that OMADA may come in contact with, or become familiar with, information which the Client may consider confidential. OMADA agrees to keep confidential all information marked or communicated as confidential or information that OMADA should reasonably understand that OMADA desires to protect and not to discuss or divulge any of it to anyone other than appropriate OMADA personnel or their designees (the “Confidential Information”). Except with specific prior written authorization, OMADA will not use, either directly or indirectly, any of the Client’s Confidential Information other than for the purpose for which it has been disclosed in connection with this Agreement.

Notwithstanding the foregoing, Confidential Information does not include information that (i) is public knowledge at the time of disclosure; (ii) becomes public knowledge through no act or omission of the receiving party; (iii) has been furnished to the receiving party by a third party who may legitimately provide the information without restriction on disclosure; (iv) was in the receiving party’s possession, as evidenced by written or computerized records, prior to the date of this Agreement and which was not acquired under obligations of confidentiality from the disclosing party; (v) was independently developed by the receiving part as evidenced by written or computerized records; or (vi) is required by law to be disclosed by the party, provided that the disclosing party gives the other party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order protecting the information from public disclosure.

OMADA agrees to take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the Client. Without limiting the foregoing, OMADA will protect as proprietary and confidential all Confidential Information disclosed by the Client under this Agreement using at least as great a degree of care as used to maintain the confidentiality of its own Confidential Information, but in no event less than a reasonable degree of care.

OMADA agrees that it will disclose the Client’s Confidential Information only to its employees who need to know such information, provided that such employees are bound by terms and conditions protecting such Confidential Information substantially similar to those of this Agreement.

The obligations of OMADA hereunder shall survive even after the termination of this Agreement and until such time, if ever, that the Confidential Information disclosed hereunder becomes publicly known and made generally available through no action or inaction of the OMADA.



**Intellectual Property:** Client warrants that any software, technologies, or other such elements used as part of their IT infrastructure are licensed and do not infringe the intellectual property rights of any third party.

**Credits:** OMADA may use Client's name in promotional materials, on the OMADA's website, or in other marketing materials subject to the Client's right to review and approved such materials prior to their use.

**Liability:** Client specifically agrees that OMADA shall not be held liable for any missing data, corrupted or compromised data, incorrect transmission of data, failure to provide service, delay of service provision or anything in any way connected to the OMADA's services.

In no event will OMADA be liable for any lost revenue, profit, use of data, interruption of business, or other commercial or economic loss, or for any direct, indirect, special, consequential, incidental or punitive damages however caused and regardless of the theory of liability arising out of the use of or inability to use the Client's information technology systems even if the OMADA has been advised of the possibility of such damages.

The foregoing limitation of liability will apply whether any claim is based upon principles of contract, warranty, negligence or other tort, breach of any statutory duty, principles of indemnity or contribution, or otherwise.

In no event shall OMADA's aggregate liability to Client exceed the amount set forth in Section 11 of the Agreement.

**Superiority/ Order of Precedence:** In the event of any conflict, inconsistency, or ambiguity between the terms of this Agreement, any Master Services Agreement ("MSA"), any Statement of Work ("SOW"), or any other document incorporated by reference, the following order of precedence shall apply (from highest to lowest priority): (i) these Terms and Conditions; (ii) the Master Services Agreement; (iii) any duly executed Statement of Work; and (iv) any other incorporated documents or exhibits, unless expressly stated otherwise in writing in a document signed by both parties. Notwithstanding the foregoing, any provision that expressly states that it overrides or supersedes other provisions shall control to the extent of such express statement."

**No Warranty:** OMADA makes no representations or warranties, expressed or implied, with regard to the products, services, and other materials provided under any MSA, Statement of Work or other agreement, including, but not limited to, implied warranties of merchantability, or fitness for a particular purpose.

**Indemnification:** Except in the case of Client's contributory negligence or willful misconduct, OMADA agrees that it shall defend, indemnify, save and hold Client



harmless from any and all demands, liabilities, losses, costs and claims, including reasonable attorneys' fees, ("Liabilities") asserted against Client that may arise directly any service provided or performed by OMADA.

Client agrees to defend, indemnify and hold harmless OMADA against Liabilities arising out of (i) any injury to person or property caused by any Client information or technology used by OMADA in connection with services provided to Client; and (ii) any material supplied by Client that is infringing or allegedly infringing on the proprietary rights of a third party. Client warrants that any software, technologies, or other such elements used as part of their information technology infrastructure are licensed and do not infringe the intellectual property rights of any third party.

**Force Majeure:** Neither party shall be responsible for delays or failures in performance resulting from any cause which is beyond the reasonable control of such party. Such causes shall include, but not be limited to, acts of God, acts or omissions of governmental authorities, acts of war, strikes or other industrial disturbances, natural disasters, and other similar acts or events.

**Notice:** Any notice or communication permitted or required by this Agreement shall be deemed effective when hand delivered or upon receipt or first refusal of delivery by Certified/Return Receipt US Mail, overnight courier, and all notices shall be: (a) addressed to the other party's last known business address; and (b) also delivered by electronic mail.

**Waiver of Contractual Right:** The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

**Severability:** If any provision of this Agreement is determined to be invalid, illegal or unenforceable, the validity or enforceability of the other provisions will not be affected, and the provision shall be enforced to the extent allowed by law.

**Regulatory Compliance:** Client is wholly responsible for compliance with any and all laws and regulations that may be applicable to the use and maintenance of all Client software, code, media, applications, information, communications, records and operation of Client's business.



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

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

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p.colonna@sau11.nh.gov

**MEMORANDUM**

TO: Dover School Board; Superintendent Boston  
FROM: Kori Kennedy, CTC Director  
DATE: July 6, 2026  
RE: Building Construction CAT Simulator

*The Building Construction program is requesting approval to purchase a CAT Heavy Equipment Simulator from Simformotion, the sole provider of this equipment, using Perkins grant funding in the amount of \$49,022.00. This simulator will complement the program's existing CAT training equipment and expand students' opportunities to safely learn the operation of a variety of heavy construction machinery in a realistic simulation environment.*

*The simulator will provide students with industry-recognized CAT equipment training, allowing them to develop technical skills, practice real-world construction scenarios, and build confidence before operating actual machinery. By incorporating this technology into the curriculum, students will gain practical, career-ready experience that makes them more competitive and better prepared to enter the construction workforce. This investment aligns with the CTC's mission of equipping students with the knowledge, technical skills, and industry experience needed to succeed in high-demand career fields.*

**Vendor Response**

*The following is a summarized review of the proposals received by the District:*

Quote	Cost	Configuration	Additional Features Driving Cost
QU-1924	\$49,022	Certified Demo Unit with Track Type Tractor Conversion Kit, Base Unit, Rear TV, Mobility Kit, Instructor Workstation	Lowest cost because it utilizes a Certified Demo Simulator Conversion Kit rather than purchasing a new complete simulator system.
QU-1923	\$59,838	Complete Medium Dozer Simulator System	Approximately \$10,816 more than QU-1924 because it is a complete new simulator system rather than a demo/conversion package. No VR, motion platform, or advanced software is identified in the quote.
QU-2104	\$102,087	Full Motion Simulator with VR	Includes a 3DOF Motion Platform (\$49,538), Advanced Dozer Software Package (\$13,479), VR Edition (\$6,297), upgraded motion mobility components, and additional subscriptions.

**Department Recommendation**

The QU-1924 Certified Demo Unit provides the best value for Dover High School's heavy equipment training program. The unit includes all essential instructional components while reducing the purchase price by approximately \$10,816 compared to a new simulator and by approximately \$53,065 compared to a motion- and VR-equipped simulator. The reduced cost is primarily due to the use of a certified demo simulator conversion unit rather than a new simulator system, making it the most fiscally responsible option while still meeting instructional needs.



316 SW Washington Street, Suite 300, Peoria, IL 61602 USA  
 T + (309) 670-3200 | F 309-263-0127 | Tax ID 36-4643456  
 www.simformotion.com

**QUOTE**  
**QU-1924**

**QUOTE EXPIRATION:**  
 07/17/2026

**ACCOUNT MANAGER:**  
 Jon Boehs

BILL TO	SHIP TO
Dover School District 61 Locust St. Dover, NH 03820	Dover High School 25 Alumni Dr Dover, NH 03820 <i>SHIPPING METHOD Freight LTL</i>

PART NUMBER	QTY	ITEM DESCRIPTION	NET PRICE	EXT PRICE
SSRV-TTT-CONV4-NS-SIM20230318	1	Track Type Tractor Certified Demo Simulator System Conversion Kit	\$21,810.70	\$21,810.70
G4-Assembly-MSR	1	G4 - Rear TV Kit	\$1,486.67	\$1,486.67
G4-CBU	1	Simulator Base Unit	\$20,694.82	\$20,694.82
G4-MBL-KIT-2	1	Simulator Mobility Kit- with Rear TV	\$421.29	\$421.29
INST-WS3	1	Instructor's Workstation w Laptop and Router	\$2,626.79	\$2,626.79
ACCE1115	2	25ft. Network Patch Cable (2151)	\$0.00	\$0.00
SPPT36	1	Technical Support 3 Yr. Subscription (\$797/Yr. Renewal)	\$0.00	\$0.00
SPPT12R	1	Technical Support 1 Yr. Subscription Renewal	\$797.50	\$797.50
SSC-12	1	SimScholars(TM) 1 Yr. Curriculum Subscription (\$1998/Yr. Renewal)	\$0.00	\$0.00

**Notes:**

- Organizations that qualify for Tax Exempt Status must provide Simformotion LLC with appropriate exemption documentation before ordering or all applicable taxes will be applied to the Sales Order.
- On-site installation and training schedule is based on trainer availability and global travel alerts/warnings (where applicable). Discuss any questions about installation and training with your Account Manager.
- These items are controlled by the U.S. government and authorized for export only to the country of ultimate destination for use by the ultimate consignee or end-user(s) herein identified. They may not be resold transferred, or otherwise disposed of, to any other country or to any person other than the authorized ultimate consignee or end-user(s), either in their original form or after being incorporated into other items, without first obtaining approval from the U.S. government or as otherwise authorized by U.S. law and regulations.
- Simformotion LLC's Terms & Conditions of sale apply.
- Simformotion LLC's End User License Agreement apply.
- Prices listed here are good for 30 days from date.
- International Terms of Sale: CIP (All overseas taxes and import fees are the responsibility of the purchaser.)

<b>Sub Total</b>	\$47,837.77
<b>Freight</b>	\$1,184.40
<b>Estimated Sales Tax</b>	\$0.00
<b>Due Total</b>	\$49,022.17
<b>Currency</b>	\$
<b>Payment Term</b>	PrePay

Acceptance of Quote or Sales Order is subject to our standard Terms & Conditions of Sale (<https://simformotion.com/terms-of-sale/>) and End User License Agreement (<https://simformotion.com/end-user-license-agreement/>)

Simformotion : Confidential Yellow

**Proposal for Changes to the Collective Bargaining Agreement  
between the  
Dover Teachers' Union, NEA-NH  
and the Dover School District**

~~September 1, 2023 – August 31, 2026~~  
September 1, 2026 – August 31, 2027

Additions are generally noted by **bold and underlined typeface**. Deletions are generally noted by ~~striking through~~.

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**ARTICLE III: GRIEVANCE PROCEDURE**

**B. GRIEVANCE PROCEDURE**

**1. Level One (Informal)**

A grievant will first discuss the grievance with the building principal or immediate ~~superior~~ **supervisor**, either directly or through the Union's Representative, with the objective of resolving the matter informally. Failure to reach a mutually satisfactory resolution may be cause for the teacher to refer the grievance to Level Two.

**ARTICLE IV: WORKING CONDITIONS**

**A. IN-SCHOOL WORK YEAR**

4. Teacher attendance shall not be required whenever student attendance is not required due to inclement weather, ~~except as is otherwise provided by this Agreement.~~

**K. INSTRUCTIONAL MATERIALS**

2. Teachers shall have access to available ~~duplicators~~ **photocopiers**, computers, audio and video equipment, and other such materials for their use in preparing and using instructional materials for their classroom.

**ARTICLE V: COMPENSATION**

**G. ~~ACADEMIC COORDINATORS~~ DEPARTMENT FACILITATORS AND GUIDING COALITION TEAM LEADERS**

All ~~Academic Coordinators~~ **Department Facilitators** and **Guiding Coalition** Team Leaders shall be paid an annual stipend as follows:

Department Academic Coordinator <b><u>Facilitators</u></b>	7.1% of BA Step 1 +\$75/teacher
<b><u>Guiding Coalition</u></b> Team Leader (Grades K-8)	3.9% of BA Step 1

Feedback by ~~Academic Coordinators~~ **Department Facilitators** and **Guiding Coalition** Team Leaders shall be limited to curriculum and/or curriculum implementation.

