



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #5
Meeting Location:	City Hall, Council Conference Room, 288 Central Ave, Dover NH 03820
Meeting Date:	Monday, May 11, 2020
Meeting Time:	7:00 pm

IN RESPONSE TO THE COVID-19 CORONAVIRUS, AND IN ACCORDANCE WITH RECOMMENDATIONS BY STATE AND FEDERAL HEALTH OFFICIALS LIMITING PUBLIC GATHERINGS, THE PUBLIC IS ENCOURAGED TO TEMPORARILY ACCESS PUBLIC MEETINGS REMOTELY, INCLUDING CABLE TELEVISION AND ONLINE STREAMING, AND SUBMIT COMMENTS FOR PUBLIC HEARINGS AND CITIZEN'S FORUM IN WRITING BY EMAIL: DoverSchoolBoard@dover.k12.nh.us OR POSTAL MAIL ADDRESSED TO: DOVER SCHOOL BOARD, 61 LOCUST STREET, SUITE 409, DOVER, NH 03820. THE PUBLIC MAY ALSO SUBMIT COMMENTS BY LEAVING A VOICE MESSAGE AT: 516-MEET (6338). PRECAUTIONS IN PUBLIC MEETING ROOMS WILL INCLUDE LIMITING THE NUMBER OF PEOPLE TO 10, THE USE OF OVERFLOW SPACE IF NECESSARY, AND THE REMOTE PARTICIPATION BY SOME BOARD MEMBERS.

A. CALL TO ORDER

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. AGENDA APPROVAL

E. CITIZENS' FORUM

F. APPROVAL OF MINUTES

1. Special Session, April 6, 2020
2. Regular Meeting #4, April 13, 2020
3. Special Session, April 22, 2020

G. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Wendy Nasberg / Teacher / WPS
 - b. Jeanette Rousseau / Admin Assistant / DMS
 - c. Catherine Essenhimer / School Psychologist / HSS
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
 - a. New Teacher Nominations
 - b. Annual Administration Nominations
 - c. Annual DTU Nominations
 - d. Spring Coaching Nominations
6. **Extended Travel (Student Trips):** None
7. **Donations:** May Donations

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS:



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

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1. JLCF – Student Wellness Policy, First Reading
2. GCBD - DAA Policy, First Reading
3. Heat Exhaustion Policy, First Reading

J. POLICY ADOPTION:

1. IHAMA – Teaching About Alcohol, Drugs, and Tobacco
2. JLCFA – Feminine Hygiene Products
3. JLDDB – Suicide Prevention and Response

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Youth Risk Behavior Survey Update
2. Annual Assurances: FY21 Program Assurances and FY21 School District General Assurances Approval
3. Assistant Coaching Stipend Approval
4. Dover Teachers Union, Memorandum of Agreement – Time Tracking Approval
5. Extended School Year/Summer School Update
6. Dover High School Graduation Approval
7. Transportation Contract Amendment Approval (Due to COVID-19)
8. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT’S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

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

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

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

From: Wendy Nasberg <w.nasberg@dover.k12.nh.us>

Sent: Friday, May 1, 2020 10:43 AM

To: Patrick Boodey <p.boodey@dover.k12.nh.us>

Subject: Retirement letter

Patrick,

This is my official notice that I will not be returning to Woodman Park for the 2020-2021 school year My last day will be the "last teacher day."

I have truly enjoyed working at WPS. I am going to miss everyone. I am so thankful to have had a job that I loved going to everyday.

Wendy

From: Jeanette Rousseau <j.rousseau@dover.k12.nh.us>
Sent: Tuesday, April 28, 2020 9:39 AM
To: William Harbron <w.harbron@dover.k12.nh.us>
Cc: Kimberly Lyndes <k.lyndes@dover.k12.nh.us>
Subject: Retiring

Dear Dr. Harbron,

I am writing to let you know I will be retiring at the end of this school year, I have enjoyed my years with Dover Middle School but it is time for me to spend time with my grand boys and travel some.

Thank You

Jeanette Rousseau
Admin Assistant
Dover Middle School

May 1, 2020

Re: Resignation

Dover School District
61 Locust Street #409
Dover, NH 03820

It is with deep sadness that I am writing this letter as I regret to inform you that I will not be renewing my contract with Dover next year. As I am excited to have the opportunity to relocate with my family, this sadly means I will be leaving a piece of my heart behind. I have been so fortunate and consider myself truly lucky to have called Dover my home for the last 2 and half years and to have worked with such amazing colleagues. I couldn't imagine where I would be without such an amazing community of staff, students and families and to have been supported by those invested in me. Dover was such a gift and one I will be forever thankful for.

Sincerely,

Cat Essenheimer, NCSP
School Psychologist

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

TO: **DOVER SCHOOL BOARD**

DATE: May 11, 2020

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 2019-2020 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Lewis, Audra	Librarian	Horne Street School	Linda Smart	\$66,906.00	MA+30, Step 13
Botterman, Jessica	Language Arts Teacher	Dover Middle School	Maryjo Smith-Paradis	\$63,682.00	MA, Step 13
Levesque, April	Occupational Therapist	District	Contracted Position	\$50,712.00	MA, Step 7

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

TO: DOVER SCHOOL BOARD

DATE: May 11, 2020

MEMORANDUM: Renomination of Administrators.

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

ELEMENTARY

Boodey, Patrick, WPS Principal
Brown, Gregory, WPS Dean of Students
Dunton, Elizabeth, GES Principal
Granfield, Brittany, HSS Dean of Students
Driscoll, Patricia, HSS Principal
Taylor, Moira, Elem Dean of Student Services

DOVER MIDDLE SCHOOL

Dube, Lindsay, Dean of Students
Lyndes, Kimberly, Principal
Patrick, Bruce, Dean of Students
Vadeboncoeur, Ada, Dean of Student Services

DOVER HIGH SCHOOL

Breault, Joan, Dean of Bellamy Academy
Driscoll, Peter, Principal
Madden, Linda, Dean of Student Services
Sherman, Emily, Dean of Instruction
Stephens, Kimberly, Dean of Students
Waldron, Thomas, Dean of Students

DISTRICT-WIDE

Boston, Christine, Asst. Superintendent for Student Services
Glynn, Paula, Asst. Superintendent for Teaching and Learning
Small, Abigail, Assistant Director of Student Support Services
Prosser, Christy, Director of Technology
Strand, Deanna, Dover Adult Learning Center Executive Director
Wotton, Peter, Athletics Director

**2020-2021 NOMINATIONS
for Professionals Engaged in Teaching and Educators**

TO: **DOVER SCHOOL BOARD**

DATE: May 11, 2020

MEMORANDUM: Re-nomination of Professionals Engaged in Teaching and Educators

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2020-2021 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

ALTERNATIVE HIGH SCHOOL:

BECK, BRIAN
COCO, STEVEN
DIEHL, HILARY KELLER
EVANS, SCOTT
MAILLETTE, MIKAYLA

DOVER HIGH SCHOOL:

ARGIROPOLIS, JOHN
AUSTIN, KEITH
BOLASH, ANTHONY*
BONELLO, JESSICA
BUTKA, JAMES
CANCELIERI, BETHANN
CARMODY, CHRISTIAN
CARVER, JOHN
CARVILLE, BRITTANY
CHASE, ANDREW
CHURCHILL, HEATH
CIOTTI, ROBERT
COMEAU, STEVEN
CONNELLY, JENNIFER
COTE, KYLE
COX, DEBORAH
CRETEAU, JAY
CUNNINGHAM,
HANNAH
DEMATTEO, STEPHANIE
DETROIA, LYNDSY
DONLON, RICHARD
TYLER
DUPRAT, SCOTT
EGBERT, ELIZABETH
ELLIOTT, TIMOTHY
ENDRIZZI, MATTHEW
FABBRI, HEATHER
FENNESSY, MATTHEW
FONTAINE, KATHYRN
FRANK-BERCHULSKI,
DONNA
FREEAR-MOTOR, KATE
GAMBLE, THOMAS
GEORGE, CHRISTINA
GOODMAN, ERIC
GRANDE, GREGORY
GREEN, KATHERINE
HALL, CANDACE
HAMBROOK, COREY
HAMILTON, JONATHAN
HAMLIN, ANNE
HIPPERN, MARY JEAN

HOCKING, LESLEY
HOPE, MELISSA
HOUGH, CARRIE
HOWARD, AARON
KALWAY, NATHAN
KELLY, KIM
KENNEDY, SHAWN
KONTOS, FRANCINE
LAGRUA, MAUREEN
LAHAISE, TAYLER
LAUZE, NIKOLL
LECLERC, KRISTINE
LEE, AMANDA
LITTLE, SALLY
LITTLE, SAMUEL
MACDONALD,
SAMANTHA
MACK, DANIEL
MARTIN, MARGO
MAURAS, SARA
MCCANN, CHRISTOPHER
MCCARRON-STEWART,
SARAH
MCGRATH, CAITLIN
MCKENZIE, DAVID
MERSEREAU, MARJORIE
MINASSIAN, DEBORAH
MOLL, LAUREN
MOTA, ASHLEY
MULLIGAN, JEREMIAH
MYERS, CHRISTINE
O'MAHONY, JOHN
O'NEIL, ELIZABETH
OSBON, KENNETH
OUMETTE, TARA
PAGNOTTA, JUSTIN
PARSONT, JENNIFER
PIATTI, NICHOLAS
PIATTI, SARAH
PIERSON, ANN
PIETRO, BIANCA
POIRIER, AMY
REBROVICH, KATIE
REPUCCI, BROOKE
RICHMOND III, PHILIP
RING, JUDITH
ROY, LISA
ROYALTY, SAMANTHA
RUSSO, MICHAEL
SALMONSEN, ERIC
SCHLAPAK, ERIC

SCHULTZ, LAUREN
SCHWARTZ, CAROLYN
SEEKAMP, PETER
SPENCE HEBERT, JESSICA
SPENCER, KATHERINE
ST.CYR, ELIZABETH
ST. PIERRE, BAYLEE
STANCEL, MARY-
KATHERINE
STEGMAN, SUSAN
STEINGER, SUZANNE
STEWART, BENJAMIN
STEWART, CHRISTINE
TAYLOR, CHRISTOPHER
TAYLOR, LIZABETH
TURNER, ERIC
VEIT, KAREN
WASON, DONALD
WEBSTER, KATRINA
WELSH, HANNAH
WELSH, THOMAS
WENDORF, HOLLY
WHITWORTH, KRISTIN
WILLIAMS, KERRIE
WITHAM, NICOLE

DOVER MIDDLE SCHOOL:

ALLEN, LESLEY
ALLEN, MATTHEW
BELAKONIS, JOSEPH
BICKFORD, TRAVIS
BIRD, DEANNA
BOUCHER, SARAH
BRICKLEY, JILLIAN
BROWN, PATRICIA
BURT, ANDREA
BUSHKIN, TINA
CALHOUN, MARY
CLARK, JESSICA
CLARK, JOHN
CONRAD, KIMBERLY
COOK, SHEA
COPLEY, DENISE
DAYNARD, KELLY
DEAN, RORY
DIBELLO, GEOFFREY
DILLINGHAM, LISA
DROESCH, JOSHUA
EATON-CORBIN, HOLLY
EICH, ROBIN
GAGNE, STACY

NOTE: All nominations are pending completion of teacher license renewal. Names with an "*" indicate that the nomination is pending certification.

2020-2021 NOMINATIONS for Professionals Engaged in Teaching and Educators

GARDELLA, JO-ANN
GILBERT, DONNA
GORSKI, JENNIFER
HAUST, JOHANNA
HERGOTT, LISA
HINKLEY, AMIE
HORVATH, ANNE-MARIE
INSANALLY, NICOLE
JACOBS, DEBORAH
JANELLE, TRACY
JOHNSON, MATTHEW
KANIA, JUSTYNA
KATZ, RHONDA
KESSLER, HOLLY
KRANS, JENNIFER
KRAUSS, AIMEE
LEAF, JEFFREY
LEBLANC, MATTHEW
LEVIN, STEPANIE
LEWIS, KASEY
LIPINSKI, TAYLOR
LYNCH, BARBARA
MANHA, SUSAN
MCGARTY, CHRISTINA
MCLEAN-MILLER,
STEPHANIE
MEFFEN, FRANCES
MEHALIK, SIOBHAN
MONE, JENNIFER
MONTEIRO, TEREZA
MOWATT, ASHLEY
MULQUEEN, PATRICIA
NASH, LISA
NELSON, DANIELLE
NEVINS, KELLY
NICHOLS, LAUREN
NYLANDER, ELIZABETH
PAIGE, ASHLEY
PAIVA, JAMES
PETERSON, CHRISTIAN
POWERS, SHERYL
PUERTAS, ANNA
RAGAZZO, LARISSA
RITROSKY, ALISON
RUSSELL, CARRIE
SCHULTEN, KATHERINE
SCHWARTZ, BENJAMIN
SHANNON, MARK
SIMONDS, COURTNEY
STEIN, MELISSA
TAIPAN, LISA
TENUTA, JOSEPH
TOTA, MADELINE
TOURIGNY, SARAH
TROMBA, DAVID
VAIL, MEREDITH
VAUGHAM, NANETTE
WINDERS, RUTH
WISNIEWSKI, JASON
WONS, PETER
WOTTON, KATHY
WYETH, LINDA
YUVA, RAMONA

GARRISON ELEMENTARY SCHOOL:

ARGUIN, KRYSTA
BAUER, LEIGHANN
BOLES, JOSEPH
COLARUSSO, NANCY
COTTER, REBECCA
CUSHING-LONG, ALANA
DANIELS, JUDITH
DAVIDSON, HEATHER
DEJESUS, LESLIE
DUBE, MONICA
DUTTA, DOLON CHAMPA
GAGNON, ERICA
GLASER-TAYLOR, KIM
GROSS, JOCELYN
HILL, RACHEL
KENT, HAZEL
KNOWLTON, JESSICA
LANGER, ELAINE
LAPLUME, KELSEY
LUPI, KATHY
MATZ, KERSTIN
MAYHEW, MEGHAN
MCKENNEY, TAYLOR
MINEROWICZ, MARCIA
MURPHY, ERIN
PERKINS, NICOLE
ROMPS, MICHAEL
SCHLAPAK, SUSAN
SILBERBERG, VALERIE
STEVENS, HEIDI
THOMAS, DEVENN
TUCCI, EMILY
VETTER, MEGHAN
WHITE, NICOLE

HORNE STREET SCHOOL:

BEAUDRY, DANIELLE
BEAUREGARD, AMY
BERNARD, TORY
BREEN, BETSY
BROWN, SHERRI
BUCKINGHAM,
MARGARET
CALABRESE, DEBORAH
CASSIDY-KETCHEN,
KAYLEIGH
CIMINO, KRISTEN
COTE, JILLIAN
DAVIS, PAIGE
DELLORUSSO, MEGAN
DINWOODIE, CHELSEY
DRYSDALE, ROSEANNA
DUBE, KIMBERLY
DUNHAM, KRISTEN
DUNN, MEAGHAN
GEARY, KAITLYN
HAYNES, KATHERINE
HOWELL, LAUREL
KNOX, JAALYN
LAFRANCE, LAURA
LAYTON, MEGHAN
LEBLANC, ANNIE
LEONE, REBECCA

LONG, LINDA
MONTECALVO, ALLISON
MOORE, SUSAN
NADEAU, KAREN
NELSON, LYNDIA
NICOLELLA, M. TERESE
O'GARA, LILY
PIKE, KERRI
SANBORN, ALISA
SAWYER, VALERIE
SESSLER, COURTNEY
SIEBERSMA, KERRY
SINCLAIR, ANNA
THEIL, SAMANTHA
WEST, C. PATRICK
WHITE, ELIZABETH

SPECIAL EDUCATION OFFICE: HELM, ERICA**

SAU OFFICE:

HEMPHILL, KILEY
NARY, DEBORA
TROMBA, JACQUELINE

WOODMAN PARK SCHOOL:

AVERY, ABIGAIL
BICK, JESSICA
BLOUGH, NATALIE
BRENEMAN, DIANNA
CLOUGH, JULIE
COLLINS, BRIANA
CORBIN, ALEXIS
COTE, KELLY
DEVINE, MARYPAT
DUFFY, CAITLIN
EASTMAN, APRIL
FEDYSCHYN, ABIGAIL
FINN, CAROL
FREDRICKSON, JILL
GODDU, EMILY
GORSKI, KATIE
JACKSON, CHRISTINE
KOZLOWSKI, CHRISTINE
LACHANCE, CALLA
LACHANCE, JESSICA
LAJOIE, BRIELLE
LAPIERRE, SARAH
LISBON, CRYSTAL
LOTHROP, GRETHEN
MAHAN, AMY
MALLET, MARA
MARDEN, ALIAH
MARSHALL, ERIN
MCKANE, CHALAGNE
MORRISON, JENNIFER
NELSON, ALLISON
NORRIS, ELIZABETH
PACHA-SUCHARZEWSKI,
ELIZABETH
ROBERTO, CONLEY
ROUX, JEREMY
RULAND, DEANNA
SEARS, JILL
SHILL, KARLI

NOTE: All nominations are pending completion of teacher license renewal. Names with an “*” indicate that the nomination is pending certification.

**2020-2021 NOMINATIONS
for Professionals Engaged in Teaching and Educators**

SIMKO, LISA
SORIS, BARBARA
THERIAULT, KATHRYN
VELAZQUEZ, DAVID
WIDERSTROM, KATIE
ZITTA, MICHELLE

PRESCHOOL:

BOUCHER, SHARON
CARTER, LISA
LAROCHELLE,
ALLYSON
MCCARTHY, JENNIFER

NOTE: All nominations are pending completion of teacher license renewal. Names with an “*” indicate that the nomination is pending certification.

Recommendations

To: Dr. William Harbron
 From: Peter Wotton
 Re: Spring Coaching Recommendations
 Date: April 27, 2020
 Cc: Peter Driscoll

Below are the individuals who would have been recommended for Spring Coaching positions at DHS and DMS for the 2020 Spring Sports Season. The Track and Field Position typically has two head coaching stipend amounts and one assistant amount, but we had discussed that the two individuals who I recommend below were not interested (nor were they necessarily prepared) for one of the Head Track and Field Positions.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
Varsity Baseball	John Carver	\$4214.75	Scott Lucius
<i>JV Baseball</i>	<i>Scott Lucius</i>	<i>\$2712.10</i>	Tim McCoy
Varsity Softball	Chris Caswell	\$4214.75	Tim Dudley
<i>JV Softball</i>	<i>Joe Marasca</i>	<i>\$2712.10</i>	
Boys Var Lacrosse	Liam Murphy	\$3005.30	
<i>Boys JV Lacrosse</i>	<i>Neal Stacy</i>	<i>\$1979.10</i>	
Girls Var. Lacrosse	Amanda Lee	\$3005.30	
<i>Girls JV Lacrosse</i>	<i>Don Wason</i>	<i>\$1979.10</i>	Kerri Williams
Boys Tennis	Brian Beck	\$2455.55	
Girls Tennis	Dan Casey	\$2455.55	
DHS G Head Track	Nick Piatti	\$4214.75	
<i>DHS B Head Track</i>	<i>Kara Strohecker</i>	<i>\$2492.20</i>	Jeff Morretti
<i>DHS B/G Ass't Track</i>	<i>Christen Wilhelm</i>	<i>\$2492.20</i>	
<i>DMS Head Track</i>	<i>Laura Towle</i>	<i>\$2492.20</i>	
<i>DMS Asst Track</i>	<i>Kaylee Towle</i>	<i>\$1575.95</i>	
DMS Baseball	**Not Filled**	\$500	Jack Meffen

Please contact me with questions or concerns.

**Donation Request List for Approval
May 11, 2020 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
GES	US Fish and Wildlife Partners for Fish and Wildlife Program Grant Program	\$1,750.00	Grant Funds	Schoolyard Habitat for GES

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STUDENT WELLNESS POLICY

Wellness Policy - Nutrition and Physical Activity Components

First Reading

The Board recognizes that wellness comprises physical, social, emotional, and academic health. Proper nutrition and developmentally appropriate physical activity are important ways of promoting healthy lifestyles, minimizing childhood obesity, and preventing other diet-related chronic diseases. Furthermore, health and student success are inter-related. The Board therefore maintains the goal that the District will foster a learning environment that helps students attain knowledge and habits that promote wellness. As part of the program, students will be given opportunities to gain the knowledge, skills, behavior, and motivation needed to be physically active for life through daily activity offerings such as recess periods, physical education classes, walking programs, the integration of physical activity into the academic curriculum, and after-school programs including intramurals, interscholastic athletics, and physical activity clubs. The Board directs the building principals to encourage student physical activity on a daily basis.

All foods available on school grounds and at school-sponsored activities will meet or exceed the district's nutrition standards. Under no circumstances will such standards be less restrictive than the regulations and guidance issued by the US Secretary of Agriculture as applicable to schools. Schools in the district will offer food choices that are nutrient dense, have low fat and low sugar content, are of a moderate portion size, and include a variety of fruits and vegetables. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging. These nutrition guidelines apply to the school lunch and breakfast program, and foods and beverages sold in vending machines, snack bars, and school stores. Food provided at parties, celebrations, and meetings during the school day, and as part of in-school District fundraising activities also falls under the purview of this policy.

The Board directs the Superintendent or his/her designee to develop procedures to implement this policy based on the recommendations of the Wellness Advisory Committee and in compliance with national and statewide nutritional guidelines.

A district-wide Wellness Advisory Committee will be maintained to assess the nutrition and physical activity environment throughout the district and making recommendations to the Board for a comprehensive wellness program. The committee will consist of representation from parents, students, the school's food service program, school nurses and wellness educators, the School Board, administration, and the public. Program implementation will be monitored and progress evaluated, with an annual report to the Board. The Wellness Advisory Committee will meet quarterly for updates on how effective the policies we have in place are working, and to make recommendations for improvements, and changes that need to be made. The meetings will be organized and facilitated by the District Business Administrator.

Student Wellness Policy Guidelines

Promoting wellness in the Dover School District requires a cooperative effort among administrators, faculty, students, parents, and the community at large. Part of this effort will come from the voluntary actions of the school community. Community members who maintain healthy lifestyles, share their knowledge, and encourage others to

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~~emulate their habits can promote wellness in the whole school community. To further facilitate the goal of wellness, however, the District Schools should meet the following guidelines:~~

~~1. Nutrition Education~~

- ~~• Lessons on nutrition and healthy eating will be incorporated into the curriculum at all grade levels.~~
- ~~• The Food Service Director and the Curriculum Director will meet at least semi-annually to discuss ways that Food Services can assist with and complement nutrition education elements in the curriculum at all levels.~~

~~2. The School Meals Program will provide balanced meal choices~~

- ~~• In accordance with State and USDA Guidelines.~~
- ~~• In accordance with the food services vendor's contract.~~

~~3. Wellness and discipline~~

- ~~• Food will not be used as a reward or punishment unless specified in a student's IEP or behavior plan~~
- ~~• Students will not be denied recess as punishment.~~

~~4. Promoting healthy lifestyles~~

- ~~• Snacks offered during or after school, whether by the District Food Service or by extra-curricular programs, should meet State health and nutrition guidelines emphasize fruits and vegetables as the primary snack, and milk or water as the primary beverage.~~
- ~~• Parties and Celebrations

 - ~~○ The building principal will authorize any seasonal celebrations.~~
 - ~~○ Classrooms will have at most one celebration for all the birthdays occurring in a given month.~~
 - ~~○ Teachers and staff will encourage parents to provide healthy snacks.~~
 - ~~○ During celebrations, adults will be responsible for limiting the number of sweet items children have.~~~~
- ~~• The Dover School District will make available a list of healthful snack products to teachers, after-school program coordinators, and parents. This list will be updated annually and posted on the District's website. See Attachments A and B.~~
- ~~• Foods and beverages offered in school stores and vending machines accessible to students will be consistent with the State Vending Guidelines~~

~~5. Physical activity~~

- ~~• Opportunities for physical activities in addition to PE class should be provided to students.~~
- ~~• The school will communicate with parents about opportunities to provide children with after school physical activities.~~
- ~~• The school will work with parent teacher groups to sponsor physical activities such as walk-to-school or bike-to-school days.~~

~~6. Fund-raising and food.~~

- ~~• Organizations and classes should not use the sale of food as a primary means of fund-raising~~
- ~~• All fund-raising activities must be approved by the building principal.~~

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7. Monitoring and Reporting

- ~~• The School Wellness Policy will be reviewed annually by the committee and updated as necessary~~
- ~~• Resulting reviews and updates will be reported to the School Board.~~
- ~~• The 2012-2013 Wellness committee will establish monitoring and reporting procedures to assure compliance with N.H. D.O.E Technical Advisory 21~~

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(NOTE: Table of Contents page numbers will be adjusted upon approval)

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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 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 public 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;
- 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.