**These positions shall be open to all members on a 2 (two) year rotating basis. (See Article IX:E)**

**Consideration for the vacancies shall be indicated by submitting a letter of intent to apply to the building Principal.**

By October 15<sup>th</sup>, the District shall inform the DTU President of the names of employees receiving stipends under this section and the amounts of the stipends. Any changes or additions to stipends under this section shall be communicated to the DTU President within ten (10) business days of the change taking effect. The parties will establish a task force to make recommendations for job descriptions under this section.

#### **ARTICLE VI: FRINGE BENEFITS**

##### **A. HEALTH INSURANCE**

**8. The School Board agrees to offer a voluntary Vision Service Plan to employees via payroll deduction.**

#### **ARTICLE VII: LEAVES**

##### **O. SABBATICALS**

A teacher with more than seven (7) years' teaching experience in the Dover School District may qualify for a year-long unpaid sabbatical. Application for sabbatical leave must be submitted to the Superintendent by November 15<sup>th</sup> **for general purposes and programs with fall deadlines, and April 15<sup>th</sup> for programs with spring deadlines** of the school year prior to the year in which the teacher intends to take the sabbatical. The application must contain a statement of what the teacher intends to do with his/her sabbatical leave and how that leave benefits the District. All sabbatical leaves are subject to approval by the Superintendent, with consideration given to the following conditions:

1. No more than two (2) sabbatical leaves will be granted in any given school year.
2. No more than one (1) sabbatical per year will be granted to personnel in a single department.
3. Seniority, as well as benefit to the District, will be considered in determining which sabbatical requests will be granted.

The teacher shall not seek employment in another School District or School Administrative Unit in the State of New Hampshire during the sabbatical. If a teacher engages in such employment during the sabbatical, the District is under no obligation to return that teacher to his or her position.

The Superintendent's decision shall be final. Article III.C. of this Agreement shall not apply to this Section.

Following completion of a sabbatical leave, the teacher will return to the same or equivalent position for which he/she is certified. The teacher will receive credit for one year of service to the District. The teacher shall notify the District by March 15<sup>th</sup> of the year in which he or she takes the sabbatical of his/her intention to return the following school year.

## ARTICLE VIII: EXCLUSIVE UNION RIGHTS AND RESPONSIBILITIES

### A. PAYROLL DUES DEDUCTION

2. The Dover Teachers' Union shall certify to the School Board in writing the current rate of its membership dues. If there is any change in the rate of its membership dues, the Union shall give the School Board written notice prior to the effective date of such change. Dues deductions shall be made on each pay week in an amount equal to  $\frac{1}{21}$  or  $\frac{1}{26}$  of the annual dues as defined in this paragraph.

### F. INFORMATION

3. A copy of the minutes of all public-school board meetings shall be emailed to the President of the Union ~~at the President's home or school address.~~

### J. UNION'S RIGHT TO SPEAK

A Union representative may speak to the teachers following the completion of a ~~principal's~~ faculty meeting.

## ARTICLE IX: ASSIGNMENTS, TRANSFERS, VACANCIES, PROMOTIONS, AND JOB-SHARING

### B. INVOLUNTARY TRANSFERS AND REASSIGNMENTS

3. The Superintendent will meet with a teacher who is to be transferred or reassigned and advise the teacher of the transfer or reassignment upon request. Said meeting will take place only after the current Principal has first discussed the transfer or reassignment with the teacher.

### D. VACANCIES

1. A list of known vacancies in teaching positions and stipend positions for the following school year will be posted online, e-mailed to all employees ~~except those who opt out of receiving such notices~~, and posted conspicuously in each school building within five (5) school days of the District's decision to fill the vacancy, or five (5) business days if the decision is made during the summer vacation. The listing will remain open to applications for at least ten (10) school days and will include school, grade, subject(s) and other relevant information, to the extent known, of new positions and/or openings occasioned by the retirement/resignation of personnel.

### E. PROMOTIONS

2. ~~Academic coordinators and team leaders~~ Such positions will be selected every two years prior to the start of the school year. During the months of July and August, if a vacancy occurs, written notices of any such vacancy will be posted in each school building and also ~~sent to the~~

Union President's home email address **emailed to the DTU President**. No promotional vacancy will be filled except in an emergency within fifteen (15) days from the date the notice is posted in the schools or the giving of notification to the Union President.

**ARTICLE X: LAYOFFS AND RECALL**

**A. LAYOFFS**

5. All specialists shall be laid off within their specialty area. Specialists as defined in this section shall mean:

- Art
- Music
- Physical Education
- Special Education
- Speech and Language Therapists
- Learning Disabilities Professionals
- Physical Therapists
- Occupational Therapists
- Guidance **School Counselors**
- Social Workers
- Librarians/Media Specialists
- Nurses
- Reading Specialists
- STEM

Specialists for the purpose of this section shall be eligible for layoff and recall throughout grades pre-K through 12 based on their specialty certification. School counselors and social workers can only fill positions for which they are certified.

**ARTICLE V: COMPENSATION (APPENDIX A: SALARY SCHEDULES)**

**2025-2026**

EXP.	Step	BA	BA+15	BA+30	MA	MA+15	MA+30	CAGS	DOC
0	1	\$ 45,150	\$ 46,219	\$ 47,314	\$ 48,437	\$ 49,588	\$ 50,767	\$ 51,592	\$ 52,418
1	2	\$ 46,734	\$ 47,842	\$ 48,978	\$ 50,142	\$ 51,335	\$ 52,559	\$ 53,384	\$ 54,210
2	3	\$ 48,375	\$ 49,525	\$ 50,703	\$ 51,910	\$ 53,148	\$ 54,416	\$ 55,241	\$ 56,067
3	4	\$ 50,078	\$ 51,270	\$ 52,491	\$ 53,744	\$ 55,027	\$ 56,343	\$ 57,168	\$ 57,994
4	5	\$ 51,845	\$ 53,080	\$ 54,348	\$ 55,646	\$ 56,977	\$ 58,341	\$ 59,166	\$ 59,992
5	6	\$ 53,676	\$ 54,958	\$ 56,271	\$ 57,619	\$ 58,998	\$ 60,413	\$ 61,238	\$ 62,064
6	7	\$ 55,576	\$ 56,905	\$ 58,267	\$ 59,663	\$ 61,095	\$ 62,562	\$ 63,387	\$ 64,213
7	8	\$ 57,545	\$ 58,924	\$ 60,336	\$ 61,784	\$ 63,270	\$ 64,790	\$ 65,615	\$ 66,441
8	9	\$ 59,587	\$ 61,017	\$ 62,482	\$ 63,985	\$ 65,524	\$ 67,102	\$ 67,927	\$ 68,753
9	10	\$ 61,706	\$ 63,189	\$ 64,708	\$ 66,265	\$ 67,862	\$ 69,499	\$ 70,324	\$ 71,150
10	11	\$ 63,902	\$ 65,440	\$ 67,016	\$ 68,631	\$ 70,286	\$ 71,984	\$ 72,809	\$ 73,635
11,12	12	\$ 66,181	\$ 67,775	\$ 69,409	\$ 71,085	\$ 72,802	\$ 74,561	\$ 75,386	\$ 76,212
13	13	\$ 68,543	\$ 70,197	\$ 71,892	\$ 73,629	\$ 75,409	\$ 77,235	\$ 78,060	\$ 78,886

14	14	\$ 70,994	\$ 72,708	\$ 74,466	\$ 76,268	\$ 78,114	\$ 80,007	\$ 80,832	\$ 81,658
15	15	\$ 73,534	\$ 75,312	\$ 77,135	\$ 79,003	\$ 80,918	\$ 82,881	\$ 83,706	\$ 84,532
16	16	\$ 76,169	\$ 78,013	\$ 79,903	\$ 81,841	\$ 83,827	\$ 85,863	\$ 86,688	\$ 87,514
17+	17	\$ 78,902	\$ 80,814	\$ 82,775	\$ 84,784	\$ 86,843	\$ 88,954	\$ 89,779	\$ 90,605

**District will add \$2,200 per cell to the base scale of Appendix A:**

**2026-2027**

EXP.	Step	BA	BA+15	BA+30	MA	MA+15	MA+30	CAGS	DOC
0	1	\$ 47,350	\$ 48,419	\$ 49,514	\$ 50,637	\$ 51,788	\$ 52,967	\$ 53,792	\$ 54,618
1	2	\$ 48,934	\$ 50,042	\$ 51,178	\$ 52,342	\$ 53,535	\$ 54,759	\$ 55,584	\$ 56,410
2	3	\$ 50,575	\$ 51,725	\$ 52,903	\$ 54,110	\$ 55,348	\$ 56,616	\$ 57,441	\$ 58,267
3	4	\$ 52,278	\$ 53,470	\$ 54,691	\$ 55,944	\$ 57,227	\$ 58,543	\$ 59,368	\$ 60,194
4	5	\$ 54,045	\$ 55,280	\$ 56,548	\$ 57,846	\$ 59,177	\$ 60,541	\$ 61,366	\$ 62,192
5	6	\$ 55,876	\$ 57,158	\$ 58,471	\$ 59,819	\$ 61,198	\$ 62,613	\$ 63,438	\$ 64,264
6	7	\$ 57,776	\$ 59,105	\$ 60,467	\$ 61,863	\$ 63,295	\$ 64,762	\$ 65,587	\$ 66,413
7	8	\$ 59,745	\$ 61,124	\$ 62,536	\$ 63,984	\$ 65,470	\$ 66,990	\$ 67,815	\$ 68,641
8	9	\$ 61,787	\$ 63,217	\$ 64,682	\$ 66,185	\$ 67,724	\$ 69,302	\$ 70,127	\$ 70,953
9	10	\$ 63,906	\$ 65,389	\$ 66,908	\$ 68,465	\$ 70,062	\$ 71,699	\$ 72,524	\$ 73,350
10	11	\$ 66,102	\$ 67,640	\$ 69,216	\$ 70,831	\$ 72,486	\$ 74,184	\$ 75,009	\$ 75,835
<del>11,12</del>	12	\$ 68,381	\$ 69,975	\$ 71,609	\$ 73,285	\$ 75,002	\$ 76,761	\$ 77,586	\$ 78,412
<u>12, 13</u>	13	\$ 70,743	\$ 72,397	\$ 74,092	\$ 75,829	\$ 77,609	\$ 79,435	\$ 80,260	\$ 81,086
14	14	\$ 73,194	\$ 74,908	\$ 76,666	\$ 78,468	\$ 80,314	\$ 82,207	\$ 83,032	\$ 83,858
15	15	\$ 75,734	\$ 77,512	\$ 79,335	\$ 81,203	\$ 83,118	\$ 85,081	\$ 85,906	\$ 86,732
16	16	\$ 78,369	\$ 80,213	\$ 82,103	\$ 84,041	\$ 86,027	\$ 88,063	\$ 88,888	\$ 89,714
17+ (remove +)	17	\$ 81,102	\$ 83,014	\$ 84,975	\$ 86,984	\$ 89,043	\$ 91,154	\$ 91,979	\$ 92,805



# DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132  
Phone: 603-516-6800 | Fax: 603-516-6809 | dover.k12.nh.us

*Empowering all Learners*

TO: Dover School Board & Dr. Christine Boston  
FROM: Michael Limanni, CFO  
DATE: June 25, 2026  
RE: DTU CBA: FY27 Cost Items

After a review of the proposed Dover Teachers' Union collective bargaining agreement for the 2026-2027 fiscal year, the business office estimated a cost increase of **\$1,703,082. This is \$693,713 over what was budgeted in the 2026-2027 adopted budget.** See below for an explanation of the two items reviewed that make up the cost increases we evaluated:

1. Wage Scale Modifications: **\$1,562,479 increase over prior contract.**
  - a. Adds \$2,200 to every cell in the base scale of Appendix A of the 2025-2026 salary schedule:

## ARTICLE V: COMPENSATION (APPENDIX A: SALARY SCHEDULES)

### 2025-2026

EXP.	Step	BA	BA+15	BA+30	MA	MA+15	MA+30	CAGS	DOC
0	1	\$45,150	\$46,219	\$47,314	\$48,437	\$49,588	\$50,767	\$51,592	\$52,418
1	2	\$46,734	\$47,842	\$48,978	\$50,142	\$51,325	\$52,559	\$53,384	\$54,210
2	3	\$48,375	\$49,525	\$50,703	\$51,910	\$53,148	\$54,416	\$55,241	\$56,067
3	4	\$50,078	\$51,270	\$52,491	\$53,744	\$55,027	\$56,343	\$57,168	\$57,994
4	5	\$51,845	\$53,080	\$54,348	\$55,646	\$56,977	\$58,341	\$59,166	\$59,992
5	6	\$53,676	\$54,958	\$56,271	\$57,619	\$58,998	\$60,413	\$61,238	\$62,064
6	7	\$55,576	\$56,905	\$58,267	\$59,663	\$61,095	\$62,562	\$63,387	\$64,213
7	8	\$57,545	\$58,924	\$60,336	\$61,784	\$63,270	\$64,790	\$65,615	\$66,441
8	9	\$59,587	\$61,017	\$62,482	\$63,985	\$65,524	\$67,102	\$67,927	\$68,753
9	10	\$61,706	\$63,189	\$64,708	\$66,265	\$67,862	\$69,499	\$70,324	\$71,150
10	11	\$63,902	\$65,440	\$67,016	\$68,631	\$70,286	\$71,984	\$72,809	\$73,635
11,12	12	\$66,181	\$67,775	\$69,409	\$71,085	\$72,802	\$74,561	\$75,386	\$76,212
13	13	\$68,543	\$70,197	\$71,892	\$73,629	\$75,409	\$77,235	\$78,060	\$78,886
14	14	\$70,994	\$72,708	\$74,466	\$76,268	\$78,114	\$80,007	\$80,832	\$81,658
15	15	\$73,534	\$75,312	\$77,135	\$79,003	\$80,918	\$82,881	\$83,706	\$84,532
16	16	\$76,169	\$78,013	\$79,903	\$81,841	\$83,827	\$85,863	\$86,688	\$87,514
17+	17	\$78,902	\$80,814	\$82,775	\$84,784	\$86,843	\$88,954	\$89,779	\$90,605

**District will add \$2,200 per cell to the base scale of Appendix A:**

**2026-2027**

EXP.	Step	BA	BA+15	BA+30	MA	MA+15	MA+30	CAGS	DOC
0	1	\$ 47,350	\$ 48,419	\$ 49,514	\$ 50,637	\$ 51,788	\$ 52,967	\$ 53,792	\$ 54,618
1	2	\$ 48,934	\$ 50,042	\$ 51,178	\$ 52,342	\$ 53,535	\$ 54,759	\$ 55,584	\$ 56,410
2	3	\$ 50,575	\$ 51,725	\$ 52,903	\$ 54,110	\$ 55,348	\$ 56,616	\$ 57,441	\$ 58,267
3	4	\$ 52,278	\$ 53,470	\$ 54,691	\$ 55,944	\$ 57,227	\$ 58,543	\$ 59,368	\$ 60,194
4	5	\$ 54,045	\$ 55,280	\$ 56,548	\$ 57,846	\$ 59,177	\$ 60,541	\$ 61,366	\$ 62,192
5	6	\$ 55,876	\$ 57,158	\$ 58,471	\$ 59,819	\$ 61,198	\$ 62,613	\$ 63,438	\$ 64,264
6	7	\$ 57,776	\$ 59,105	\$ 60,467	\$ 61,863	\$ 63,295	\$ 64,762	\$ 65,587	\$ 66,413
7	8	\$ 59,745	\$ 61,124	\$ 62,536	\$ 63,984	\$ 65,470	\$ 66,990	\$ 67,815	\$ 68,641
8	9	\$ 61,787	\$ 63,217	\$ 64,682	\$ 66,185	\$ 67,724	\$ 69,302	\$ 70,127	\$ 70,953
9	10	\$ 63,906	\$ 65,389	\$ 66,908	\$ 68,465	\$ 70,062	\$ 71,699	\$ 72,524	\$ 73,350
10	11	\$ 66,102	\$ 67,640	\$ 69,216	\$ 70,831	\$ 72,486	\$ 74,184	\$ 75,009	\$ 75,835
<del>11, 12</del>	12	\$ 68,381	\$ 69,975	\$ 71,609	\$ 73,285	\$ 75,002	\$ 76,761	\$ 77,586	\$ 78,412
<u>12, 13</u>	13	\$ 70,743	\$ 72,397	\$ 74,092	\$ 75,829	\$ 77,609	\$ 79,435	\$ 80,260	\$ 81,086
14	14	\$ 73,194	\$ 74,908	\$ 76,666	\$ 78,468	\$ 80,314	\$ 82,207	\$ 83,032	\$ 83,858
15	15	\$ 75,734	\$ 77,512	\$ 79,335	\$ 81,203	\$ 83,118	\$ 85,081	\$ 85,906	\$ 86,732
16	16	\$ 78,369	\$ 80,213	\$ 82,103	\$ 84,041	\$ 86,027	\$ 88,063	\$ 88,888	\$ 89,714
17+ (remove )	17	\$ 81,102	\$ 83,014	\$ 84,975	\$ 86,984	\$ 89,043	\$ 91,154	\$ 91,979	\$ 92,805

2. Health Insurance Plan Change: **\$140,603 increase over the budgeted higher deductible, Cigna, Yellow 2.0 plan.**
  - a. Increase in the employer cost of plan premiums.

NOTE: The cost increase only accounts for the change from what was budgeted (School Care Cigna Plan - Yellow 2.0) to what was proposed in the lower deductible plan available through HUB (Cigna Plan – Yellow 1.0). It does not consider the annual increase in rates that was budgeted for, as they would have been incurred if there had been no change in plan.

# DOVER SCHOOL DISTRICT

## Electronic Device Policy

### Implementation Annual Report — Board Summary

2025–2026 School Year

## Executive Overview

In the 2025–2026 school year, Dover School District implemented its Electronic Device Policy across all school levels in alignment with New Hampshire state law. This report presents a summary of implementation outcomes, stakeholder feedback, and recommended next steps for the Board's review.

### Policy At a Glance

- Scope: All Dover School District buildings — Dover High School (DHS), Dover Middle School (DMS), Woodman Park Elementary, and Garrison Elementary
- Authority: Aligned with New Hampshire state law; supported by School Board policy
- Feedback Sources: Staff, administrator, and parent surveys and focus groups at each building level
- Reporting Period: Academic Year 2025–2026

Overall, the policy has produced measurable and broadly positive outcomes — particularly in student engagement, reduced distraction, and increased in-person social interaction. However, implementation consistency, especially at the high school level, remains an area requiring attention. The findings described in this report reflect genuine progress as well as clear opportunities for refinement heading into the 2026–2027 school year.

## District-Wide Highlights

### Strengths Observed Across All Levels

- Increased student engagement and reduction of phone-related distractions during instructional time
- Improved peer-to-peer interaction and face-to-face social communication
- Strong parent support across all building levels, particularly at the elementary and middle school
- Students demonstrating ability to find alternative activities during unstructured time (reading, conversation, puzzles)
- Broad awareness and understanding of policy expectations among students and families

### Challenges Observed Across All Levels

- Inconsistent enforcement, particularly at the high school, has created equity concerns and eroded the policy's behavioral effect over time

- Students are increasingly substituting phone use with Chromebook-based distractions — an unintended consequence requiring monitoring
- Tension between restricting student access and addressing real-world digital literacy and skill development
- Parent behaviors (e.g., returning confiscated devices) at some levels have undermined school enforcement efforts
- Student social-emotional dependence on devices requires a more proactive behavioral and wellness response

The table below provides a cross-level comparison of key themes:

Theme	Elementary (Woodman Park & Garrison)	Middle School (DMS)	High School (DHS)
<b>Student Compliance</b>	N/A — minimal issue pre-policy	High — phones rarely seen; minimal reminders needed	Moderate and declining — pockets, silence, Chromebook substitution
<b>Staff Sentiment</b>	N/A- Not seen as a change for elementary buildings	Mixed — supportive of student rules; concerned about own access restrictions	Strongly positive on outcomes; frustrated by inconsistent enforcement
<b>Parent Sentiment</b>	Positive — report happier, more social students	Strongly supportive — 100% reported support	Mixed — some undermine enforcement by returning confiscated phones
<b>Primary Benefit</b>	Reduced peer pressure; improved social engagement	Improved focus; staff redirect energy to instruction	Increased engagement, attention, peer interaction during policy-consistent periods
<b>Primary Challenge</b>	Bus/home use; emergency communication concerns	Staff restricted from own devices (safety, tools)	Inconsistent enforcement; adherence erosion midyear
<b>Chromebook Substitution</b>	Not an issue	Not an issue	Noted as an emerging concern — students shift distraction to Chromebooks

## Feedback Summary by Building

The following section summarizes stakeholder feedback organized by school level. Each building section reflects staff, administrator, and/or parent input collected during the 2025–2026 school year.

### Dover High School (DHS)

**Overall Sentiment:** *Strongly Positive on Outcomes — Concerns About Implementation Consistency*

#### Staff Feedback — DHS

Category	Key Findings
<b>Benefits Observed</b>	<ul style="list-style-type: none"> <li>Increased student engagement and improved peer interaction during class</li> <li>Reduced distractions and lower anxiety levels reported among students</li> <li>Improved attention span, executive functioning, and critical thinking</li> <li>Students engaging in alternative activities during free time (reading, conversation, puzzles)</li> </ul>
<b>Concerns &amp; Challenges</b>	<ul style="list-style-type: none"> <li>Inconsistent enforcement across teachers creating tension and inequity</li> <li>Gradual decline in policy adherence over the course of the year</li> <li>Students shifting dependence to Chromebooks as a substitute for phones</li> <li>Some staff have stopped reporting violations due to perceived lack of follow-through</li> </ul>
<b>Program-Specific Issues</b>	<ul style="list-style-type: none"> <li>Vocational programs (e.g., cosmetology) report that the ban limits digital portfolio creation and social media marketing practice</li> <li>Industry-relevant skill development restricted in certain career and technical education contexts</li> </ul>
<b>Suggested Adjustments</b>	<ul style="list-style-type: none"> <li>Allow structured, teacher-directed phone use for specific academic purposes</li> <li>Clarify district expectations around music/headphone use during independent work</li> <li>Increase consistency and enforcement mechanisms (supervision, confiscation protocol)</li> </ul>

#### Administrator Feedback — DHS

Category	Key Findings
<b>Observed Patterns</b>	<ul style="list-style-type: none"> <li>Many students continue to carry phones in pockets despite policy; silenced phones still distract via notifications</li> <li>Strong social-emotional dependence on devices for peer connection driving non-compliance</li> <li>Device substitution to Chromebooks noted as a growing concern</li> </ul>

<p><b>Parent Factor</b></p>	<ul style="list-style-type: none"> <li>• Some parents have returned confiscated devices to students, directly undermining enforcement</li> <li>• Parent alignment with the policy is inconsistent; communication and re-engagement needed</li> </ul>
<p><b>Data Insights</b></p>	<ul style="list-style-type: none"> <li>• Violations declined initially but began increasing again midyear — a pattern consistent with enforcement erosion</li> <li>• Administrative staff note the need to address root behavioral causes, not just compliance incidents</li> </ul>
<p><b>Strategic Direction</b></p>	<ul style="list-style-type: none"> <li>• Recommendation for an intentional, system-wide behavioral approach aligned with MTSS-B and design thinking principles</li> <li>• Building self-management and digital independence skills identified as a long-term priority</li> </ul>

## Dover Middle School (DMS)

**Overall Sentiment:** *Highly Positive for Students — Mixed Regarding Staff Access Restrictions*

### Staff Feedback — DMS

Category	Key Findings
<b>Benefits for Students</b>	<ul style="list-style-type: none"> <li>• Students comply easily and show minimal resistance to the policy</li> <li>• Phones are rarely seen during the school day — policy is well understood and followed</li> <li>• Policy clarity has reduced the need for frequent reminders</li> </ul>
<b>Staff Concerns</b>	<ul style="list-style-type: none"> <li>• Extending the ban to staff devices raises legitimate safety concerns, particularly around emergency communication</li> <li>• Teachers report loss of practical instructional tools (timers, translation apps, reference resources)</li> <li>• Some staff feel professional judgment should be trusted to use personal devices responsibly</li> </ul>

### Administrator Feedback — DMS

Category	Key Findings
<b>Key Observations</b>	<ul style="list-style-type: none"> <li>• Policy requires very minimal enforcement — students are compliant and cooperative</li> <li>• Administrators can redirect attention to other instructional and school climate priorities</li> <li>• Policy effect is stable; no significant erosion of compliance reported at the middle school level</li> </ul>

### Parent Feedback — DMS

#### **100% Parent Support Reported for the Policy and State Law**

- Many families report no meaningful impact (some students do not carry phones)
- Initial concerns about communication access have been largely resolved by school emergency procedures
- Parents express confidence in school communication during emergencies

## Elementary Schools — Woodman Park & Garrison

**Overall Sentiment:** *Positive — Developmental Context and Safety Considerations Noted*

### Parent Feedback — Elementary

Category	Key Findings
<b>Perceived Benefits</b>	<ul style="list-style-type: none"> <li>• Students appear happier and more socially engaged since policy implementation</li> <li>• Reduction in peer pressure related to device ownership and use</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased face-to-face interaction and communication skill development</li> <li>• Improved focus on interpersonal relationships and play</li> </ul>
<b>Contextual Note</b>	<ul style="list-style-type: none"> <li>• Device use was not a major in-school issue at the elementary level prior to the policy</li> <li>• Family concerns are more often related to bus and home use — outside the current policy scope</li> </ul>
<b>Family Concerns &amp; Questions</b>	<ul style="list-style-type: none"> <li>• Requests for reassurance around emergency communication (e.g., parent tracking apps, school contact protocols)</li> <li>• Interest in exceptions for students with mental health-related communication needs</li> <li>• Questions about how the district plans to teach responsible device use, not just restrict it</li> <li>• Interest in extending rules to school buses</li> </ul>
<b>Other Suggestions</b>	<ul style="list-style-type: none"> <li>• Allow music during appropriate independent work times</li> <li>• Continued appreciation for medical/wellness exemptions and meaningful parent voice in policy decisions</li> </ul>

## Recommended Next Steps

Based on the stakeholder feedback collected across all buildings, the following recommendations are presented to the Board for consideration. These recommendations are designed to strengthen implementation, address emerging challenges, and build the district's long-term capacity around digital wellness and student self-management.