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 Dover School District 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 10th grade year and through the first semester of their 12th grade year. 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:

- Classroom Health education will complement physical education by reinforcing the knowledge and self-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-8 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, including boys, girls, students with disabilities, and students with special health-care needs.

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 Healthy Schools Coalition. 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, celebrations 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;
- 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.

Meal Times 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 10:30am and 1:30pm;
- 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; 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 nutritional standards established by the NH Dept of Education School Food and Nutrition Services Standards (2011) and based upon the 2010 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 7am – 4pm will meet or exceed the NH Dept of Education School Food and Nutrition Services Standards (2011).

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.

Foods: A food item sold individually will meet the NH Dept of Education School Food and Nutrition Services Standards (2011) 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 serving 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.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess, if and when, to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

The district will make available a list of healthful snack items to teachers, after-school program personnel, and parents.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

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

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 ~~should be discussed with the school nurse prior to the event.~~ 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. ~~Each school will establish guidelines for food served at celebrations.~~

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 services 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.

WILL NEED TO INSERT LIST OF ALTERNATIVE BIRTHDAY CELEBRATION IDEAS!

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 (7am to 4pm) 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 Services 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 #2: Nutrition Guidelines for Meals*. Foods should be served with consideration toward variety, appeal, taste, safety, 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 handled by the Food Service Provider and designated food service personnel. 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 ORCSD Dover School District website, at each school main office, from the school nurse, 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, employees to the important benefits of a healthy lifestyle. The district shall offer nutrition education to the community.

Fundraising Activities

School sponsored fundraising activities (direct Dover School District affiliation) should avoid using food items that do not meet nutrition and portion size standards. Schools will encourage and aspire to promoting fundraising activities that promote physical activity.

Physical Activity and Discipline

Physical activity and the teaching thereof will be done to encourage and foster a healthy attitude toward exercise. Teachers and other school and community personnel will not use physical activity as punishment (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education). Safety concerns and education plans will be taken into consideration in modifying opportunities for physical activity.

Communications with Parents

The Dover School District will provide information to parents 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 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 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).

The Dover School District Wellness Committee will develop and offer strategies for parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating both in school and at home.

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 his/her school and will report on the school's compliance to the school district superintendent or designee.

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 our 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 his/her 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.

Community Involvement

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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RULES AND REGULATIONS IN THE APPLICATION OF ADMINISTRATIVE PERSONNEL POLICIES AND SALARY SCHEDULES

The following rules and regulations will govern the application of personnel policies for administrative personnel in the Dover public schools.

RECOGNITION:

The Dover School Board recognizes the administrative personnel as including the principals, deans, (this includes elementary deans, middle school deans, high school deans, dean of the alternative school, and the assistant director of student services), career technical center director, and athletics and physical education director, who will be referred to throughout this document as administrative personnel. The administrative group is professionally responsible for the operation of the school system and is considered an integral part of the system in its relationship with the Dover School Board.

EVALUATIONS:

It is agreed and understood that prior to July 1 of each year hereafter, the administrator shall have been evaluated as to his/her professional service by appropriate certified personnel, and be given a copy of said evaluation that shall contain a provision allowing written comment by the administrator. A conference shall be held with the administrator to discuss the evaluation, and the administrator shall be given a full and complete opportunity to correct and improve upon any designated deficiencies within the next year following the evaluation. Should the administrator not be evaluated as required herein, the administrator's efforts and professional services shall be deemed conclusively to be at least satisfactory in all respects and for all purposes.

ABSENCE REPORTING:

A record of leave will be submitted via Aesop (or other software as dictated by the District) for days not worked to include non-contract, sick, vacation, and professional leave for all administrative personnel recognized by this policy.

BENEFITS:

Administrative personnel will receive any and all benefits pertaining to other groups of personnel in the Dover school system. Administrators hired after July 1 will receive these benefits on a prorated basis. These benefits include, but are not limited to, the following:

1. Professional Incentive Compensation

Administrative personnel in degree-granting programs will be reimbursed up to the in-state UNH degree credit tuition costs with a limit of sixteen (16) credits per calendar year, while maintaining a grade of "B" or better. Administrative personnel enrolled in a course directly related to the individual's area of administrative responsibility, but who are not enrolled in a

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prescribed curriculum, will be reimbursed up to the UNH tuition costs up to eight (8) credits per year, while maintaining a grade of "B" or better. Course reimbursement will be paid only if taken in a New England state authorized program or other nationally accredited college or university. Foreign institutions will be evaluated based on credentials supplied to the superintendent prior to attendance. Any administrator wishing to access this reimbursement must notify appropriate SAU personnel of his/her intentions by November 1st of the preceding fiscal year so that proper budgeting can take place.

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The Dover School Board will contribute toward the cost of professional dues for administrative personnel upon presentation of membership to the superintendent and if funds have been budgeted and are available.

2. Sick Leave

All administrative personnel shall receive eighteen (18) days sick leave with pay for personal illness for each year of service in the Dover school system cumulative to two hundred seventy-five (275) days. Individuals may be asked for confirmation of an illness by a physician for seven (7) or more incidents of sick leave use in any school year.

Up to five (5) sick days per school year may be used by an administrator for the purpose of caring for a sick child, or upon approval of the Superintendent, for a different member of the employee's family who is sick.

Sick Leave Bank

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1. Each covered employee under this Agreement may donate up to two (2) days of accumulated sick leave each year by December 30th. All days donated to the sick leave bank shall be allowed to carry over from year to year. Any covered employee who contributes to the sick bank may borrow sick days from this bank based upon the following formula:

a. Zero to one year of service in this system, 15 days additional sick leave; b. one to two years of service in this system, up to 30 days additional sick leave; c. Two or more years or more of service in this system, up to 45 days additional sick leave.

2. The basic criteria for applying for and using sick leave from this bank shall be:

a. The covered employee's accumulated sick and personal leave shall have been exhausted; b. The covered employee shall have been involved in a major operation, or a serious and prolonged illness; c. If the covered employee's sick and personal leave have been exhausted, sick bank days may be applied for to act as a bridge between the date exhausted and June 30th of the same school year; d. The days borrowed by the covered employee shall be paid back by the borrowing employee at a rate of not less than six (6) days per year, except that days previously donated by the covered employee would be subtracted from the days borrowed.

3. Application for use of the Sick Leave Bank shall be made to an Association-designated committee of three (3) administrative personnel for evaluation and disposition based upon reasonable rules

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[and regulations adopted by the Association to administer this benefit. The decision of the Association committee to approve use of the Sick Leave Bank shall be communicated in writing to the Superintendent for record-keeping purposes. It shall also be the responsibility of the Association to communicate in writing to the Superintendent's Office the names of employees contributing to the Sick Leave Bank.](#)

3. Personal/Emergency Leave

Administrative personnel may request up to a total of five (5) days personal/emergency leave in a given school year without loss of salary. Such leave shall require the prior approval of the superintendent. In cases where the reasons are of a highly personal nature, prior notification shall be given, indicating that the reasons are personal with only such justification as is necessary to provide the superintendent with adequate cause to grant the request. Non-scheduled emergency leaves shall be supported in writing as soon after the fact as possible.

4. Funeral Leave

Pay shall not be deducted for up to five (5) days of absence related to the death of a member of the administrator's immediate family, defined as spouse, child, parent, or sister or brother residing in the household. Such leave shall be granted for up to three days for the death of a sister, brother, sister-in-law, brother-in-law, daughter-in-law, son-in-law, parent-in-law, or of a relative living in the household. Such leave shall also be granted for one day for the death of a grandparent, aunt, uncle, or close personal friend if approved by the superintendent.

5. Military Leave

Military leave shall be granted to any administrator who is inducted or called to active duty in any branch of the armed forces of the United States. For the period of said call to active duty, said administrator will be compensated by the District paying the difference between their school district salary and their annualized military salary. Upon return from such leave, an administrator will be placed on the salary schedule at the level which the administrator would have achieved had the administrator remained actively employed in the system during the period of the absence. Salary scale growth limit is equal to the period of original induction or period of call to active duty.

6. Jury Leave

Administrative personnel on jury duty shall be entitled to pay differential and continued benefits while fulfilling this duty.

7. Parental Leave

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An administrator who is pregnant shall be entitled, without pay or salary schedule growth, upon request, to a leave to begin at any time between the commencement of her pregnancy and one (1) school year after the child is born. Except in cases of emergency the administrator shall give at least thirty (30) days' notice prior to the date on which her leave is scheduled to begin. An administrator who is pregnant may continue in active employment as late into her pregnancy as she desires, provided she is able to perform her required administrative duties.

A male administrator may be entitled, upon request, to a parental leave to begin at any time between the birth of his child and one (1) school year thereafter.

An administrator adopting an infant (birth to first birthday) child may be granted a parental leave at any time after the date of the adoption and may continue the leave for up to one (1) school year after the adoption. Such leave may commence upon the administrator's receiving de facto custody of the infant, or up to three (3) months earlier if necessary to fulfill the requirements for adoption.

Parental leaves will not exceed one year in duration, and an administrator on parental leave must notify the superintendent in writing of his or her intent to return to work by March 1, preceding the beginning of the school year.

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8. Extended Leave

Administrators may request an unpaid extended leave of absence which shall be granted at the discretion of the superintendent and School Board for any of the following reasons:

- a. to pursue academic studies
- b. to accept a position with the Peace Corps, Vista, or a similar governmental agency
- c. for prolonged illness, needed rest, necessities of the home, professional improvement, or any other activity which would benefit the Dover school system

Upon return from an extended leave of absence administrative personnel shall be assigned to the same or a substantially equivalent position. All benefits to which the administrator was entitled at the time of the leave, including accumulated sick leave, shall be restored upon return.

9. Inclement Weather

When school is closed due to inclement weather, with the approval of the Superintendent, administrators will be allowed to work from home.

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109. Health Insurance

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The School Board shall provide health insurance for administrative personnel during the term of their employment through the SchoolCare program or another program providing substantially equivalent or improved coverages or services on the following basis:

One hundred percent (100%) of the premiums of the School Care Consumer Driven Health Plan (CDHP).

If an administrator does not subscribe to the School Department of the City of Dover, New Hampshire, New Hampshire School Health Care Coalition plan, SchoolCare health program, or to another City of Dover health insurance plan through a family member, he/she will receive a lump sum payment of three thousand dollars (\$3,000) on or before December 15th of the school year.

The School Board agrees to submit or have submitted retired administrators' payments for health insurance at the School Department group rate.

110. Life Insurance

The School Board shall provide life insurance coverage for administrative personnel during the term of their employment in the amount of \$100,000 for natural death and \$200,000 for accidental death. Coverage for new personnel will not begin until the first of the month following the completion of a thirty-(30) day waiting period.

121. Dental Insurance

The School Board shall provide and pay the premiums for dental insurance through the Delta Dental Insurance Plan or a substantially equivalent plan for administrative personnel during the term of their employment. Coverage shall be for individuals or their families, as appropriate, and coverage for new personnel will not begin until the first of the month following the completion of a thirty-(30) day waiting period.

132. Disability Insurance

The School Board shall provide for administrative personnel an income insurance program which will provide the following coverage: seventy percent (70%) of monthly salary up to \$5,000 maximum to begin after ninety (90) consecutive calendar days or expiration of accumulated sick leave, whichever is greater. Said insurance will run until age sixty-five (65) and shall be coordinated with Social Security benefits.