**Note to the Board:** The following recommendations reflect administrative analysis of this year's feedback. Board action on specific items will be noted where applicable. Items not requiring formal Board action will be implemented through the Superintendent's office in coordination with building principals.

#	Recommended Action	Priority	Rationale
1	Develop and deliver professional learning for all staff on enforcement expectations, confiscation procedures, and consistent language	High	Staff need shared tools and language to apply the policy uniformly; inconsistency creates inequity and erodes trust
2	Develop a Chromebook/device use management strategy to address the substitution effect observed at DHS	High	Students are redirecting distraction to Chromebooks — the policy's intent is undermined if the substitution goes unaddressed
3	Strengthen parent communication and partnership — particularly at DHS — to build alignment with enforcement and reduce incidents of parents returning confiscated devices	Medium	Parent behaviors directly undermine enforcement; deliberate engagement and re-norming are needed
4	Integrate digital literacy and responsible device use instruction into the curriculum as a complement to the restriction policy	Medium	Multiple stakeholder groups raised the need to teach students how to use devices responsibly — not just restrict access

### Looking Ahead — 2026–2027

The district is committed to building on the strong foundation established in year one of full implementation. The goal heading into the 2026–2027 school year is to move from policy implementation toward policy excellence — characterized by consistency, shared ownership, and proactive student development.

*Prepared by: Dr. Christine Boston, Ed.D. | Superintendent of Schools  
Dover School District — SAU 11 | 2025–2026*



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
Washington, DC 20202-6132

June 25, 2026

**MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS**

Subject: **Final** Fiscal Year (FY) 2026 (School Year (SY) 2026-2027) Allocations for the Title I, Part A Grants to Local Educational Agencies (LEAs) Program Authorized by the Elementary and Secondary Education Act of 1965 (ESEA)

I am pleased to send you the attached documents:

1. Final FY 2026 State educational agency (SEA) and LEA allocations for the \$18.4 billion in Title I, Part A funds provided through Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants (EFIG) that Congress made available under the Consolidated Appropriations Act, 2026.
2. Final FY 2026 Title I, Part A administrative base allocations that each SEA must use to determine the maximum that it may reserve from this program for administration.
3. A State reservations table based on the Final allocations that shows the amount of Title I, Part A funds that an SEA must reserve for school improvement and the maximum amount that the SEA may reserve for State administration and Direct Student Services.
4. Two examples of applying the school improvement reservation's special rule in FY 2026 (discussed below under the "School Improvement" heading).
5. A notification to Congress that provides more detail about the operation of the Title I, Part A formulas.

Calculation of Title I, Part A Allocations

The final FY 2026 allocations differ from the preliminary FY 2026 allocations due to availability of:

- October 2025 State-reported data on the number of children in locally operated institutions for neglected or delinquent children, foster homes, and families with incomes above the poverty line receiving assistance under the Temporary Assistance for Needy Families program (non-Census formula children data) that replace the October 2024 non-Census formula children data that ED used in the FY 2025 allocations and the preliminary FY 2026 allocations.
- Updates to State per-pupil expenditure (SPPE) data from SY 2023-2024 that SEAs reported to the U.S. Census Bureau (Census) and ED's National Center for Education Statistics (NCES).

- SY 2023-2024 LEA finance data used in the EFIG formula that replace the SY 2022-2023 data that ED used in the FY 2025 allocations and the preliminary FY 2026 allocations.

In calculating final FY 2026 Basic, Concentration, Targeted, and EFIG allocations for LEAs, ED also:

- Used the same income year 2024 ages 5 to 17 poverty and population estimates provided by Census based on LEA boundaries as they existed in SY 2024-2025.
- Applied the variable hold-harmless provision in sections 1122(c) and 1125A(f)(3) of the ESEA.
  - Each eligible LEA is generally guaranteed at least 85, 90, or 95 percent of the amount allocated to it in the preceding year under each formula, depending on its percentage of formula children compared to its total school-age population ages 5 through 17.
  - In the case of Concentration Grants, the ESEA provides that an LEA that does not meet the statutory eligibility thresholds is guaranteed its hold-harmless amount for four consecutive years. Therefore, an LEA that last met the eligibility thresholds for a Concentration Grant in FY 2022 but not in FY 2023, FY 2024, FY 2025, and FY 2026 would receive its hold-harmless amount in FY 2026. If that LEA, however, fails to meet the Concentration Grant eligibility thresholds in FY 2027, it will no longer be eligible for the hold-harmless guarantee.

The final allocations are the basis for Title I, Part A awards to SEAs on July 1, 2026. If an SEA were to report revised SY 2023-2024 SPPE data after ED calculates the final allocations, as has been the case in recent years, ED may need to revise the final allocations and these revisions would be reflected in the FY 2026 Title I, Part A awards to SEAs on October 1, 2026.

#### SEA Adjustments to ED's Title I, Part A Allocations

As also noted in the prior years' memorandums on Title I, Part A allocations, the Every Student Succeeds Act (ESSA) made several changes to the ESEA regarding how an SEA adjusts the ED-determined Title I, Part A LEA allocations to account for differences between ED's list of LEAs and the universe of LEAs within a State and to make State-level reservations. The ESEA now includes specific language requiring an SEA to calculate a hold-harmless amount for each formula that reflects the increased enrollment for a newly opened or significantly expanded charter school LEA and contains new and revised State-level reservations that affect the final Title I, Part A LEA allocations calculated by an SEA. These changes took effect beginning with FY 2017 Title I, Part A allocations and continue to apply to the FY 2026 Title I, Part A allocations that are the subject of this memorandum and to those of subsequent years.

Details on these changes, along with within-State allocation provisions that were in the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB), that continue, such as applying the hold-harmless provisions under each formula, are described in ED's November 2016 guidance on fiscal changes under the ESSA (ESSA fiscal changes guidance) [available at: <https://www.ed.gov/sites/ed/files/2024/01/essaguidance160477-1.pdf>]. Please see Section I, "Title I Within-State Allocations." Information on State-level reservations under the ESEA, as amended by the ESSA, follows.

*School Improvement: Special Rule that Applies to FY 2018 Allocations and Subsequent Years*

Under section 1003(a) of the ESEA, and as described in Step 4a of the ESSA fiscal changes guidance, an SEA must ratably reduce as applicable the total Title I, Part A allocation of LEAs, consistent with the special rule described below, to reserve for school improvement activities the greater of:

- Seven percent of the SEA’s FY 2026 Title I, Part A award; or
- The sum of the total amount that the SEA reserved for school improvement under section 1003(a) from its FY 2016 Title I, Part A award (generally, four percent of that award) and the amount of the SEA’s FY 2016 School Improvement Grants (SIG) allocation under section 1003(g) of the ESEA, as amended by NCLB.

With respect to reserving FY 2026 (and subsequent years) Title I, Part A funds for school improvement, the special rule in section 1003(h) of the ESEA requires an SEA, in reserving funds for school improvement, to ensure that no LEA receives less in total under Title I, Part A than it received in the prior year. This means that an SEA may only reserve funds for school improvement from LEAs that have an increase in their Title I, Part A allocation over the prior year’s amount. It is possible that this provision in conjunction with an overall reduction in a State’s Title I, Part A allocation may limit the ability of some SEAs to reserve the full amount for school improvement.

To assist your State with determining the amount of this reservation, the enclosed State reservations table, described in number 3 on the first page of this memorandum, shows the total amount of FY 2026 Title I, Part A funds that each SEA must reserve for school improvement based on the FY 2026 Final allocations if, consistent with section 1003(h), the SEA is able to reserve the full amount. Attachment 4 (called “Section 1003(h) special rule model”) provides two examples of reserving funds for school improvement and applying the section 1003(h) special rule. In the first example an SEA has sufficient funds to reserve the full amount and in the second example the SEA has insufficient funds to reserve the full amount. The examples correspond with the discussion of the special rule in Step 4a of the ESSA fiscal changes guidance.

*State Administration*

Section 1004(a) of the ESEA continues to allow an SEA to reserve for State administration of Title I not more than one percent or \$400,000, whichever is greater, from funds allocated to the State under Title I, Parts A, C, and D (Subpart 1). Similar to prior years, for FY 2026 the administrative cap provision in section 1004(b) of the ESEA applies because the total appropriated for Title I, Parts A, C, and D, exceeds \$14 billion. Under section 1004(b), the amount an SEA reserves for State administration may not exceed one percent of the amount it would otherwise receive if \$14 billion were allocated among the States for Title I, Parts A, C, and D. In order for an SEA to determine the maximum it may reserve for Title I State administration from Title I, Part A, the administrative base table described in number 2 on the first page of this memorandum shows how much each SEA would receive under Title I, Part A, and the State reservations table described in number 3 on the first page of this memorandum

shows the maximum amount of Title I, Part A funds each SEA may reserve for State administration based on the Final allocations and ESEA section 1004(b).

*Direct Student Services*

Section 1003A(a)(1) of the ESEA provides that an SEA has the option to reserve not more than three percent of the funds allocated to the State under Title I, Part A for Direct Student Services (DSS). The State reservations table described in number 3 on the first page of this memorandum also shows the maximum amount an SEA may reserve for DSS if the SEA chooses to reserve funds for this purpose. For more information on DSS, please see ED's March 31, 2025, [letter](#) on educational choice.

Thank you for your leadership in implementing Title I, Part A. Please send any questions about the allocations to [OESE.titlei-a@ed.gov](mailto:OESE.titlei-a@ed.gov), Fatimah Abdullahi ([Fatimah.Abdullahi@ed.gov](mailto:Fatimah.Abdullahi@ed.gov)), Andrew Lindsay ([Andrew.Lindsay@ed.gov](mailto:Andrew.Lindsay@ed.gov)), Victoria Rosenboom ([Victoria.Rosenboom@ed.gov](mailto:Victoria.Rosenboom@ed.gov)), and Todd Stephenson ([Todd.Stephenson@ed.gov](mailto:Todd.Stephenson@ed.gov)).

Sincerely,

/s/

Patrick Rooney  
Senior Director  
Division of State Support and Accountability

Attachments

cc: State Title I Directors

## GOVERNMENT-WIDE ADMINISTRATIVE STATUTORY AND NATIONAL POLICY REQUIREMENTS FOR U.S. DEPARTMENT OF EDUCATION AWARDS

### OVERVIEW

This portion of the Grant Award Notification (GAN) Attachment describes Federal government-wide sources of laws and policies that apply to grantees and subgrantees of Federal awards issued by the U.S. Department of Education (ED).<sup>1</sup> The sources of Federal government-wide laws and policy include the U.S. Constitution, statutes, regulations, executive orders, and statements of policy.

This Attachment compiles many of the laws and policies that apply to awards; however, it is not intended to be an exhaustive list or to reproduce the full text. Some laws and policies are only applicable to awards with certain types of activities or to certain types of recipients. Additionally, ED award terms and conditions may incorporate statutes, regulations, or policies specific to an award.

Please note that some sources use different terms for grantee such as recipient. Per 34 CFR Part 77–Definitions that Apply to Department Regulations, ED uses grantee to mean the legal entity to which a grant is awarded and is accountable to the Federal Government for the use of the funds provided. Subgrantee means the government or other legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

### APPLICABILITY OF LAWS AND POLICIES

The legal order of precedence determines the order in which laws and policies may apply to Federal awards. The following list includes examples of the types of laws and policies, and is not an exhaustive list:

- U.S. Constitution
- Program-Specific Authorizations and Appropriations
- Single Audit Amendments Act of 1996
- Federal Funding Accountability and Transparency Act of 2006 (FFATA)
- Digital Accountability and Transparency Act of 2014 (DATA Act)
- Grant Reporting Efficiency and Agreements Transparency Act of 2019 (GREAT Act)
- Uniform Administrative Requirements, Cost Principles, and Audit Requirements: 2 CFR Part 200 as adopted as regulations of ED in 2 CFR 3474.
- Education Department General Administrative Regulations: 34 CFR Parts 75, 76, 77, 79, etc. (ED-specific)
  - 34 CFR Part 75–Direct Grant Programs
  - 34 CFR Part 76–State-Administered Formula Grant Programs
  - 34 CFR Part 77–Definitions that Apply to Department Regulations

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<sup>1</sup> The content in this portion of the GAN Attachment consolidates information previously included in separate GAN Attachments and Enclosures.

- 34 CFR Part 79—Intergovernmental Review of Department of Education Programs and Activities
  - Executive Orders
  - Office of Management and Budget Memoranda (OMB Memos)
  - ED and Program-specific guidance such as grant notices, Frequently Asked Questions, and other program announcements

The following general condition is applicable to all grantees:

Grantees must not use federal funds under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq. or 42 U.S.C. 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. 1011f), or other applicable federal law.

Please note the provisions of Executive Orders 14151, 14168, 14173, and 14190 as well as the U.S. Department of Justice’s July 29, 2025, non-regulatory “Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination,” which clarifies the application of federal antidiscrimination laws to programs or initiatives that may involve discriminatory practices, including those labeled as Diversity, Equity, and Inclusion (“DEI”) programs.

Such activities may risk violating federal civil rights laws and may jeopardize federal funding. This includes any discriminatory equity ideology in violation of a Federal anti-discrimination law. A definition of “discriminatory equity ideology” is contained in Section 2(b) of Executive Order 14190.

Additionally, grantees must comply with all “Financial Assistance General Certifications and Representations” annual registration requirements made in SAM.gov, including any provisions in the annual registration that address civil rights, DEI programs or activities, and support of illegal aliens.

To the extent that a grantee uses grant funds for such unallowable activities, ED may take appropriate enforcement action including the potential recovery of funds, or may pursue termination or withholding. The Grant Award Notification document accompanying your award may contain further terms and conditions, as necessary, to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

#### **FINANCIAL ASSISTANCE GENERAL CERTIFICATIONS AND REPRESENTATIONS**

All applicants, grantees, and subgrantees of Federal financial assistance are required to register in the System for Award Management (SAM.gov) and obtain a Unique Entity Identifier (UEI) before receiving an award per 2 CFR Part 25, Unique Entity Identifier and System for Award Management.

An entity must be registered in SAM.gov before submitting applications, include their UEI in

each application, maintain current and active registration in SAM.gov at all times during which it has an active Federal award, and review and update its information annually as a recipient or an application under consideration by a Federal agency. The applicant or recipient must review and update its information in SAM.gov annually from the date of initial registration or subsequent updates to ensure it is current and accurate.

Grantee authorized organization representatives agree to the Financial Assistance General Certifications and Representations that are binding on every award as part of registration and annual certification in SAM.gov. However, grantees may be exempted by Federal statute or the exceptions listed in 2 CFR 25.110, Exemptions to this part.

When applicants register or annually recertify in SAM.gov, their authorized organization representative agrees to the Financial Assistance General Certifications and Representations (Certifications). These Certifications are binding on every award. Laws and policies identified in these Certifications are identified in this document with the statement, “See Certifications.” The Certifications in SAM.gov can be found in Appendix I of the SAM.gov Entity Registration Checklist and are incorporated by reference herein.

**LAWS AND POLICIES**

This section outlines various laws and policies that may apply to ED awards (including grantees and subgrantees). It is not intended to be an exhaustive list.

Requirement	Description	Source
Cash Management	Grantees are required to manage Federal grant funds in compliance with the requirements in the Payment Integrity Information Act of 2019 (PIIA), Cash Management Improvement Act of 1990 (CMIA), and as further clarified in ED and government-wide regulations.	<ul style="list-style-type: none"> <li>• <a href="#">Payment Integrity Information Act of 2019 (PIIA)</a></li> <li>• <a href="#">Cash Management Improvement Act of 1990 (CMIA)</a></li> </ul>
Conflict of Interest	Federal agencies must establish conflict of interest policies for Federal awards and grantees, and subgrantees must disclose in writing any potential conflict of interest to the Federal agency or pass-through entity in accordance with established Federal agency policies.	<ul style="list-style-type: none"> <li>• <a href="#">2 CFR Part 200.112, Conflict of interest</a></li> <li>• See Certifications</li> </ul>
Debt Collection	After providing reasonable notice, Federal agencies or pass-through entities may withhold payments to grantee or subgrantees for financial obligations incurred after a	<ul style="list-style-type: none"> <li>• <a href="#">OMB Circular A-129, Policies for Federal Credit Programs and Non-Tax Receivables</a></li> <li>• See Certifications</li> </ul>

Requirement	Description	Source
	specific date until conditions are corrected or the debt is repaid to the Federal Government.	
Drug-Free Workplace	Related to maintaining a drug-free workplace and notifying the awarding agency if an employee is convicted of violating a criminal drug law. Failure to follow these requirements may be cause for debarment.	<ul style="list-style-type: none"> <li>• <a href="#">Drug-Free Workplace Act (41 USC 8101-8106)</a></li> <li>• <a href="#">2 CFR Part 182, Government-Wide Requirements for Drug-Free Workplace (Financial Assistance)</a></li> <li>• See Certifications</li> </ul>
Executive Compensation Reporting	Related to requirements to report certain information on compensation for executives.	<ul style="list-style-type: none"> <li>• <a href="#">Federal Funding Accountability and Transparency Act of 2006 (FFATA)</a></li> <li>• <a href="#">2 CFR Part 170, Reporting Subaward and Executive Compensation Information</a></li> <li>• See Certifications</li> </ul>
Environmental Protections – Assess and Mitigate Environmental Impact	The National Environmental Protection Act includes policies to conduct reviews to assess and mitigate environmental impact. Applies to construction or major renovation activities. Does not apply to subcontractors.	<ul style="list-style-type: none"> <li>• <a href="#">National Environmental Policy Act of 1969, as amended (42 USC 4321 <i>et seq</i>)</a></li> <li>• See Certifications</li> </ul>
Fair Housing Practices	Related to protecting people from discrimination in housing under federally funded programs.	<ul style="list-style-type: none"> <li>• <a href="#">Title VIII of the Civil Rights Act of 1968 (42 USC 3601 <i>et seq</i>)</a></li> <li>• See Certifications</li> </ul>
Faith-Based Organizations	Related to protections for faith-based organizations to apply and receive Federal funds without discrimination or interference with their mission. Describes limitations on the use of Federal funds.	<ul style="list-style-type: none"> <li>• <a href="#">Religious Freedom Restoration Act of 1993 (42 USC 2000bb <i>et seq</i>)</a></li> <li>• <a href="#">Executive Order 13279, Equal Protection of the Laws for Faith-Based and Community Organizations</a></li> <li>• <a href="#">Executive Order 13559, Fundamental Principles and Policymaking Criteria for Partnerships with Faith-Based and Other Neighborhood Organizations</a></li> <li>• <a href="#">Executive Order 13831,</a></li> </ul>

Requirement	Description	Source
		<ul style="list-style-type: none"> <li>• <a href="#">Establishment of a White House Faith and Opportunity Initiative</a></li> <li>• <a href="#">28 CFR Part 38, Partnerships with Faith-Based and Other Neighborhood Organizations</a></li> </ul>
Lobbying Disclosures	Related to requirements to disclose lobbying activities.	<ul style="list-style-type: none"> <li>• <a href="#">Lobbying Disclosure Act of 1995 (2 USC 1601 et seq, Disclosure of Lobbying Activity)</a></li> <li>• <a href="#">See Certifications</a></li> </ul>
Procurement – American-Manufactured Goods	Related to required preferences for certain products and materials made in the US. Waivers may be possible.	<ul style="list-style-type: none"> <li>• <a href="#">Buy American Act (41 USC 8301 et seq)</a></li> <li>• <a href="#">Build America, Buy America Act</a></li> <li>• <a href="#">2 CFR 200.322, Domestic preferences for procurements</a></li> </ul>
Procurement – Fly America Act	Related to requirements for travelers to use certified U.S. airlines for award-funded air travel.	<ul style="list-style-type: none"> <li>• <a href="#">49 USC 40118</a></li> <li>• <a href="#">41 CFR 301-10.132 - 142, Use of United States Flag Air Carriers</a></li> </ul>
Procurement – Prohibition on certain telecommunications and video surveillance services or equipment	Related to restrictions on using Federal funds for telecommunications equipment produced by certain companies.	<ul style="list-style-type: none"> <li>• <a href="#">41 USC 3901 et seq</a></li> <li>• <a href="#">2 CFR 200.216, Prohibition on certain telecommunications and video surveillance equipment or services</a></li> </ul>
Protections Against Discrimination	Related to protecting people from discrimination based on different criteria under Federal grants and programs.	<ul style="list-style-type: none"> <li>• <a href="#">Age Discrimination Act of 1975 (42 USC 6101 et seq)</a></li> <li>• <a href="#">Section 504 of the Rehabilitation Act (29 USC 794)</a></li> <li>• <a href="#">Title VI of the Civil Rights Act (42 USC 2000d)</a></li> <li>• <a href="#">Church Amendments (42 USC 300a-7)</a></li> <li>• <a href="#">Coates-Snowe Amendment (42 USC 238n)</a></li> <li>• <a href="#">Title IX of the Education Amendments of 1972, as amended (20 USC 1681 et seq)</a></li> <li>• <a href="#">See Certifications</a></li> </ul>
Public Announcements	Disclosure of Federal funding sources in public announcements when issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects	<ul style="list-style-type: none"> <li>• <a href="#">Division H, Title V, Section 505 of Public Law 116260, Consolidated Appropriations Act, 2021 (pages 441-442)</a></li> </ul>

Requirement	Description	Source
	or programs funded in whole or in part with Federal money.	
Subaward Reporting	Related to requirements to report certain information on subawards.	<ul style="list-style-type: none"> <li>• <a href="#">Federal Funding Accountability and Transparency Act of 2006 (FFATA)</a></li> <li>• <a href="#">2 CFR Part 170, Reporting Subaward and Executive Compensation Information</a></li> <li>• See Certifications</li> </ul>
Suspension and Debarment	Related to restrictions on issuing Federal awards, subawards, and contracts to certain parties that are debarred, suspended, or otherwise excluded from receiving or participating in Federal awards.	<ul style="list-style-type: none"> <li>• <a href="#">2 CFR Part 180, OMB Guidelines to Agencies on Government-Wide Debarment and Suspension (Nonprocurement)</a></li> <li>• <a href="#">2 CFR 200.214, Suspension and debarment</a></li> <li>• Executive Orders <a href="#">12549</a> and <a href="#">12689</a>, Debarment and suspension</li> <li>• See Certifications</li> </ul>
Trafficking Victims Protection	Related to bans on providing funds to organizations involved in human trafficking.	<ul style="list-style-type: none"> <li>• <a href="#">Trafficking Victims Protection Act (TVPA) of 2000, as amended, (22 USC 7104(g))</a></li> <li>• <a href="#">2 CFR Part 175, Award Term for Trafficking in Persons</a></li> <li>• See Certifications</li> </ul>
Violations of Federal Criminal Law and Civil Actions	Related to requirements to disclose certain violations of Federal criminal law.	<ul style="list-style-type: none"> <li>• <a href="#">False Claims Act (31 USC 3729-3733, False claims and 31 USC 3730, Civil actions for false claims)</a></li> <li>• <a href="#">Program Fraud and Civil Remedies Act (31 USC 3801 et seq)</a></li> <li>• <a href="#">2 CFR 200.113, Mandatory disclosures</a></li> <li>• See Certifications</li> </ul>
Wage Protections – Copeland Anti-Kickback Act	Related to protections that require contractors to follow construction, alteration, and renovation and weekly compliance statements on the wages paid to each employee in support of Federal awards.	<ul style="list-style-type: none"> <li>• <a href="#">Copeland Anti-Kickback Act (18 USC 874 and 40 USC 3145)</a></li> <li>• <a href="#">48 CFR 22.403, Copeland Act</a></li> </ul>

<b>Requirement</b>	<b>Description</b>	<b>Source</b>
Wage Protections – Davis-Bacon Act	Related to protections that require using contractors that pay prevailing wages and benefits under awards that fund construction, alterations, or repairs.	<ul style="list-style-type: none"> <li>• <a href="#"><u>The Davis-Bacon Act (40 USC 3141 et seq)</u></a></li> </ul>
Whistleblower Protections	Related to protecting employees from reprisal for disclosing information about violations.	<ul style="list-style-type: none"> <li>• <a href="#"><u>Protection from Reprisal of Disclosure of Certain Information (41 USC 4712)</u></a></li> <li>• See Certifications</li> </ul>

## SPECIFIC GRANT TERMS FOR U.S. DEPARTMENT OF EDUCATION AWARDS

### ED TERMS AND CONDITIONS

- I. Enforcement Provisions
- II. Grant Terms and Conditions for Financial and Performance Reports
- III. Participation of Faith-Based Organizations
- IV. Written Notice of Beneficiary Protections

#### **I. ENFORCEMENT PROVISIONS**

##### **Termination:**

Per the Secretary's authority in 2 CFR 200.340, the Federal award may be terminated in part or its entirety at any point during the award's period of performance. The award may be terminated as follows:

1. By ED, if the recipient fails to comply with the terms and conditions of the award, including all conditions in this document;
2. By ED with the consent of the recipient, in which case the two parties must agree upon the termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated;
3. By the recipient upon sending to the ED program contact written notification setting forth the reasons for such termination, the effective date, and, in the case of partial termination, the portion to be terminated. However, if ED determines in the case of partial termination that the reduced or modified portion of the award will not accomplish the purposes for which the award was made, ED may terminate the award in its entirety; or
4. By ED, to the extent authorized by law, if the award no longer effectuates the program goals or agency priorities.