143. Longevity

Administrative personnel shall receive a longevity benefit for service in the Dover school system (teaching and administrative) as follows:

Upon completion of ten years ~~\$500~~ \$1000

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Upon completion of fifteen years	\$550	\$12500
Upon completion of twenty years	\$625	\$1500
Upon completion of twenty-five years	\$700	\$1750
Upon completion of thirty years	\$775	\$2000
Upon completion of thirty-five years	\$850	\$2250

154. Severance Pay

Upon retirement or death of an administrator, as well as those leaving who have at least ten (10) years of service in the Dover School District, the administrator or beneficiary shall receive severance pay in the amount of forty percent (40%) of their accumulated sick leave at their current per diem rate. When an employee terminates his/her employment with the Dover School District for any reason, he/she shall be compensated for accrued vacation time.

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165. Tax-deferred Annuity

The School Board shall allow administrative personnel to take advantage of the federal law regarding tax-deferred annuities. Any new group must have at least ten (10) members.

176. Layoffs/Recalls

In the event of a layoff of personnel, the unit member laid off shall be notified in writing on or before April 15th prior to the contract year in which the layoff becomes effective. The personnel file of an administrator shall indicate the reason for the layoff (budget cuts, declining enrollment, need for a different position, etc.).

Layoffs will be determined based on certifications, other relevant qualifications, performance evaluations and total experience as an administrator. In the event that two (2) or more administrators are equal in these areas, seniority will be the determining factor. Seniority is defined as the length of continuous service within the DAA. DTU service will not contribute to DAA seniority unless it is the result of a previous DAA layoff in which a DAA recall was not available. An administrator may not bump another administrator.

Administrator(s) affected by a staff reduction will be assigned to a teaching position should a vacancy for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education be available. An administrator may not bump an employee already in a teaching position in order to obtain that position. The administrator will be given credit for relevant teaching and administrative experience for purposes of placement on the teacher salary schedule unless that is in conflict with the terms of the DTU collective bargaining agreement. This provision is available to all administrators in the DAA, regardless of prior teaching experience in the Dover School District.

The administrator(s) so affected will be recalled to an administrative vacancy which may subsequently occur within a period of two (2) years following the layoff or reassignment and for which the administrator is qualified and certified or certifiable by the New Hampshire

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Department of Education. If more than one administrator was laid off, recall will occur in the opposite order of the layoffs, provided that the administrator is qualified and certified or certifiable by the New Hampshire Department of Education for the position. The administrator will have ten (10) calendar days to accept or decline a recall offer. Acceptance of the position will return the administrator to the DAA and experience will be calculated based on years of administrative experience only for purposes of placement on the salary schedule, not to include any teaching experience resulting from a layoff. Refusal to accept the position will terminate the District's obligation to recall.

187. Grievance Procedure

1. Level One (Informal)

A grievant will first discuss the grievance with the immediate superior, either directly or through the DAA President, with the objective of resolving the matter informally. Failure to reach a mutually satisfactory resolution may be cause for the administrator to refer the grievance to Level Two.

2. Level Two – Superintendent (Formal Written)

A grievant wishing to process a grievance at Level Two will do so in writing to the Superintendent within eight (8) school days from the conclusion of the discussion of Level One. The grievance shall be specific in nature and shall state the remedy requested. The Superintendent shall establish a formal conference on the matter and shall notify the DAA President. The aggrieved administrator shall be given at least two (2) school days' notice of said conference and shall have the right to representation at said conference. The Superintendent shall respond in writing eight (8) school days from the date the formal grievance is filed unless both parties agree to an extension in writing. The Superintendent's decision shall be presented in writing to both the administrator and the DAA President.

3. Level Three – School Board

If a grievance remains unsettled after having processed through Level Two, the grievant may, within eight (8) school days from the date the decision is rendered at the previous level, submit the grievance to the School Board Chair, in which case, the grievance is to be submitted in writing and shall specify the nature of the complaint and the remedy requested. Copies of the previous decision are to be included with the grievance. Within eight (8) school days from the date the grievance is filed at Level Three, the School Board will establish a mutually convenient date and time for a meeting to discuss the matter. Both parties reserve the right to include consultants in any such meeting. The School Board shall render its decision in writing together with supporting reasons to the administrator, DAA President, and Superintendent within twenty (20) school days from the date the grievance is received unless both parties agree to an extension in writing.

4. Arbitration

- a. Any grievance which remains unsettled after having been fully processed pursuant to the provision of the grievance procedure as stated herein may be submitted to arbitration by

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the DAA by filing with the School Board and the American Arbitration Association a request for arbitration within twenty (20) school days after the final decision of the School Board has been given to the administrator and DAA President unless both parties agree to an extension in writing.

- b. A request for arbitration shall state in reasonable detail the specific nature of the dispute and the remedy requested. The dispute as stated in the request for arbitration shall constitute the sole and entire subject matter to be heard by the arbitrator, unless the parties mutually agree to modify the scope of the hearing. Only one request shall be scheduled for the same arbitration hearing except by mutual agreement of the parties
- c. In the conduct of an arbitration hearing, the applicable provisions of the Voluntary Labor Arbitration Rules of the American Arbitration Association shall apply.
- d. The arbitrator shall issue a decision no later than thirty (30) business days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issue submitted. The decision of the arbitrator shall be final and binding except that any decision of the arbitrator which requires the School Board to expend more than one thousand five hundred dollars (\$1,500) shall be advisory to the School Board which shall, in such cases, make a final decision within twenty (20) school days after receiving the arbitrator's decision.
- e. Both parties agree the arbitrator shall be prohibited from modifying or adding to this Agreement.
- f. Each party will bear the total cost incurred by themselves. The cost of the arbitrator shall be shared equally by the parties to the dispute.

198. Holidays

All administrative personnel shall observe the following holidays and any other days as may be designated from time to time:

- New Year's Day
- Martin Luther King, Jr., Day
- Presidents' Day
- Monday of Spring Vacation (Fast Day)
- Memorial Day
- Fourth of July
- Labor Day
- Columbus Day
- Veterans' Day
- Day before Thanksgiving
- Thanksgiving Day
- Friday following Thanksgiving
- Christmas Eve (1/2 Day)
- Christmas Day
- The Day after Christmas
- New Year's Eve (1/2 Day)

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Work day following Christmas, should school be in session on one of the holidays listed above

Holidays will be prorated for administrators who work fewer than 200 days.

2019. Work Year Schedule/Leave Days

Administrators' contracts start on July 1st of each year and end on June 30th of the following year. Vacation days will be given on July 1st of each year.

All administrative personnel will receive vacation days based on the following schedule:

From zero (0) to five (5) years of service in the district	20 days
At the beginning of six (6) years of service or more	25 days

Administrators shall carry over no more than ten (10) days of vacation leave into the subsequent school year. ~~In addition, all carry-over leave must be taken on or before December 31 of that year or it will be forfeited.~~

It is permissible and suggested (so that all administrators will not be out at the same time during the summer months) that some of the administrators' vacation time be taken during the school year, at a time convenient for both the administrator and the school system.

The Superintendent's approval is required for the scheduling and taking of any vacation days during the school year.

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2120. Mileage Allowance

Administrators shall be paid \$150.00 on or before December 31 and \$150.00 on or before the close of the school year for in-district travel. They will continue to be able to submit requests for mileage for out-of-district travel.

221. SALARIES:

All current administrative salaries will be grandfathered into this salary matrix. Administrator salaries will remain the same or increase based on the matrix. ~~In Year 1 of this policy the following terms will apply: (1) 0% increase on base salary; and (2) Administrators will be awarded salary adjustments based on steps and changes in educational attainment.~~

SALARY MATRIX FOR ALL EMPLOYEES UNDER THIS POLICY

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Base Salary	
2017-2018	\$76,500.00
2018-2019	\$78,030.00
2019-2020	\$79,590.00
	Multiplier
2020-2021	\$81,580.00
2021-2022	\$83,620.00
2022-2023	\$85,710.00
Years of Administrative Experience	Multiplier
0	0.000
1-2	.018
3-5	.033
6-8	.048
9-11	.063
12-14	.078
15-17	0.103
18-21	0.128
Educational Attainment	
BA	0.000
MA	.018
MA + 15	.033
MA + 30	.048
MA + 45	.063
MA + 60	.078
CAGS	.103
Doctorate	.128
Responsibility Factor	
High School Principal	0.380
Middle School Principal	0.200
Middle School Principal	0.250
Elementary School Principal	0.180
High School Deans	0.045
Middle School Deans	0.025
Elementary School Deans	0.000
Elementary Dean for SPED	0.025
Alternative School Dean	0.000

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CTC Director	0.125
Athletic Director	0.085
Assistant Director of Student Services	0.080

NOTE: Nothing in this document shall preclude administrators receiving additional benefits as may be granted by the School Board.

232. Definitions:

Contract Days – Days based upon the approved school year calendar

Years of Administrative Experience – Years of supervisory/administrative experience in any school district or other field relevant to the position.

~~Year 1 – 2017-2018 school year (FY 2018)~~
~~Year 2 – 2018-2019 school year (FY 2019)~~
~~Year 3 – 2019-2020 school year (FY2020)~~

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Exertional Heat Illness Policy & Procedures

I. Purpose of policy:

Exertional heat illness includes exercise-associated muscle cramps, heat syncope, heat exhaustion, and exertional heat stroke (EHS). Current best practice guidelines suggest that the risk of exertional heat injuries can be minimized with heat acclimatization and diligent attention to monitoring individuals participating in activities that place them at a higher risk for these types of injuries.¹ In the event an athlete sustains a heat illness, immediate and proper treatment is needed.

National governing bodies, such as the National Federations of High School Associations, National Collegiate Athletic Association (NCAA) and numerous state athletic/activity associations, have published guidelines for the prevention, monitoring and treatment of exertional heat illnesses. In addition, national authorities such as the National Athletic Trainers' Association and the Korey Stringer Institute have published research to support best practices in this area. The development of the organization's heat acclimatization guidelines will be based on the current best practice documents.

II. Policy statement:

This policy describes the best practice procedures for the prevention, monitoring, and when necessary, the treatment of exertional heat illnesses for students/athletes, faculty and staff of **Dover High School and Middle School**.

This policy will be a living, working document, that is continually reviewed and updated yearly as the organization and our community changes.

III. Definitions:

- *Acclimatization* – The process of gradually increasing the intensity of activity in a progressive manner that improves the body's ability to adapt to and tolerate exercise in the heat.
- *Wet Bulb Globe Temperature* – The WBGT is a measurement tool that uses ambient temperature, relative humidity, wind, and solar radiation from the sun to get a comprehensive measure that can be used to monitor environmental conditions during exercise. WBGT is different than heat index, as it is a more comprehensive measurement of environmental heat stress on the body.
- *Non-Practice Activities* – Activities that include meetings, injury treatment, and film study.
- *Practice* – the period of time that a student-athlete engages in coach-supervised, school approved sport or conditioning related-activity. Practice time includes from the time the players report to the field until they leave.
- *Walk Through* – A period of time where players are reviewing positional strategy and rehearsing plays. Players do not experience contact and thus they do not wear equipment and the intensity of the activity is minimal often involving walking. This period of time shall last no more than one hour. It is not considered part of the practice time regulation. It may not involve conditioning or weight room activities. Players may not wear protective equipment during the walk through.
- *Recovery Time* – This period of time is defined as non-activity time outside of practices or games. **NO ACTIVITY**, including non-practice activity, can occur during this time. Proper recovery should occur in an air-conditioned facility, when possible and usually is a minimum of 3 hours in duration.

- **Rest Breaks** – This period of time occurs during practice, and is a non-activity time that is in a 'cool zone' out of direct sunlight.
- **Exertional Heat Stroke (EHS)**– Defined as having a rectal temperature over 104°F-105°F (40.5°C), and central nervous system dysfunction (e.g. irrational behavior, confusion, irritability, emotional instability, altered consciousness, collapse, coma, dizzy, etc.).
- **Cooling Zone**- An area out of direct sunlight with adequate air flow to assist in cooling. A cold-water or ice tub and ice towels should be available to immerse or soak a patient with suspected heat illness. This may be outdoors or indoors depending on proximity to field.
- **Qualified Health Care Professional (QHP)** - As defined by the American Medical Association (AMA), "is an individual who is qualified by education, training, licensure/regulation (when applicable), and facility privileging (when applicable) who performs a professional service within his/her scope of practice and independently reports that professional service."
- **Hypohydration**- (reduced hydration status) is a deficit of body water that is caused by acute or chronic dehydration.
- **Central Nervous System dysfunction**- includes any sign or symptom that the central nervous system is not working properly, including: dizziness, drowsiness, irrational behavior, confusion, irritability, emotional instability, hysteria, apathy, aggressiveness, delirium, disorientation, staggering, seizures, loss of consciousness, coma, etc.