When an award is terminated in part or its entirety, the recipient remains responsible for compliance with the closeout and post-closeout requirements in 2 CFR 200.344 and 2 CFR 200.345. ED will provide the necessary closeout instructions and instructions regarding an appeal of the termination consistent with applicable requirements.

For more information, see the Department Grant Discontinuation and Termination Processes page of the ED website.

#### **II. GRANT TERMS AND CONDITIONS FOR FORMULA GRANT FINANCIAL AND PERFORMANCE REPORTS**

Financial and performance reports required for grants awarded by ED, and described in this term and condition, can be accessed on the Grant Application and Other Forms page of the ED website. Government-wide reports can be accessed on the Post-Award Reporting Forms page of the Grants.gov website.

## **PERFORMANCE REPORTS**

### **FINAL REPORTS – ALL RECIPIENTS**

ALL RECIPIENTS are required to submit a final performance report within 120 days after the expiration or termination of grant support in accordance with submission instructions provided in box 10 of the Grant Award Notification (GAN), or through another notification provided by ED ([2 CFR 200.329\(c\)](#)).

### **ANNUAL, QUARTERLY, OR SEMIANNUAL REPORTS**

Your ED program contact will provide you with information about your performance report submissions, including the due date, as a grant term or condition in box 10 on the GAN, or through another notification provided by ED. The grant term or condition in box 10 on the GAN, or another notification, may reflect any of the following:

1. That an annual performance report is required, and it shall provide the most current performance and financial expenditure information that is sufficient to meet the reporting requirements in the government-wide requirements located in [2 CFR Part 200](#). The terms reflected in this document are also consistent with:
  - [2 CFR 200.328, Financial reporting](#);
  - [2 CFR 200.329, Monitoring and reporting program performance](#);
  - [2 CFR 200.332, Requirements for pass-through entities](#); and
  - Applicable reporting requirements stipulated in program statutes or regulations.
2. That an interim performance report is required because of the nature of the award or because of statutory or regulatory provisions governing the program under which this award is made, and that the report is due more frequently than annually as indicated. For example, more frequent reports may be due quarterly and submitted within 30 days after the end of each quarter, or due semiannually and submitted within 30 days after the end of each 6-month period ([2 CFR 200.329\(c\)\(1\)](#)).
3. That other reports are required. For example, program-specific reports may be required in a program's statute, regulation, or specific conditions of the Federal award ([2 CFR 200.208](#)).

## **FINANCIAL REPORTS – SOME RECIPIENTS**

If a financial report is required, your ED program contact will provide you with information about your financial report submission, including the due date, as a grant term or condition in box 10 on the GAN, or through another notification.

ED uses the government-wide Standard Form (SF) 425, also known as the Federal Financial Report (FFR), for final reporting. Government-wide reports can be accessed on the [Post-Award Reporting Forms](#) page of the [Grants.gov](#) website.

### **FINANCIAL REPORT OVERVIEW**

A SF 425 FFR is required if:

1. A grant involves cost sharing, and the ED 524B, which collects cost sharing information, is

not submitted or a program-specific report approved by OMB does not collect cost sharing information;

2. Program income was earned;
3. Indirect cost information is to be reported, and the ED 524B was not used or a program-specific report approved by OMB does not collect indirect cost information;
4. Program regulations or statute require the submission of the FFR; or
5. Specific Award Conditions, or specific grant or subgrant conditions for designation of “high risk,” were imposed in accordance with 2 CFR 200.208 and 2 CFR 3474.10 and required the submission of the FFR.

#### SUBMISSION TIMELINES

If the FFR is required, the notification may indicate one of the following reporting frequencies and timelines:

1. Quarterly - due within 30 days after each reporting period.
2. Semi-annual - due within 30 days after each reporting period.
3. Annual - due within 30 days after the reporting period.
4. Final - In coordination with the submission of a final performance reports, grantees must submit FFRs no later than 120 calendar days after the conclusion of the period of performance. A subgrantee must submit a final financial report to a pass-through entity no later than 90 calendar days after the conclusion of the period of performance (2 CFR 200.328).

#### SUBMISSION GUIDANCE

When completing an FFR for submission in accordance with the above referenced selection, the following must be noted:

1. *Multiple Grant Reporting Using SF 425A Not Required:*
  - While the FFR is a government-wide form that is designed for single grant and multiple grant award reporting, ED’s policy is that multiple grant award reporting is not permitted for ED grants.
  - Grantees are instructed to not use the FFR attachment (SF 425A), which is available for reporting multiple grants, for reporting on ED grants.
2. *Completing an SF 425 for Each Grant*
  - ED grantees are required to submit an FFR in accordance with any of the above referenced selections.
  - Grantees must complete and submit one FFR for each of its grants.
  - FFR Form, Field 2: Grantees are instructed to disregard the note about using the SF 425A to report multiple grants.
  - FFR Instructions, Report Submissions: With regard to item 1 of the note found in the FFR Instructions, a grantee must complete items 10(a) through 10(o) for each of its grants. The multiple grants and FFR attachment references found in item 2 of the Line Item Instructions for the FFR are not applicable to ED grants.

### 3. *Program Income*

- Unless disallowed by statute or regulation, a grantee will complete item 10(m) or 10(n) in accordance with the options or combination of options as provided in 2 CFR 200.307.
- A grantee is permitted, in accordance with 2 CFR 200.307, to add program income to its Federal share to further eligible project or program objectives, use program income to finance the non-Federal share of the project or program; and deduct program income from the Federal share of the total project costs.

### 4. *Indirect Costs*

- A grantee will complete item 11(a) by listing the indirect cost rate type identified on its indirect cost rate agreement, as approved by its cognizant agency for indirect costs.
- An ED grantee that does not have an indirect cost rate agreement approved by its cognizant agency for indirect costs, and that is using ED approved (beyond the 90-day temporary period) temporary indirect cost rate of 10% of budgeted direct salaries and wages, or the de minimis rate of 15% of modified total direct cost (MTDC) must list its indirect cost rate in 11(a) as an ED Temporary Rate or De Minimis Rate.
  - The de minimis rate of 15% of MTDC consists of: All direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards and contracts up to the first \$50,000 of each subaward.
  - MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$50,000.
  - Other items, including contract costs in excess of \$50,000, may be excluded when necessary to avoid a serious inequity in the distribution of indirect costs (2 CFR 200.1, Modified Total Direct Cost (MTDC)).
- A restricted program grantee must list its rate as a Restricted Indirect Cost Rate in 11(a).
  - A restricted program (i.e., programs with statutory supplement-not-supplant requirements) grantee must utilize a restricted indirect cost rate negotiated with its cognizant agency for indirect costs, or may elect to utilize a restricted indirect cost rate of 8% MTDC if their negotiated restricted indirect cost rate calculated under 2 CFR 76.564 - 76.569 is not less than 8% MTDC.
  - A State or local government<sup>2</sup> that is a restricted program grantee may not elect to utilize the 8% MTDC rate.
  - Additionally, restricted program grantees may not utilize the de minimis rate but may utilize the temporary rate until a restricted indirect cost rate is negotiated.

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<sup>2</sup> Note that a State-funded institution of higher education is not considered a “State government” for these purposes; and a Tribal college or university funded by a federally-recognized Tribe is not considered a Tribe for these purposes. <sup>4</sup> Note that a State-funded institution of higher education is not considered a “State government” for these purposes.

- If a restricted program grantee elects to utilize the temporary rate, it must list its rate as an ED Temporary Rate in 11(a).
- Grantees with indirect cost rates prescribed in program statute or regulation must list their rate as a Rate Required in Program Statute or Regulation in 11(a).
- Grantees are required to follow program-specific statutory or regulatory requirements that mandate either indirect cost rate type or maximum administrative costs recovery.
- For detailed information including restrictions related to temporary, de minimis, training, restricted, and program prescribed indirect cost rates see the training, restricted, and program prescribed indirect cost rates see the [Indirect Cost Division webpage](#) on the ED website.

#### 5. *Supplemental Pages*

- If grantees need additional space to report financial information, beyond what is available within the FFR, they should provide supplemental pages.
- Additional pages must indicate the following information at the top of each page:
  - PR/Award Number (also known as the Federal Identifying Number or FAIN),
  - Recipient organization,
  - UEI,
  - Employer Identification Number (EIN), and
  - Period covered by the report.

### **IV. PARTICIPATION OF FAITH-BASED ORGANIZATIONS**

1. A faith-based organization that participates in this program retains its independence from the Government and may continue to carry out its mission consistent with religious freedom and conscience protections in Federal law.
2. A faith-based organization may not use direct Federal financial assistance from ED to support or engage in any explicitly religious activities except when consistent with the Establishment Clause of the First Amendment and any other applicable requirements. Such an organization also may not, in providing services funded by ED, or in outreach activities related to such services, discriminate against a program beneficiary or prospective program beneficiary on the basis of religion, a religious belief, a refusal to hold a religious belief, or a refusal to attend or participate in a religious practice.
3. If a grantee under a State-Administered Formula Grant program of ED has the authority under the grant or subgrant to select a private organization to provide services supported by direct Federal financial assistance under the program by subgrant, contract, or other agreement, the grantee must ensure compliance with applicable Federal requirements governing contracts, grants, and other agreements with faith-based organizations, including, as applicable, [34 CFR 76.52](#), [34 CFR 76.532](#), and [2 CFR 3474.15](#) (see [34 CFR 76.714](#)).

### **V. WRITTEN NOTICE OF BENEFICIARY PROTECTIONS**

In accordance with [34 CFR 76.712](#), all grantees and subgrantees providing social services

under an ED program supported by direct Federal financial assistance (e.g., programs that provide employment, independent living, education, or related services to individuals or groups of individuals) must give written notice to a beneficiary or prospective beneficiary of certain protections.

The written notice that an organization uses to notify beneficiaries or prospective beneficiaries of certain religious non-discrimination protections must include language substantially similar to that in Appendix C to 34 CFR Part 75 (See 34 CFR 76.712(d)). Grantees and subgrantees have discretion regarding how to provide the notice, which may include providing the notice directly to each beneficiary, posting it on the grantee's website, or other means. A grantee or subgrantee that participates in multiple ED programs may provide a single notice covering all applicable programs. Additionally, grantees must ensure that the notice is accessible to individuals with disabilities and limited English proficient individuals as required by law. Unless notified by the applicable program office, a grantee or subgrantee is not required to include in the notice the information in paragraph (5) of Appendix C to 34 CFR Part 75 (i.e., the opportunity of a beneficiary to receive information about other similar providers).

Return to:  
EVERSOURCE  
Attn: Jacqueline Rae  
PO Box 330  
Manchester, NH 03105

EBA-  
Work Order: 24806841  
Municipality: 057-Dover  
Tax Parcel ID: Map H Lot 12

## **LICENSE AGREEMENT**

KNOW ALL MEN BY THESE PRESENTS that the Dover School District, for itself and the City of Dover, with the mailing address of 61 Locust Street, STE 409, Dover, New Hampshire 03820, (hereinafter the Grantor), for good and valuable consideration, grants to PUBLIC SERVICE COMPANY OF NEW HAMPSHIRE (PSNH), d/b/a Eversource Energy, a corporation duly established by law, with a mailing address of P.O. Box 330, in Manchester, in the County of Hillsborough, in the State of New Hampshire, 03105 (hereinafter the Licensee):

A revocable license to lay, install, construct, reconstruct, operate, maintain, repair, replace, patrol and remove above/underground lines which may consist of wires, cables, pipes, ducts, conduits, manholes, and such testing terminals, transformers and foundations and enclosures for the same, vaults, pedestals, repeaters, markers, poles, crossarms, braces, anchors, guys, grounds and other equipment, for transmitting electric current and/or communications and intelligence, and to do the necessary cutting and trimming of trees and brush, over, under and across a portion of the land owned by the Grantor off the easterly side of Bellamy Road in Dover, County of Strafford, State of New Hampshire.

Said license will be located within the following described limits:

Beginning at a point on the westerly line of the Grantor's property on Bellamy Road, Tax Map H Lot 12, City of Dover, said point being at or nearest to PSNH pole numbered 302/24, thence extending in various directions, northerly, westerly, easterly, and southerly above/underground across land of Grantor as necessary to provide service to the premises as may be requested by the Grantor, their successors or assigns now or in the future.

The final location of the license shall be determined by the location of the facilities as installed whenever installed.

Together with the non-exclusive right for ingress and egress along the private way known as Alumni Drive for all purposes in connection with the exercise of the within granted license.

The width of this license shall be 20 feet, measured either 10 feet on each side of the center line of the distribution lines as constructed, or, if less than 10 feet exists on either side to the nearest adjacent boundary line, measured 20 feet from the boundary line.

This license grants the right for guying/anchoring facilities outside the 20-foot strip, together with the right to lay, install, construct, reconstruct, operate, maintain, repair, replace and remove any service cables and related equipment extending to any buildings or structures on said land to provide electric or telephone service and/or communications and intelligence thereto.

This conveyance shall include the right of access across other land of the Grantor for all purposes in connection with the exercise of the within granted license; the right to excavate, trench, and backfill by men or machines and temporarily to place excavated earth and other material on adjacent land, provided that the land shall be restored by the Licensee to substantially the condition in which it was immediately prior to such excavation, trenching, and backfilling; the right to go upon adjoining on the Grantor's land when working on said lines and associated equipment; and the right to install temporary aboveground lines for temporary periods over and across said land of the Grantor to provide continuity of service thereon when only underground line rights are requested.

The Grantor for itself and its heirs, executors, administrators, successors and assigns, covenants and agrees that it will not erect or maintain, or permit to be erected or maintained, any building or structure of any kind or nature upon the land over said license and that it will not plant or permit to be planted any trees over said license.

Notwithstanding the foregoing, the Dover School District may terminate this License Agreement at any time by providing Licensee with three months prior written notice, unless an exigency exists requiring earlier termination, in which case written notice of termination shall be given the Licensee as soon as practicable. In the event of such termination by the Grantor, the actual documented costs to remove the Licensee's facilities from the license area shall be borne by the Grantor and if Grantor requires continued service to any improvements located on the Grantor's property which is subject to this license, Grantor shall be responsible for supplying new property rights to support such relocated facilities in locations that meet Licensee's engineering and policy requirements and Grantor shall bear the actual and documented costs of relocating such facilities.

Meaning and intending to describe and convey a revocable licenset over a portion of the premises described in Warranty Deed to City of Dover recorded at the Strafford County Registry of Deeds in Book 799, Page 249, Book 799, Page 251, Book 799, Page 253, Book 799, Page 255, Book 79, page 257, Book 1990, Page 513 and Book 3569 Page 422.

Upon completion of any materials or equipment pursuant to this License Agreement, and upon any modification to installed materials or equipment, Licensee shall provide to the Dover School District an unrecorded schematic showing the approximate location of any and all such installed materials or equipment.

This License Agreement shall be governed and construed in accordance with the laws of the State of New Hampshire.

Pursuant to RSA 72:23, I, Licensee agrees to pay all properly assessed current and potential real and personal property taxes for the portion of the City Property used, no later than the due date. Licensee is obligated by the foregoing to pay real and personal property taxes on structures or improvements owned by the Licensee. Failure of the Licensee to pay the duly assessed personal and real estate taxes when due shall be cause to terminate said License by the Dover School District.

Witness my hand this \_\_\_\_\_ day of \_\_\_\_\_, 2026.

**DOVER SCHOOL DISTRICT, for Itself and the City of Dover**

BY: \_\_\_\_\_  
Christine Boston, Superintendent

STATE/Commonwealth of \_\_\_\_\_  
County of \_\_\_\_\_, SS

On this \_\_\_\_\_ day of \_\_\_\_\_, 2026, personally appeared Christine Boston, Superintendent of Schools, known to me (or satisfactorily proven) to be the person whose name is subscribed to the foregoing instrument and acknowledged that she executed the same for the purposes contained herein.

My Commission expires: \_\_\_\_\_

Notary Seal:

\_\_\_\_\_  
Notary Public/Justice of the Peace  
Print Name: \_\_\_\_\_

July 9, 2026

Dear School Board colleagues,

I'm following up on the brief discussion that took place at last month's meeting regarding a student engagement survey. The biggest constraints to conducting student surveys appear to be prior authorization requirements and adequate sample size. If the survey restricts questions to academic engagement, I don't believe it would require prior authorization, based on current policy and law.<sup>1</sup> Without the need to gather prior authorization, the response rate should increase. I understand that response rate of 50%, ideally, 80%, of the grade level population would allow for a meaningful analysis.

Our existing sources of data—attendance data, chronic absenteeism, discipline data, course failure, achievement rates<sup>2</sup>—are measures of outcomes; the purpose of a student academic engagement survey would be to better understand students' experience of learning in their school (with a view to optimize their conditions of learning).

I have found an excellent survey, the Massachusetts Views of Climate and Learning (VOCAL) project, developed by the state Department of Education and used annually since 2018. Visit: <https://www.doe.mass.edu/research/vocal/default.html> for an abundance of information. I propose that we adapt it for use in Dover.

The VOCAL project surveys fourth, fifth, eighth, and tenth grade students. See the attached pdf for the specific survey questions per grade.

The VOCAL survey asks about both school climate and academics. Because it's not clear what "social behavior" in NH law means, questions about school climate—bullying, ethnic or language discrimination, general sense of safety, etc.—although

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<sup>1</sup>Policy 1LD states that prior authorization is necessary if a) federal funds are used. (I don't anticipate that that will be necessary; costs would largely be printing and staff/volunteer time. New Hampshire law (RSA 186:11 IX-d requires prior authorization for any survey questions concerning a student's:

- social behavior;
- family life;
- religion;
- politics;
- sexual orientation;
- sexual activity;
- drug use;
- or any other information not related to a student's academics.

<sup>2</sup> The NH youth risk behavior survey 2023 does not provide city or district level data.

highly relevant, might not meet NH law. Student responses about school climate may not be feasible here. But questions about academics would not require parental approval.

The attached pdf contains all the Massachusetts survey questions; questions for grades 4 and 5 are essentially identical, as are surveys for grades 8 and 10. Would you please review the attached questions and be prepared to discuss this idea at our next meeting? If time is an issue, please review the grade 8/ grade 10 questions.

Thank you for your attention.

Liz Goldman, Ward 2

## VIEWS OF CLIMATE AND LEARNING (VOCAL) SURVEY

**Grade 4**

### DIRECTIONS

This questionnaire asks about what it's like to be a student in your school. Students helped develop this questionnaire. There are **no right or wrong** answers. Your teachers and principal will **not see your answers**; your answers will be combined with those of your classmates. Your school will use these combined answers to better understand what school life is like for students.

When you read each statement, **think about the last 30 days in your school**. Please **answer honestly** so your school knows how you really feel about your school.

**Please ask your test administrator for help if you are not sure where or how to mark your answers to these questions. You may also ask for help if you are unable to read a question.**

Think of the last 30 days in school.		Always true	Mostly true	Mostly untrue	Never true
1.	Teachers support (help) students who come to class upset.	A	B	C	D
2.	My classwork is hard but not too hard.	A	B	C	D
3.	I feel safe at our school.	A	B	C	D
4.	When I am stuck, my teachers want me to try again before they help me.	A	B	C	D
5.	My teachers care about me as a person.	A	B	C	D
6.	Teachers give students a chance to explain when they do something wrong.	A	B	C	D
7.	I have seen <b>more than one</b> fight at my school in the last month.	A	B	C	D
8.	Students respect each other in my school.	A	B	C	D

9.	Teachers <b>don't</b> let students tease each other.	A	B	C	D
10.	My teachers are proud of me when I work hard in school.	A	B	C	D
11.	In my school, groups of students tease or pick on one student.	A	B	C	D
12.	I get the chance to take part in school events (for example, science fairs, art or music shows).	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
13.	School rules are fair for all students.	A	B	C	D
14.	Adults working at this school treat <b>all</b> students with respect.	A	B	C	D
15.	In class, students help each other learn.	A	B	C	D
16.	My teachers will explain things in different ways until I understand.	A	B	C	D
17.	If I tell my teacher my classmate is being bullied, my teacher will help that person.	A	B	C	D
18.	I am happy to be at our school.	A	B	C	D
19.	Students help decide school rules.	A	B	C	D
20.	Students will help other students if they are upset.	A	B	C	D

21.	My teachers use my ideas to help my classmates learn.	A	B	C	D
22.	At our school, students learn to care about other students' feelings.	A	B	C	D
23.	My teachers ask me to share what I have learned in a lesson.	A	B	C	D
24.	Teachers, students, and the principal work together to stop bullying.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
25.	Teachers at this school accept me for who I am.	A	B	C	D
26.	I feel comfortable talking to my teacher(s) about something that is bothering me.	A	B	C	D
27.	In school, I learn how to manage (control) my feelings when I am upset.	A	B	C	D
28.	When I need help, my teachers use my interests to help me learn.	A	B	C	D
29.	Students at school try to stop bullying when they see it happening.	A	B	C	D
30.	My teachers support me even when my work is not my best.	A	B	C	D
31.	In my school, older students scare or pick on younger students.	A	B	C	D

32.	When I am home, I like to learn more about the things we are learning in school.	A	B	C	D
33.	Students like to have friends who are different from themselves (for example, boys and girls, rich and poor, or classmates of different colors).	A	B	C	D
34.	I have been hit by other students <b>more than once</b> in school.	A	B	C	D
35.	Students at my school get along well with each other.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
36.	My teachers help me succeed with my schoolwork when I need help.	A	B	C	D
37.	My classmates behave the way my teachers want them to.	A	B	C	D
38.	I read books <b>in class</b> that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods).	A	B	C	D
39.	My teachers have taught me about what to do if I am bullied.	A	B	C	D
40.	My teachers will first try to help students who break class rules, instead of punishing them.	A	B	C	D
41.	In my classes, students teach each other how they solved a problem.	A	B	C	D

42.	In my classes, it is OK for me to suggest other ways to do my work.	A	B	C	D
43.	Students plan and work on group projects that solve real problems.	A	B	C	D
44.	In my classes, students work well together in groups.	A	B	C	D
45.	Teachers go over my work with me so I can improve it.	A	B	C	D
46.	I feel safe sharing my feelings in class.	A	B	C	D

Thank you for sharing your thoughts and views through this student questionnaire. Your information can help your school make classrooms safe and caring, so all students can learn. If you would like to speak with someone about this questionnaire, we encourage you to reach out to a family member and/or guidance counselor, teacher, principal, or other adult in the school.

## VIEWS OF CLIMATE AND LEARNING (VOCAL) SURVEY

**Grade 5**

### DIRECTIONS

This questionnaire asks about what it's like to be a student in your school. Students helped develop these questions. There are **no right or wrong** answers. Your teachers and principal will **not see your answers**; your answers will be added to those of your classmates. Your school will use these combined answers to better understand what school life is like for students.

When you read each statement, **think about the last 30 days in your school**. Please **answer honestly** so your school knows how you really feel about your school.

**Please ask your test administrator for help if you are not sure where or how to mark your answers to these questions. You may also ask for help if you are unable to read a question.**

Think of the last 30 days in school.		Always true	Mostly true	Mostly <u>un</u> true	Never true
1.	Teachers support (help) students who come to class upset.	A	B	C	D
2.	My classwork is hard but not too hard.	A	B	C	D
3.	I feel safe at our school.	A	B	C	D
4.	When I am stuck, my teachers want me to try again before they help me.	A	B	C	D
5.	My teachers care about me as a person.	A	B	C	D
Think of the last 30 days in school.		Always true	Mostly true	Mostly <u>un</u> true	Never true
6.	Teachers give students a chance to explain their behavior when they do something wrong.	A	B	C	D
7.	I have seen <b>more than one</b> fight at my school in the last month.	A	B	C	D
8.	Students respect each other in my school.	A	B	C	D
9.	Teachers <b>don't</b> let students tease each other.	A	B	C	D

10.	My teachers are proud of me when I work hard in school.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
11.	In my school, groups of students tease or pick on one student.	A	B	C	D
12.	I get the chance to take part in school events (for example, science fairs, art or music shows).	A	B	C	D
13.	School rules are fair for all students.	A	B	C	D
14.	Adults working at this school treat <b>all</b> students with respect.	A	B	C	D
15.	Students help each other learn without having to be asked by the teacher.	A	B	C	D
16.	My teachers will explain things in different ways until I understand.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
17.	If I tell a teacher or other adult at school that someone is being bullied, the teacher/adult will do something to help.	A	B	C	D
18.	I am happy to be at our school.	A	B	C	D
19.	Students have a voice in deciding school rules.	A	B	C	D
20.	Students will help other students if they are upset, even if they are not close friends.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>