IV. Scope

This policy applies to all Athletic staff members of **Dover High School and Middle School** who are associated with activities where heat illness poses a risk, including but not limited to, outdoor and indoor activities where high temperature and specifically high humidity environmental risks are present.

V. Procedures

Prevention

Pre-participation history and physical exam

1. A thorough medical history will be gathered (history of heat illness, sickle cell trait/disease, etc.)
2. Individuals with risk factors will be identified and counseled (see table below):

Risk Factors for Heat Illness	
Intrinsic	Strategies to Minimize Risk
High intensity exercise	Gradually phase in exercise and conditioning
Fever or illness	Monitor and remove at risk athletes as necessary
Dehydration	Educate coaches/athletes on proper hydration Provide adequate access to water
Overweight/obesity	Gradually phase in exercise and conditioning
Lack of heat acclimatization	Follow heat acclimatization program
Medications (antihistamines, diuretics, ADHD drugs)	Monitor and remove at risk athletes as necessary
Skin disorder (sunburn or malaria rubra)	Monitor athletes closely
Predisposing medical conditions	Monitor and remove at risk athletes as necessary
Extrinsic	Strategies to Minimize Risk
High ambient temperature, solar radiation or humidity	Avoid exercise in hotter parts of the day
Heavy gear or equipment	Gradually introduce equipment
Poor practice design	Educate coaches regarding strategies to minimize risk

3. When applicable the Athletic Trainer or persons responsible will be notified of individuals with pre-existing conditions that place the individual at risk of exertional heat illness
4. As necessary, coaches are notified of individuals at higher risk

Environmental Monitoring and Activity Modification/Cancellation

1. Environmental monitoring will occur utilizing a WBGT device **Kestrel 5400 Heat Stress Tracker Pro**
2. Environmental monitoring will occur any time it is warm outside (i.e. over 70°F)
3. Environmental monitoring and activity modifications may be necessary for certain types of indoor facilities
4. Monitoring of WBGT will occur every 30 minutes beginning at the scheduled practice time
 - a. **Certified Athletic Trainer will monitor the WBGT**
 - b. **Certified Athletic Trainer and/or Director of Athletics will make modifications and/or cancelations to athletic activities.**
 - c. **The WBGT will be measured on grassed and sunny athletic field on Dover High School property.**
 - d. **All environmental monitoring will be recorded within device (Kestrel 5400).**

Cat 3	Cat 2	Cat 1	Activity Guidelines
< 82.0	< 79.7	< 76.1	Normal Activities – Provide at least three separate rest breaks each hour with a minimum duration of 3 min each during the workout.
82.2 - 86.9	79.9 - 84.6	76.3 - 81.0	Use discretion for intense or prolonged exercise; Provide at least three separate rest breaks each hour with a minimum duration of 4 min each.
87.1 - 90.0	84.7 - 87.6	81.1 - 84.0	Maximum practice time is 2 h. <u>For Football</u> : players are restricted to helmet, shoulder pads, and shorts during practice. If the WBGT rises to this level during practice, players may continue to work out wearing football pants without changing to shorts. <u>For All Sports</u> : Provide at least four separate rest breaks each hour with a minimum duration of 4 min each.
90.1 - 91.9	87.8 - 89.6	84.2 - 86.0	Maximum practice time is 1 h. <u>For Football</u> : No protective equipment may be worn during practice; and there may be no conditioning activities. <u>For All Sports</u> : There must be 20 min of rest breaks distributed throughout the hour of practice.
≥ 92.1	≥ 89.8	≥ 86.2	No outdoor workouts. Delay practice until a cooler WBGT is reached.

Acclimatization

1. Per New Hampshire Interscholastic Athletic Association (NHIAA) acclimatization guidelines.

Fluid Replacement

1. Water breaks will be provided based on the policy on environmental-condition guidelines using work to rest ratios.

- a. Water or other palatable fluids will be easily accessible before, during and after activity. Cool and flavored beverages are often preferred by athletes and will be made available when possible for optimal rehydration.
2. When possible, diet and rehydration beverages will include sufficient sodium (enough to replace losses) to prevent imbalances that may occur as a result of sweat and urine losses.

Monitoring

1. Monitoring of student-athletes safety will be continuous during any physical activity.
2. Athletic trainers, coaches, administrators and other athletics personnel will be educated on the signs and symptoms of exertional heat illness (see training/retraining in section 6).
 - a. These signs and symptoms include (but are not limited to) the table below

Headache	Dehydration, dry mouth, thirst
Confusion or just look "out of it"	Decreasing performance or weakness
Disorientation or dizziness	Profuse sweating
Altered consciousness, coma	Collapse, staggering or sluggish feeling
Nausea or vomiting	Muscle cramps, loss of muscle function/balance, inability to walk
Diarrhea	Irrational behavior, irritability, emotional instability

Treatment in the event of an exertional heat stroke (medical emergency)

Recognition

1. Any athlete with signs of central nervous system dysfunction during exercise in the heat should be suspected to be suffering from EHS until a rectal temperature confirms or refutes this diagnosis.
2. Patients with suspected EHS will have a temperature obtained via rectal thermometer by a QHP.
3. *If a QHP is not available/present, cooling will begin immediately and EMS will be called.*

Cooling

1. If rectal temperature is between 102°-104°F, initiate cooling via rotating cold wet towels.
2. If rectal temperature is at or above 104°F, initiate the exertional heat stroke treatment protocol and contact EMS services immediately.
3. The patient must be moved to a cooling zone, begin appropriate treatment and continuously monitor the patient.
4. Excess clothing shall be removed to aid cooling.
 - a. If removal of clothing and/or equipment would cause delays of 5+ minutes, do not remove and initiate cooling.
5. Place patient in a cold-water (35-59°F) tub up to the neck.
 - a. Wrap a towel across the chest and beneath both arms to prevent the athlete from sliding into the tub.
 - b. Ice shall cover the surface of the water at all times.
 - c. Water shall be continuously and vigorously stirred to maximize cooling.
 - d. An ice-cold towel will be placed over the head/neck and rewet and replaced every 2 minutes.

- e. Cooling shall cease when body temperature reaches 102°F.
- 6. Cold Water Immersion (CWI) Tub
 - a. Must be set up:
 - i. When WBGT reading approaches 76.3 - 81.0
 - ii. The CWI Tub will be set up as dictated by practice locations and space availability on the grounds of Dover High School.
- 7. Cool First, Transport Second
 - a. When a patient is diagnosed with EHS, the principle of Cool First, Transport Second will be used.
 - i. Note: EMS should not transport the patient until they reach 102°F due to the inability to continue vigorous cooling in the ambulance

Vital sign monitoring

1. The QHP will monitor vital signs including core body (rectal) temperature, heart rate, blood pressure and other vital signs. This will be monitored regularly throughout the cooling process.

EMS

1. EMS must be called immediately if a patient is suspected of EHS.
2. HOWEVER, any patient with EHS must be **cooled FIRST and then transported via EMS.**
 - a. This cool first transport second EAP protocol will be communicated/shared with EMS annually PRIOR to the first official sport practice at the school in accordance with the EAP policy and procedures.

Return to activity

Patients who have suffered an exertional heat illness must complete a rest period and obtain clearance from a physician before beginning a progression of physical activity under the supervision of a qualified medical professional. The following is the suggested protocol:

- Activity should first begin in a cool environment
- Once patient has shown success with exercise in a cool environment, patient should then complete the heat acclimatization protocol (above) for progression back into exercise in a warm environment.
- Body temperature monitoring may be recommended during the first 1-2 weeks for those returning from EHS episode.

TO BE INCLUDED IN ATHLETIC AGREEMENT

EXERTIONAL HEAT STROKE (E.H.S.)

Purpose:

Exertional heat illness includes exercise-associated muscle cramps, heat syncope, heat exhaustion, and exertional heat stroke (EHS). Current best practice guidelines suggest that the risk of exertional heat injuries can be minimized with heat acclimatization and diligent attention to monitoring individuals participating in activities that place them at a higher risk for these types of injuries. In the event an athlete sustains a heat illness, immediate and proper treatment is needed.

National governing bodies, such as the National Federations of High School Associations, National Collegiate Athletic Association (NCAA) and numerous state athletic/activity associations, have published guidelines for the prevention, monitoring and treatment of exertional heat illnesses. In addition, national authorities such as the National Athletic Trainers' Association and the Korey Stringer Institute have published research to support best practices in this area. The development of the organization's heat acclimatization guidelines will be based on the current best practice documents.

Exertional Heat Stroke (EHS): Is defined as having a rectal temperature over 104°F-105°F (40.5°C), and central nervous system dysfunction (e.g. irrational behavior, confusion, irritability, emotional instability, altered consciousness, collapse, coma, dizzy, etc.).

If it is suspected that an athlete is suffering from Exertional Heat Stroke the following precautions will be taken by proper medical personnel (certified Athletic Trainer, School Nurse, EMS Personnel, etc.);

- A Rectal Temperature will be taken and monitored throughout the cooling process.

Exertional Heat Stroke Cooling Process:

- If the Rectal Temperature is 100-104 cooling can be done by rotating cold wet towels over the affected student-athlete.
- If the Rectal Temperature is 104, or above, the student-athlete will be immersed in a cold-water tub, submerged up to their neck.
- The student-athletes Temperature will be monitored during the cooling process. When the student-athletes rectal temperature has cooled to 102 or below, the student-athlete will then be transported by E.M.S., via ambulance, to the nearest hospital Emergency Department.

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SECOND READING

TEACHING ABOUT ALCOHOL, DRUGS AND TOBACCO

District personnel shall provide students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for students. The Superintendent shall oversee the development, distribution, and maintenance of a comprehensive list of local, regional, statewide drug and alcohol counseling, and treatment resources which are available to district students. This information may be published in student/parent handbooks, posted on district websites, distributed along with other course material during drug and alcohol education, and shall be available through the principal's office, school nurses' office, athletic program offices, guidance offices and other locations deemed appropriate by the principal in each school.

As part of the health education program for grades K – 12, the District shall provide aged and developmentally appropriate education based upon the needs of pupils and the community regarding the effects of alcohol and other drugs, abuse thereof, the hazards of using tobacco products, e-cigarettes, liquid nicotine and like suspensions, as well as the state laws and related penalties for prohibiting minors using or possessing such products. The Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members providing such health education or education on such topics. An evidence-based prevention program, approved by the Superintendent, may be used for this purpose.

District Policy History:

District revision history:

Legal References:

RSA 126-K:8, Youth Access to and Use of Tobacco Products, Special Provisions
RSA 189:10, Studies
RSA 189:11-d, Drug and Alcohol Education
RSA 193-E:2-a, Substantive Educational Content of an Adequate Education
Ed 306.40, (b)(2) a - Health Education Program.

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SECOND READING

Feminine Hygiene Products

The District shall make tampons and sanitary napkins available at no cost in all gender-neutral bathrooms and bathrooms designated for females located in the Dover Middle School and Dover High School within the District.

The Superintendent may implement any rules or procedures appropriate to implement this policy. The Superintendent should also designate personnel to explore the availability of and pursue any grants or partnerships available to satisfy the costs associated with this policy.

District Policy History:

District revision history:

Legal References:

RSA 189:16-a, Menstrual Hygiene Products (2019 Laws Chapter 252).

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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SECOND READING

SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt (“postvention”); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval, a coordinated written District Suicide Prevention Plan (the “Plan”) to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:

- a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
- b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
- c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
- d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
- e) Confidentiality considerations;
- f) Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;

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- g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;
 - j) Such include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons and with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.
- B. Suicide Prevention Coordinator and Liaisons.**
1. District Suicide Prevention Coordinator. The Assistant Superintendent of Student Services is designated as the District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
- a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District’s website;
 - c) developing - or assisting individual teachers with the development – of age appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for

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oneself or others, including how to engage school resources and refer friends for help;

d) developing or assisting in the development of the annual staff training required under section C of this policy;

e) Such other duties as referenced in this Policy or as assigned by the Superintendent.