21.	My teachers use my ideas to help my classmates learn.	A	B	C	D
22.	At our school, students learn to care about other students' feelings.	A	B	C	D
23.	My teachers ask me to share what I have learned in a lesson.	A	B	C	D
24.	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	A	B	C	D
25.	Teachers at this school accept me for who I am.	A	B	C	D
26.	I feel comfortable talking to my teacher(s) about something that is bothering me.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
27.	In school, I learn how to manage (control) my feelings when I am angry or upset.	A	B	C	D
28.	When I need help, my teachers use my interests to help me learn.	A	B	C	D
29.	Students at school try to stop bullying when they see it happening.	A	B	C	D
30.	My teachers support me even when my work is not my best.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
31.	In my school, older students scare or pick on younger students.	A	B	C	D
32.	When I am home, I like to learn more about the things we are learning in school.	A	B	C	D

33.	Students like to have friends who are different from themselves (for example, boys and girls, rich and poor, or classmates of different colors).	A	B	C	D
34.	I have been punched or shoved by other students <b>more than once</b> in the school or on the playground.	A	B	C	D
35.	Students at my school get along well with each other.	A	B	C	D
36.	My teachers help me succeed with my schoolwork when I need help.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
37.	My classmates behave the way my teachers want them to.	A	B	C	D
38.	I read books <b>in class</b> that include people who are similar to me (for example, we look the same, speak the same, or live in similar neighborhoods).	A	B	C	D
39.	In this class, other students take the time to listen to my ideas.	A	B	C	D
40.	My teachers will first try to help students who break class rules, instead of punishing them.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
41.	In my classes, students teach each other how they solved a problem.	A	B	C	D
42.	In my classes, it is OK for me to suggest other ways to do my work.	A	B	C	D
43.	Students plan and work on group projects that solve real-world (everyday) problems.	A	B	C	D
44.	In my classes, students work well together in groups.	A	B	C	D

45.	Teachers go over my work with me so I can improve it before it is graded.	A	B	C	D
46.	I feel safe sharing my feelings in class.	A	B	C	D

Thank you for sharing your thoughts and views through this student questionnaire. Your information can help your school make classrooms safe and caring, so all students can learn. If you would like to speak with someone about this questionnaire, we encourage you to reach out to a family member and/or guidance counselor, teacher, principal, or other adult in the school.

# VIEWS OF CLIMATE AND LEARNING (VOCAL) SURVEY

**Grade 8**

## DIRECTIONS

The MCAS questionnaire provides students with a voice on topics that are important to their education and learning environment.

- The first two questions on the questionnaire ask about your college and career plans.
- The remaining questions ask what it's like to be a student in your school environment.

### School Environment Questions

Students helped develop the questions about your school environment. There are **no right or wrong answers**. Your teachers and principal **will not see your answers**; your answers will be combined with those of your classmates. Your school will use these combined answers to better understand what school life is like for students.

When you read each statement, **think about the last 30 days in your school**. Please **answer honestly** so your school knows how you really feel about your school.

**Please ask your test administrator for help if you are not sure how to complete this questionnaire.**

- What are your plans after high school?
  - attend a four-year college
  - attend a two-year college
  - join the military
  - work full-time
  - other
  - I don't know.
- If you are **not** planning to attend a two- or four-year college, which of the following best describes your plans for future job training? (If you are planning to attend a two- or four-year college, skip this question.)
  - attend college sometime in the future for vocational training or credentialing
  - attend a post-secondary vocational school for more advanced training
  - on-the-job training
  - I do not plan to seek future job training.
  - I don't know.

VOCAL items begin: Think of the last 30 days in school.		Always true	Mostly true	Mostly <u>un</u> true	Never true
3.	Teachers support (help) students who come to class upset.	A	B	C	D
4.	My schoolwork is challenging (hard) but not too difficult.	A	B	C	D
5.	I have a choice in how I show my learning (e.g., write a paper, prepare a presentation, make a video).	A	B	C	D

6.	My teachers believe that <b>all</b> students can do well in their learning.	A	B	C	D
7.	Teachers are available when I need to talk with them.	A	B	C	D
8.	Teachers give students a chance to explain their behavior when they do something wrong.	A	B	C	D
9.	Students have spread rumors or lies about me <b>more than once</b> on social media.	A	B	C	D
10.	Students respect one another.	A	B	C	D
11.	Teachers <b>don't</b> let students pick on other students in class or in the hallways.	A	B	C	D
12.	My teachers are proud of me when I work hard in school.	A	B	C	D
13.	In my school, groups of students tease or pick on one student.	A	B	C	D
14.	In my classes, my teacher use students' interests to plan class activities.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly untrue</b>	<b>Never true</b>
15.	If I need help with my emotions (feelings), <b>effective</b> help is available at my school.	A	B	C	D
16.	Adults working at this school treat <b>all</b> students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.	A	B	C	D
17.	Students help each other learn without having to be asked by the teacher.	A	B	C	D
18.	Because I worry about my grades, it is hard for me to enjoy school.	A	B	C	D
19.	If I tell a teacher or other adult at school that someone is being bullied, the teacher/adult will do something to help.	A	B	C	D
20.	My textbooks or class materials include people and examples that reflect my race, cultural background and/or identity.	A	B	C	D

21.	Students have a voice in deciding school rules.	A	B	C	D
22.	Students will help other students if they are upset, even if they are not close friends.	A	B	C	D
23.	My teachers use my ideas to help my classmates learn.	A	B	C	D
24.	My teachers set high expectations for my work.	A	B	C	D
25.	Students at school damage and/or steal other students' property.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly untrue</b>	<b>Never true</b>
26.	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	A	B	C	D
27.	My teachers promote respect among students.	A	B	C	D
28.	In my school, bigger students taunt or pick on smaller students.	A	B	C	D
29.	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	A	B	C	D
30.	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual orientation.	A	B	C	D
31.	Students at school try to stop bullying when they see it happening.	A	B	C	D
32.	My teachers support me even when my work is not my best.	A	B	C	D
33.	Our school offers guidance to students on how to mediate (settle) conflicts (e.g., arguments, fights) by themselves.	A	B	C	D

34.	My classmates behave the way my teachers want them to.	A	B	C	D
35.	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex or sexual orientation).	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
36.	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	A	B	C	D
37.	I have seen students with weapons at our school.	A	B	C	D
38.	I have been called names or made fun of by other students <b>more than once</b> in school.	A	B	C	D
39.	My parents feel respected when they participate at our school (e.g., at parent-teacher conferences, open houses).	A	B	C	D
40.	School staff are consistent when enforcing rules in school.	A	B	C	D
41.	The things I am learning in school are relevant (important) to me.	A	B	C	D
42.	My teachers will first try to help (guide) students who break class rules, instead of punishing them.	A	B	C	D
43.	In my academic classes, students review each other's work and provide advice on how to improve it.	A	B	C	D
44.	In my classes, teachers use open-ended questions that make students think of many possible answers.	A	B	C	D
45.	In my academic classes, I work with groups of students who are from different backgrounds (for example, different races, cultures, family incomes, or religions, or students of a different sex, or sexual orientation).	A	B	C	D

46.	In at least two of my academic classes, students plan and work on projects that solve real-world problems.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
47.	In at least two of my academic classes, students are asked to teach a lesson or part of a lesson.	A	B	C	D

## VIEWS OF CLIMATE AND LEARNING (VOCAL) SURVEY

**Grade 10**

### DIRECTIONS

The MCAS questionnaire provides students with a voice on topics that are important to their education and learning environment.

- The first two questions on the questionnaire ask about your college and career plans.
- The remaining questions ask what it's like to be a student in your school environment

### School Environment Questions

Students helped develop the questions about your school environment. There are **no right or wrong answers**. Your teachers and principal **will not see your answers**; your answers will be combined with those of your classmates. Your school will use these combined answers to better understand what school life is like for students.

When you read each statement, **think about the last 30 days in your school**. Please **answer honestly** so your school knows how you really feel about your school.

**Please ask your test administrator for help if you are not sure how to complete this questionnaire.**

- What are your plans after high school?
  - attend a four-year college
  - attend a two-year college
  - join the military
  - work full-time
  - other
  - I don't know.
- If you are **not** planning to attend a two- or four-year college, which of the following best describes your plans for future job training? (If you are planning to attend a two- or four-year college, skip this question.)
  - attend college sometime in the future for vocational training or credentialing
  - attend a post-secondary vocational school for more advanced training
  - on-the-job training
  - I do not plan to seek future job training.
  - I don't know.

VOCAL items begin: Think of the last 30 days in school.		Always true	Mostly true	Mostly <u>un</u> true	Never true
3.	Teachers support (help) students who come to class upset.	A	B	C	D
4.	I feel as though I belong in my school community.	A	B	C	D
5.	My teachers inspire confidence in my ability to be ready for college or career.	A	B	C	D

6.	In at least two of my academic classes, I can work on assignments that interest me personally.	A	B	C	D
7.	Teachers are available when I need to talk with them.	A	B	C	D
8.	Teachers give students a chance to explain their behavior when they do something wrong.	A	B	C	D
9.	I feel welcome to participate in extra-curricular activities offered through my school, such as school clubs or organizations, musical groups, sports teams, or student council.	A	B	C	D
10.	Students respect one another.	A	B	C	D
11.	Teachers <b>don't</b> let students pick on other students in class or in the hallways.	A	B	C	D
12.	The consequences for the <b>same</b> inappropriate behavior (e.g., disrupting the class) are the same, no matter who the student is.	A	B	C	D
13.	In my school, groups of students tease or pick on one student.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly untrue</b>	<b>Never true</b>
14.	I have access to <b>effective</b> help at school if I am struggling emotionally or mentally.	A	B	C	D
15.	I have a group of friends I can rely on to help me when I feel down (sad).	A	B	C	D
16.	Adults working at this school treat <b>all</b> students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.	A	B	C	D
17.	Students help each other learn without having to be asked by the teacher.	A	B	C	D
18.	Because I worry about my grades, it is hard for me to enjoy school.	A	B	C	D

19.	If I tell a teacher or other adult at school that someone is being bullied, the teacher/adult will do something to help.	A	B	C	D
20.	Students are sexually harassed at my school (for example, bothered by unwanted touching and/or indecent name-calling).	A	B	C	D
21.	Students have a voice in deciding school rules.	A	B	C	D
22.	Within school, I am encouraged to take upper level courses (honors, AP).	A	B	C	D
23.	My teachers use my ideas to help my classmates learn.	A	B	C	D
24.	My teachers set high expectations for my work.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
25.	I have stayed at home (or avoided school) because I did not feel safe at my school.	A	B	C	D
26.	Teachers, students, and the principal work together in our school to prevent (stop) bullying.	A	B	C	D
27.	My teachers promote respect among students.	A	B	C	D
28.	I have been teased or picked on <b>more than once</b> because of my real or perceived (imagined) sexual orientation.	A	B	C	D
29.	The level of pressure I feel at school to perform well is unhealthy.	A	B	C	D
30.	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual orientation.	A	B	C	D
31.	Students at school try to stop bullying when they see it happening.	A	B	C	D
32.	My teachers support me even when my work is not my best.	A	B	C	D

33.	I have been teased or picked on <b>more than once</b> because of my race or ethnicity.	A	B	C	D
34.	Teachers ask students for feedback on their classroom instruction.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>
35.	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex, or sexual orientation).	A	B	C	D
36.	Adults at our school are respectful to student ideas even if the ideas expressed are different from their own.	A	B	C	D
37.	If I finish my work early, I have an opportunity to do more challenging work.	A	B	C	D
38.	The things I am learning in school are relevant (important) to me.	A	B	C	D
39.	Students with learning or physical difficulties are teased or picked on at my school.	A	B	C	D
40.	Students at school try to work out their problems with other students in a respectful way.	A	B	C	D
41.	In at least two of my academic classes, students are asked to teach a lesson or part of a lesson.	A	B	C	D
42.	My teachers will first try to help (guide) students who break class rules, instead of punishing them.	A	B	C	D
43.	In my academic classes, students review each other's work and provide advice on how to improve it.	A	B	C	D
44.	In my academic classes, I am asked to apply what I know to new types of complex tasks or problems.	A	B	C	D
<b>Think of the last 30 days in school.</b>		<b>Always true</b>	<b>Mostly true</b>	<b>Mostly <u>un</u>true</b>	<b>Never true</b>

45.	In my school, teachers focus on my understanding of the material and not on my grades.	A	B	C	D
46.	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	A	B	C	D
47.	In my school, students work on long-term group projects (more than one month in length) that they independently carry out.	A	B	C	D
48.	In my academic classes, students wrestle with problems that don't have an obvious answer.	A	B	C	D
49.	In my academic classes, there is a good balance between students having to master subject content and being able to explore topics that interest them.	A	B	C	D
50.	In my classes, mistakes or even failure on an assignment are viewed as an important part of our learning.	A	B	C	D

Thank you for sharing your experiences and opinions through this student questionnaire. The information you provided can help inform your school's efforts to create safe and supportive learning environments for all students. If you would like to speak with someone about the topics on this questionnaire, we encourage you to reach out to a family member and/or guidance counselor, teacher, principal, or other adult in the school.