2. Building Suicide Prevention Liaison. The school counselor, or, in his/her absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, who shall, immediately or as soon as possible, establish and implement a response plan with the District Suicide Prevention Coordinator.

C. Annual Staff Training. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

D. Dissemination. Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.

Legal References:

RSA 193-J: Suicide Prevention Education

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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Other Resources:

- **The New Hampshire Department of Education's Bureau of Student Wellness, Office of Social and Emotional Wellness (OSEW), provides resources and technical assistance to school districts to work collaboratively with their community to respond to the needs of students through a multi-tiered system of support for behavioral health and wellness. For further information see: www.nhstudentwellness.org**
- **American Foundation for Suicide Prevention (AFSP) - <https://www.afsp.org>**
- **Suicide Prevention Resource Center - <http://www.sprc.org>**
- **The National Suicide Prevention Lifeline – <https://www.suicidepreventionlifeline.org>**
- **The Trevor Project - <https://www.thetrevorproject.org>**

Snapshot of 2019 YRBS, Dover Community

The Youth Risk Behavior Survey monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.

(Sexual behaviors, alcohol and drug use, tobacco, unhealthy dietary behaviors, inadequate physical activity)

Alcohol, tobacco, and drug use challenges:

- 36% of high school students report using e-cigs in the past 30 days and nearly half of students reporting having tried vaping in their lifetime. These numbers have significantly increased since 2017.
- Perception of harm of regular marijuana use has dropped significantly. In 2011 22% of high school students reported thinking people were at great risk of harming themselves (physically or in other ways) if they used marijuana once or twice a week compared to 10.9% in 2019. With the decrease in the perception of harm we have seen an increase in use since 2015 from 22.5% to 28.7%
- While 30 days use of alcohol is at a record low of 22.4%, half of high school students who drank engaged in binge drinking 12.1%.

The Community Engagement committee partnered with the Survey Committee and Dover Listens to feature Youth 2 Youth, Teen Center, Dover Debate Team, and Wentworth Douglass Hospital to present The Great Vape Debate. The event is intended to explore a new format to increase and empower student voices, inform the community with a parent information night to follow the in-school mediated debate presentation. Planning will resume in the Spring 2021 to support the Police Department's annual Give Back Day to increase public awareness and reduce hazards to our citizens.

The Dover Police Department and Dover Coalition for Youth have used the YRBS data to secure state and federal drug prevention grants. Earlier this year they applied for a federal Partnership for Success grant that, if awarded, would provide the community with \$300,000 per year for 5 years to increase prevention efforts, expand diversion and restorative justice programs, and further utilize data to address community problems.

Bullying, electronic bullying, and fighting challenges:

- 8% of students report they do not feel safe walking to, from, or at school in the last 30 days indicating no significant improvement from 2017.
- 1 out of 5 students reported being bullied at school with $\frac{2}{3}$ of respondents' female.

The high school responded to increases in electronic bullying with an Annual Student Summit to reverse the 2017 trend. The incidents of face to face conflict are declining and may be associated with intentional efforts to raise student voice. In 2019 the student council studied expanding advisory and in 2020 students from across the school gathered to address school matters of equity. The summit model is designed to raise issues and address them using authentic student voice and a problem-solving methodology to support youth empowerment. Facilitators from the community were invited by school practitioners. The 2020 SPIRIT Summit raised topics not limited to bullying, drugs, grading system, vaping, and how to exchange political views peacefully. The effort will resume in the fall 2020.

Mental Health challenges:

- Students report a 5% increase in self-harm (cutting or burning) since 2017.
- 1 out of 3 students at the high school reported they felt sad or hopeless (almost every day for 2 or more weeks in a row so that they stopped doing some usual activities) during the past 12 months aligning with the challenge facing the state in 2019. Rates of feeling sad or hopeless remain high among high school females. Female respondents are also more likely to report purposely hurting themselves without wanting to die (High School = 30% female vs 15% male) in 2019.

Over the past year the Dover Mental Health Alliance was created to develop a comprehensive strategy to address these challenges. The group consists of dozens of school and community partners and has developed 3 separate workgroups, youth and family, community, and policy. The groups have all created goals and are working to implement strategies to meet those goals. The Alliance is currently working to secure funding to help support the implementation. The school district continues to educate students in health classes from a healthy mindset to diagnose to share information about community resources. To this, the district has a mental health task force composed of counselors and specialists to provide training, prevention, and updated policy.

Copies of full data reports can be found at <https://tinycloud.com/Dover2019YRBS>. Questions or data requests can be directed to the Dover Survey Committee by contacting Kim Stephens (k.stephens@dover.k12.nh.us) or Vicki Harris (v.harris@dover.nh.gov)

The link includes the survey data from the high school survey, our power point, and middle school survey. You can view everything at <https://drive.google.com/open?id=12wBv3gtUXWrQnHVTRNF91gS80CvQ34DY>.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

TO: Superintendents/Charter School Administrators

FROM: Timothy Carney
Bureau of Federal Compliance

DATE: April 15, 2020

SUBJECT: FY21 Program Assurances

Attached are the 2020-21 school year (SY) New Hampshire Department of Education (NHDOE) **Program Assurances** for the following federal formula grants:

- Every Student Succeeds Act
 - Title I, Part A;
 - Title II, Part A;
 - Title III, Part A;
 - Title IV, Part A;
 - Title V, Part B, Subpart 2
- Individuals with Disabilities Education Act, Part B; and
- Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act

As the Superintendent/Charter School Administrator you must carefully review and sign for each funding source that you will be accepting for the 2020-21 SY. The signature blocks are at the end of each assurance section. If the local education agency (LEA) is not eligible for and/or does not intend to apply for a particular grant program, no signature is required and that section can be skipped. Assurances must be signed and uploaded to the *District Page* of the online Grants Management System before an application for funds can be substantially approved.

At the end of this document you will find the General Education Provisions Act (GEPA) Section 427 which requires each LEA applying for federal funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded projects or activities.

All LEAs accepting federal grants must provide a description of how it will ensure equitable access for students and teachers to participate in federally assisted programs. Please provide a clear and succinct description of how you plan to address those barriers that are applicable to the LEAs circumstances.

Please remember that Program Assurances are reviewed and signed by you, the Superintendent/Charter School Administrator as a way of indicating your agreement with the laws and regulations specific to certain grant types. The assurances below are not all-inclusive as to the entire scope of requirements for the LEA. Superintendents/Charter School Administrators are responsible for understanding all requirements of the grants they receive.

Due to the ongoing COVID-19 pandemic, the NHDOE recognizes that the Federal government may implement changes to grant requirements (time extensions, waivers to reporting requirements, modifications to regulations, etc.) that may impact these program assurances. As the potential changes are not known at this time, the NHDOE may issue future amendments to these program assurances as deemed necessary to address any changes required by our Federal partners.

The Process:

Please read each step carefully:

1. The Superintendent/Charter School Administrator carefully reviews the assurances for each federal program in which the LEA is participating and consults with the LEA School Board/Board of Trustees about the assurances.
2. The Superintendent/Charter School Administrator signs and dates the bottom of the Program Assurance document(s) for each grant program in which they are participating.
3. **All** Superintendent/Charter School Administrators (or designee) must complete the GEPA section.
4. The assurances must then be scanned and uploaded to the District Page of the online Grants Management System (GMS).
5. If an LEA is not participating in a particular grant program, the LEA does not need to sign for the assurances that program. For example, if an LEA is not the fiscal agent for Perkins V, they do not need to sign the assurances for the Perkins V program.

Please contact your NHDOE program manager as listed on the next page if you have any questions.

NHDOE PROGRAM CONTACTS

Title I	Title II	Title III
Ashlee Fye 603-271-7382 Ashlee.Fye@doe.nh.gov Katherine Adams 603-271-3838 Kathering.Adams@doe.nh.gov Chrsy Dotson 603-271-3840 Christina.Dotson@doe.nh.gov	Kathryn "Joey" Nichol 603-271-6087 Kathryn.Nichol@doe.nh.gov	Aaron Hughes 603-271-2034 Aaron.Hughes@doe.nh.gov
Title IV, Part A	Perkins V	IDEA
Ashley Frame 603-271-6579 Ashley.Frame@doe.nh.gov Stan Freeda 603-271-5132 Stanley.Freeda@doe.nh.gov	Jeff Beard 603-271-3729 Jeffry.Beard@doe.nh.gov	Lisa Moody 603-271-3738 Lisa.Moody@doe.nh.gov

**New Hampshire Department of Education
School Year 2020-2021**

GRANT PROGRAM ASSURANCES DOCUMENT

Local Education Agencies (LEAs) must submit a signed copy of these Grant Assurances to the New Hampshire Department of Education prior to receiving formula funds for grants awarded under the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA) and Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act. By signing these Grant Assurances the LEA assures that it will accept and administer these formula funds in accordance with all applicable Federal and State statutes and regulations.

- **EVERY STUDENT SUCCEEDS ACT (ESSA)**
 - Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
 - Title II, Part A: Supporting Effective Instruction
 - Title III, Part A: Language Instruction for English Learners and Immigrant Students
 - Title IV, Part A: Student Support and Academic Enrichment Grants
 - Title V, Part B, Subpart 2: Rural and Low-Income School Program
- **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**
 - Part B: Entitlement and Discretionary Preschool and School-Age Program
- **CARL D. PERKINS STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21st CENTURY ACT (PERKINS V)**

Section A: Assurances for ESSA - Title I, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESSA, Title I, Part A the LEA will:

A-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use federal funds received under this part only to supplement the funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of students participating in programs assisted under Title I, and not to supplant such funds. *Section 1118(b).*

Under ESSA, LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program. This should expand Title I's spending options. Title I costs must still be allowable and must still support eligible students among other requirements.

A-2 MEET COMPARABILITY OF SERVICES REQUIREMENTS

Ensure compliance with all comparability requirements, including establishing and implementing on a grade-span by grade-span basis or a school-by-school basis: (a) a local educational agency-

wide salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. *Section 1118(c).*

A-3 INFORM SCHOOLS ABOUT SCHOOLWIDE PROGRAM OPTIONS AND PROVIDE TECHNICAL ASSISTANCE TO SCHOOLWIDE PROGRAMS

Inform eligible schools (40% poverty and above) and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources under *Section 1114*.

Provide technical assistance and support to schoolwide programs, including a one-year planning period (exceptions provided in *Section 1114 (b)(1)*), in consultation with stakeholders described in *Section 1114(b)(2)* resulting in a written plan that addresses the required components pursuant to *Section 1114*.

A-4 PROVIDE SERVICES TO ELIGIBLE STUDENTS IN TARGETED ASSISTANCE SCHOOLS

Provide supplementary services to educationally disadvantaged students in Title I schools. Eligible students are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria, pursuant to *Section 1115*.

A-5 PROVIDE ASSISTANCE TO SCHOOLS TO CLOSE THE ACHIEVEMENT GAP

Ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. *Section 1112(b).*

A-6 ENSURE QUALIFIED AND EFFECTIVE EDUCATORS IN ALL LEA SCHOOLS

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or beginning educators. *Section 1111(g)(1)(B).*

Ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *Section 1111(g)(2)(J).*

At the beginning of each school year, the LEA receiving funds under this Part shall notify the parent(s) of each student attending any school receiving funds under this Part that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) Whether the students' teacher (I) has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and, (III) is teaching in the field of discipline of the certification of the teacher. *Section 1112(e)(1).*

A-7 USE INTERVENTIONS THAT IMPROVE OUTCOMES FOR STUDENTS

Take into account the strength of the evidence when selecting curricula and relevant interventions, identifying supports, services, and interventions that are likely to be effective for improving student outcomes. Title I, Section 1003 requires the use of evidence-based

interventions that meet higher levels of evidence for schools identified for Comprehensive or Targeted Support and Improvement. *Section 1003 (b)(1)(B) and Section 8101(21)(A).*

A-8 ASSIST SCHOOLS TO INCREASE PARENT AND FAMILY ENGAGEMENT

Develop and maintain a written policy on parent and family engagement and work in consultation with schools as they develop and implement their plans for activities under *Section 1116*. Parents shall be notified of this policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. *Section 1116(b)(1).*

Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this Part consistent with this Section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each LEA shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall establish the LEA's expectations and objectives for meaningful parent and family involvement. *Section 1116(a)(1–2).*

A-9 ALIGN EARLY CHILDHOOD SERVICES WITH HEAD START STANDARDS

In the case of an LEA that chooses to use funds under this Part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under *Section 641A(a)* of the Head Start Act (42 USC §9836a(a)). *Section 1112(c)(7).*

A-10 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS:

Provide, after timely and meaningful consultation with private school officials, equitable services to eligible students attending private elementary and secondary schools in accordance with *Section 1117*.

The LEA must consult with each non-public school about the Title I, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by posting the signed document on the online Grants Management System.

A-11 IMPLEMENT THE STATEWIDE ASSESSMENT PROGRAM AND USE ASSESSMENT RESULTS TO REVIEW AND ASSESS PROGRESS:

Comply with the statewide assessment program requirements under *Section 1111 (b)(2)* or Innovative Assessment and Accountability Demonstration Authority under *Section 1204(b)(1)*, (i.e. Performance Assessment for Competency Education). Use the results of the statewide assessment and other measures or indicators available to the LEA, to review annually the progress of each school served by the LEA and receiving funds under this Part. In addition, make widely available through public means (includes posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA for each grade level served, information on each assessment required by the State to comply with *Section 1111*, other assessments required by the State, and where such information is available and feasible to report, assessments required by the LEA, including: (i) subject matter assessed; (ii) the purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available: (l) the amount of

time students will spend taking the assessment and the schedule for the assessment; and (II) the time and format for disseminating results.

A-12 PARTICIPATE IN THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP), GRADES 4 and 8, READING AND MATHEMATICS:

Participate, if selected, in NAEP for reading and mathematics in grades 4 and 8 carried out under *Section 303(b)(3)* of the NAEP Authorization Act (20 USC SEC 9622(b)(3)).

A-13 PROVIDE TIMELY STUDENT REPORTS TO PARENTS AND TEACHERS

Ensure that the results from the statewide academic assessments required under *Section 1111(b)(2)* and *Section 1204(b)(1)* will be provided to parents and teachers as soon as practicable after the assessment is taken, in an understandable and uniform format and, to the extent feasible, in a language that the parents can understand.

A-14 PUBLICLY DISSEMINATE ANNUAL LEA AND SCHOOL REPORT CARDS

Disseminate LEA and school report cards containing, at a minimum, information on teacher quality, assessment, and school and LEA accountability to all schools in the LEA and to all parents of students attending those schools in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand, and make the information available through public means. *Section 1111(h)(2)*.

A-15 COORDINATE WITH OTHER EDUCATIONAL SERVICES

Coordinate and integrate services provided under this Part with other educational services at the LEA or individual school level, such as services for English Learners, children with disabilities, migratory children, American Indian, Alaska Native, and the Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

In compliance with *Section 1112*, coordinate and integrate services with other programs under this Act (including Title I, Part C, Title II, Title III, etc.), the Individuals with Disabilities Education Act, the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the McKinney-Vento Homeless Assistance Act, the Head Start Act, the Adult Education and Family Literacy Act, and other Acts, as appropriate. Equity of services will be met for disadvantaged students, to include:

- Selecting migratory children who are eligible to receive services on the same basis as other children who are selected to receive services;
- Conducting outreach to identify homeless children and youth and working in consultation with shelters and other community agencies to identify and remove barriers to enrollment;
- Assuring space is available in Title I programs for students in foster care, homeless children and youth, and that homeless students are eligible for Title I services by virtue of their homelessness;
- Complying with the requirements of Immigrant Data Collection Survey located in the NH DOE Education Statistics System on an annual basis to ensure appropriate services are provided to English language learners; and
- If the LEA uses Title I or Title III funds to provide a language instruction educational program as determined under Title III, the LEA must comply and coordinate parent services for English learners as outlined in *Section 1112(3)(A-D)*.

A-16 ENSURE THE EDUCATIONAL STABILITY OF STUDENTS IN FOSTER CARE

Enroll foster youth or allow the foster youth to remain in their school of origin, unless a determination is made that it is not in the child's best interest to attend that school. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement. *Section 1111(g)(1)(E)(i).*

Ensure that if a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment. *Section 1111(g)(1)(E)(ii).* LEAs will immediately contact the school of origin to obtain relevant academic and other records. *Section 1111(g)(1)(E)(iii).*

Develop and implement clear written procedures governing transportation for students in foster care in their school of origin when in their best interest. The procedure will be provided, arranged, and funded for the duration of their time in foster care, and ensure that students promptly receive that transportation. The transportation procedure must describe how this requirement will be met in the event of a dispute regarding which agency or agencies (LEA, multiple LEAs or child welfare agency) will pay any additional costs incurred in providing transportation, and must describe which agency or agencies will initially pay the additional costs so that transportation is provided promptly during the pendency of the dispute. *Section 1112(c)(5); 34 Code of Federal Regulations §299.13(c)(1)(ii).*

Designate a point of contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA. *Section 1111(g)(1)(E)(iv).*

A-17 COORDINATION REQUIREMENTS:

Coordinate activities described under Section 1119 (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities, i.e., systematic procedures for receiving records of preschool children, communication, parent and family engagement, teachers and Head Start to discuss needs of children, joint transition-related training and linking LEA educational services with Head Start agencies. *Section 1119.*

A-18 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

Reserve Title I, Part A funds as necessary to provide comparable services to homeless children and youth that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children and youth in public schools, shelters and other locations where children may live (institutions for neglected children and, where appropriate, local institutions such as local community day school programs). This reservation requirement is not formula driven. The method of determination of such funds shall be determined as follows:

- Based on the total allocation received by the LEA; and,
- Prior to any allowable expenditure or transfers by the LEA. *Section 1113(c)(3)(A).*

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (A-1 through A-18) for Title I, Part A and will ensure that the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances for these programs the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA electronically attach this signed document in the online Grants Management System – District page and that a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section B: Assurances for ESSA - Title II, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESSA, Title II, Part A the LEA will:

B-1 ENGAGE IN CONSULTATION AND USE DATA

Use data (*Section 2102(b)(2)(D)*) and ongoing consultation described in *Section 2102(b)(3)* to continually update and improve activities supported under this Part.

B-2 TARGET FUNDS TO NEEDIEST SCHOOLS

Target funds to schools within the jurisdiction of the LEA that are implementing comprehensive support and improvement activities under *Section 1111(d)* and have the highest percentage of low income children counted under *Section 1124(c)*. *Section 2102(c)*

B-3 ENSURE PRIVATE SCHOOL PARTICIPATION

Comply with *Section 8501* regarding equitable participation by private school teachers in professional development activities. Provide for the equitable participation of private school teachers, and other educational personnel in private schools, and engage in meaningful consultation, in a timely manner, with private school officials during the design and development of their Title II, Part A program. *Section 2102(b)(2)(E)*.

The LEA must consult with each non-public school about the Title II, Part A grant. The LEA must maintain a written record of this consultation in its records and provide a copy to the SEA by posting the signed document on the online Grants Management System.

B-4 PROVIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

Ensure that all professional development activities provided are evidenced-based and intended to improve the subject matter knowledge and the teaching and leadership skills of teachers, principals, and administrators and, in appropriate cases, paraprofessionals, and coordinated with professional development activities authorized under this Part with professional development activities provided through other Federal, State, and local programs. *Section 2102(b)(2)(F)*.

B-5 SUPPLEMENT, NOT SUPPLANT

Ensure that Title II, Part A funds shall only be used to supplement, and not supplant, non-federal State and local funds that would otherwise be used for activities authorized under Title II, Part A. *Section 2301*.

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (B-1 through B-5) for Title II, Part A and will ensure that the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances for these programs the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA electronically attach this signed document in the online Grants Management System – District page and that a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section C: Assurances for ESSA - Title III, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESSA, Title III, Part A the LEA will:

C-1 CONSULT WITH OTHERS ON PLAN DEVELOPMENT

Assure consultation has occurred with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III plan. *Section 3116(b)(4)(C).*

C-2 ASSESS ENGLISH PROFICIENCY ANNUALLY

Assess annually the English proficiency of all English learners participating in a program funded under Title III, consistent with *Section 1111(b)(2)(B)* and *(G)*. *Section 3113(b)(3)(A)* and *(B)*.

C-3 USE EFFECTIVE APPROACHES AND METHODOLOGIES

Use effective approaches and methodologies for teaching English learners and immigrant children and youth to: 1) develop and implement new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs, 2) carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, 3) implement, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learner and immigrant children and youth, 4) implement, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant program, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth. *Section 3115(a)(1-4).*

C-4 COMPLY WITH PRIVATE SCHOOL PARTICIPATION REQUIREMENTS

After timely and meaningful consultation with appropriate private school officials, provide to children who are enrolled in private elementary and secondary schools in areas served by such agency, consortium, or entity and to their teachers or other educational personnel, on an equitable basis, educational services or other benefits that address their needs under Title III the program. *Section 8501.*

The LEA must consult with each non-public school about the Title III, Part A grant. The LEA must maintain a written record of the consultation in its records and provide a copy to the SEA by posting the signed document on the Online Grants Management System.

C-5 ASSESS ENGLISH LEARNERS IN ENGLISH

Comply with the requirement in *Section 1111(b)(2)(B)(ix)* regarding assessment of English learners in English. *Section 3113(b)(3)(A).*

C-6 BE IN COMPLIANCE WITH STATE LAWS

Assure, by signing in this section, that the LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners (EL), consistent with Sections 3125 and 3126. *Section 3116(b)(4)(B).*

C-7 USE TITLE III FUNDS TO ONLY SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use Title III funds in order to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learner and Immigrant children and youth, and in no way supplant such Federal, State, and local public funds. *Section 3115(g).*

C-8 USE OF FUNDS

Use Title III funds to increase the English language proficiency of English learners, provide effective professional development, and implement effective parent, family, and community engagement activities and strategies that enhance or supplement language instruction educational programs for ELs. *Section 3115(c).*

C-9 SELECT METHODS OF EFFECTIVE INSTRUCTION

Select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards. *Section 3115(f)(1)*

C-10 COMPLY WITH PARENT REQUESTS FOR INFORMATION ABOUT STAFF EDUCATING THEIR CHILDREN

Ensure that each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year. *Section 3116(b)(4)(A).*

C-11 COORDINATE WITH HEAD START AND EARLY HEAD START

Coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. *Section 3116(b)(4)(D).*

C-12 USE OF IMMIGRANT SET-ASIDE FUNDS

Understand that by accepting Title III Immigrant Set-Aside funds, if applicable, to use these funds to support activities that provide enhanced instructional opportunities for immigrant children and youth and agree to comply with all associated program requirements. *Section 3115(e).*

Title III LEA CERTIFICATION ON TEACHERS' FLUENCY IN ENGLISH	
I certify that all teachers in any language instruction educational program for English learners that is, or will be, funded under Title III are fluent in English and any other language used for instruction, including having written and oral communication skills. <i>Section 3116(c).</i>	
Signature of the Superintendent / Charter School Administrator	Date

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (C-1 through C-12) for Title III, Part A and will ensure that the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances for these programs the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA electronically attach this signed document in the online Grants Management System – District page and that a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section D: Assurances for ESSA - Title IV, Part A

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESSA, Title IV, Part A the LEA will:

D-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use Title IV, Part A funds only to supplement, not supplant, non-Federal funds that would otherwise be used for Title IV, Part A activities. *Section 4110.*

D-2 PRIORITIZE THE DISTRIBUTION OF FUNDS TO SCHOOLS

Prioritize the distribution of Title IV, Part A funds to schools that:

- (a) are among the schools with the greatest need (as determined by the LEA);
- (b) have the highest percentages of low-income students;
- (c) are identified for comprehensive support and improvement;
- (d) have consistently underperforming subgroups;
- (e) are identified as a persistently dangerous public elementary school or secondary school under *Section 8532.*

Section 4106(e)(2).

D-3 PROVIDE EQUITABLE SERVICES FOR ELIGIBLE STUDENTS IN PRIVATE SCHOOLS:

The LEA will provide, after timely and meaningful consultation with private, nonprofit (*ESSA Section 8101*) school officials, equitable services to eligible students attending private, non-profit elementary and secondary schools in accordance with *Section 8501.*

The LEA must consult with each non-public school about the Title IV, Part A grant. The LEA must maintain a written record of this consultation in its records and provide a copy to the SEA by posting the signed document on the Online Grants Management System.

D-4 CONDUCT A NEEDS ASSESSMENT

LEAs that receive an allocation of at least \$30,000 must conduct a comprehensive needs assessment that includes, at minimum, a focus on the three priority areas (*See Use of Funds below*) of Title IV, Part A, at least once every three years.

D-5 USE TITLE IV, PART A FUNDS FOR STUDENT SUPPORT AND ACADEMIC ENRICHMENT:

The LEA will assure that the conditions under *Section 4106(e)(2)* or the conditions under *Section 4106(f)* shall apply:

- If the LEA receives a Title IV-A allocation in an amount less than \$30,000, shall be required to meet only one of the assurances below. If the LEA receives a Title IV-A allocation greater than \$30,000, the LEA shall be required to meet all three of the assurances below:
 - use **not less than 20 percent** of funds received under Title IV-A to support one or more of the activities authorized under section 4107; activities to support well-rounded educational opportunities.
 - use **not less than 20 percent** of funds received under Title IV-A to support one or more of the activities authorized under section 4108; activities to support safe and healthy students.
 - use a portion of funds received under Title IV-A to support one or more activities authorized under section 4109(a), including an assurance that the local

educational agency, or consortium of local educational agencies, will comply with section 4109(b); activities that support the effective use of technology.

D-6 ANNUAL REPORTING TO THE STATE:

Annually report to the State for inclusion in the report described in *Section 4104(a)(2)* how funds are being used under Title IV-A to meet the State's Title IV-A Program requirements.

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (D-1 through D-6) for Title IV, Part A and will ensure that the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances for these programs the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA electronically attach this signed document in the online Grants Management System – District page and that a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section E: Assurances for ESSA - Title V, Part B, Subpart 2

All Sections cited are from the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act through P.L. 114-95, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in ESSA, Title V, Part A, Subpart 2 the LEA will:

E-1 USE FEDERAL FUNDS ONLY TO SUPPLEMENT, NOT SUPPLANT, OTHER RESOURCES

Use Title V, Part A, Subpart 2 funds only to supplement, not supplant, non-Federal funds that would otherwise be used for Title V, Part A, Subpart 2 activities. *Section 5232.*

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (E-1) for **Title V, Part A, Subpart 2** and will ensure that the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances for these programs the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA electronically attach this signed document in the online Grants Management System – District page and that a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section F: Assurances for IDEA, Part B

All Sections cited are from the Individuals with Disabilities Education Act as amended by P.L. 108-446, and the IDEA Regulations (34 CFR §300.201 through §300.213) unless otherwise noted.

The LEA hereby assures the New Hampshire Department of Education that for purposes of implementing the Individuals with Disabilities Education Act (IDEA), the LEA requesting special education funds will make the following assurances as required by IDEA Part B, 20 U.S.C. §§ 1411 et seq., and 34 C.F.R. Part 300:

F-1 COMPILE AND MAINTAIN FINANCIAL REPORTING REQUIREMENTS

Comply with federal requirements under the IDEA. Prescribed formulas and financial records specified in statute or regulations must be compiled and maintained by the submitting agency, be submitted with applications when required, and be available for audit review annually.

The LEA must document its adherence to Maintenance of Effort requirements (34 CFR § 300.203-205), which provide that the LEA must budget for and spend at least the same total or per capita amount from the combination of state and local funds, for the education of students with IEPs as it spent for that purpose in the most recent fiscal year in which it met maintenance of effort from that same source of combined state and local funds. Such planning budgets shall be made available to the New Hampshire Department of Education upon request.

F-2 POLICY AND PROCEDURES

In providing for the education of children with disabilities within its jurisdiction, the LEA must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under 34 CFR §§ 300.101-300.163, and 34 CFR §§ 300.165-300.174.

F-3 PRIVATE SCHOOL STUDENT PARTICIPATION

Provide for equitable services to students with disabilities ages 3-21 enrolled by their parents in private schools located within the LEA's boundaries, regardless of where the students reside, and home schooled students, consistent with the requirements of federal law. This includes child find, child count, timely and meaningful consultation, and expenditure of a proportionate share of federal IDEA funds. 34 C.F.R. §§ 300.130-300.144.

F-4 FREE AND APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT

Provide that each eligible child with a disability receives a free appropriate public education in the least restrictive environment according to the description in the child's accepted Individualized Education Program (IEP) consistent with 20 U.S.C. § 1412(a)(5) and 34 C.F.R. §§ 300.114-300.119, and applicable state special education laws, regardless of funding for such services.

F-5 PROVISION OF ACCESSIBLE INSTRUCTIONAL MATERIALS

Timely delivery of accessible materials - The LEA hereby assures that it will take all reasonable steps to provide print instructional materials in accessible formats to students with disabilities (who need those materials) at the same time as other students receive print instructional materials in accordance with 34 CFR § 300.172. Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under Sec. 300.172.

F-6 MONITORING: PRIOR MONITORING AND AUDIT FINDINGS MUST BE CORRECTED

In accordance with requirements from the federal Office of Special Education Programs, special education monitoring and/or audit findings must be corrected as soon as possible but no later than one year after the finding is made. See OSEP Memorandum 09-02 (October 17, 2008).

F-7 PROVISION

In providing for the education of children with disabilities within its jurisdiction, the LEA assures that it will meet each of the conditions in 34 CFR §300.201 through §300.213.

By signing this document, I attest I have read and understand the obligations of all the assurance statements (F-1 through F-7) above for the Individuals with Disabilities Education Act, and will ensure the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances for these programs the LEA will participate in to the LEA School Board/Board of Trustees and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA electronically attaches this signed document in the online Grants Management System – District page and that a copy will be kept on file at the LEA.

Additionally, I agree that the LEA has engaged in the Equitable Services Consultation process to provide services to eligible students in private schools (if applicable).

LEA Name: _____

Signature of Superintendent/Charter School Administrator: _____

Date: _____

Section G: Assurances for the Strengthening Career and Technical Education for 21st Century Act (Perkins V).

All Sections cited are from the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act P.L. 115-224, unless otherwise noted.

The local education agency (LEA) hereby assures the New Hampshire Department of Education that pursuant to the requirements in the Strengthening Career and Technical Education for 21st Century Act, the LEA will:

G-1 ADMINISTRATION

Administer each program, service or activity covered by the LEA local application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for 21st Century Act and in accordance with *Section 135 Local Uses of Funds*.

G-2 CIVIL RIGHTS ACT

Be in compliance with *Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act* and any other federal or state laws, regulations and policies which apply to the operation of the programs.

G-3 FINANCIAL AUDIT

Comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (*Section 122(d)(13)(A)*).

G-4 CONFLICT OF INTEREST

Not to expend funds under the Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any employee of the acquiring entity, or any organization affiliated with such an employee. (*Section 122 (d)(13)(B)*).

G-5 REPORTING

Comply with all reporting requirements in a timely manner and ensure that the information reported is valid, reliable, and accurate.

G-6 DISCRIMINATION

Comply with the guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex, and handicap on vocational education programs (*34 CFR Part 100, Appendix B*).

By signing this document, I attest I have read and understand the obligations of all the assurance statements above (G-1 through G-6) for the Strengthening Career and Technical Education for the 21st Century Act, and will ensure that the LEA complies with the assurances. I further attest that I have provided a copy of all the assurances for the program the LEA will participate in to the LEA School Board and have consulted with them, including explaining the obligations of the LEA under these assurances. I will ensure that the LEA will electronically attach this signed document in the online Grants Management System District page and a copy will be kept on file at the LEA.

LEA Name: _____

Signature of Superintendent: _____

Date: _____

General Education Provisions Act (GEPA) – Section 427

SAU Number:

LEA Name:

Name, Telephone and Email Address of person completing the GEPA:

Name: _____

Phone Number: _____

E-mail Address: _____

Superintendent/Charter School Administrator Signature: _____

GEPA 427 General Educational Provisions Act

<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Section 427 requires each LEA applying for funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded project or activities.

1. How does the LEA ensure equitable access for students and teachers to participate in federally assisted programs?



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

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

April 15, 2020

TO: Superintendents

FROM: Timothy Carney, Administrator
Bureau of Federal Compliance

SUBJECT: General Assurances FY 2021

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

The submission of general assurances is required in part by:

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

The NHDOE has consolidated the general assurances into one document which also now includes requirements and definitions in an effort to provide more guidance relative to implementation of the underlying assurances. NHDOE requests an annual submission for all of your Local Education Agencies (LEA's). This will simplify the collection of assurances and facilitate the requirement that the NHDOE Commissioner of Education certify to the Secretary of Education the status of all LEAs. In New Hampshire both School Districts and School Administrative Units (SAUs) are considered

LEA's. Individual program policy establishes which of these two entities may apply for federal funds. As such, both the Superintendent and the local School Board Chairperson are required to sign the certifications of the attached document.

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

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

On the Certification page, please include the name and number of the SAU office and the name of the School District which will be applying for funds, both certifying parties are asked to execute the document, and return to the NHDOE Bureau of Federal Compliance office no later than **June 30, 2020**.

Due to the ongoing COVID-19 pandemic, the NHDOE recognizes that the Federal government may implement changes to grant requirements (time extensions, waivers to reporting requirements, modifications to regulations, etc.) that may impact these general assurances. As the potential changes are not known at this time, the NHDOE may issue future amendments to these general assurances as deemed necessary to address any changes required by our Federal partners.

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

New Hampshire Department of Education

FY2021

GENERAL ASSURANCES, REQUIREMENTS AND DEFINITIONS FOR PARTICIPATION IN FEDERAL PROGRAMS

Subrecipients of any Federal grant funds provided through the New Hampshire Department of Education (NHDOE) must submit a signed copy of this document to the NHDOE Bureau of Federal Compliance prior to any grant application being deemed to be “substantially approvable”. Once a grant is deemed to be in substantially approvable form, the subrecipient may begin to obligate funds which will be reimbursed upon final approval of the application by the NHDOE (34 CFR 708). Any funds obligated by the subrecipient prior to the application being in substantially approvable form will not be reimbursable even upon final approval of the application by the NHDOE.

Due to the ongoing COVID-19 pandemic, the NHDOE recognizes that the Federal government may implement changes to grant requirements (time extensions, waivers to reporting requirements, modifications to regulations, etc.) that may impact these general assurances. As the potential changes are not known at this time, the NHDOE may issue future amendments to these general assurances as deemed necessary to address any changes required by our Federal partners.

This FY2021 general assurances document contains some differences from the FY2020 general assurances document. You are encouraged to do a side-by-side comparison of the two documents so that you thoroughly understand the requirements to which you are agreeing.

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

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

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

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

Should you have any questions please contact Timothy Carney at 603-271-2634 or Lindsey Scribner at 603-271-3837.

General Assurances, Requirements and Definitions for Participation in Federal Programs

A. General Assurances

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

- 1) The subrecipient has the legal authority to apply for the federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in all applications submitted.
- 2) The subrecipient will give the awarding agency, the NHDOE, the Comptroller General of the United States and, if appropriate, other State Agencies, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- 3) The subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- 4) The subrecipient will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 5) The subrecipient will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
 - (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin;
 - (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex;
 - (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
 - (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
 - (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
 - (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 - (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
 - (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing;
 - (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and,
 - (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 6) The subrecipient will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646)

which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.

- 7) The subrecipient will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds. The subrecipient further assures that no federally appropriated funds have been paid or will be paid by or on behalf of the subrecipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- 8) The subrecipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported in whole or in part with federal funds.
- 9) The subrecipient will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported in whole or in part with federal funds.
- 10) The subrecipient will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 11) The subrecipient will comply with all applicable requirements of all other federal laws, executive orders, regulations, and policies governing all program(s).
- 12) The subrecipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR 200, Subpart F, "Audit Requirements," as applicable.
- 13) The recipient will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a subrecipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
- 14) The control of funds provided to a subrecipient that is a Local Education Agency under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- 15) Personnel funded from federal grants and their subcontractors will adhere to the prohibition from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).
- 16) The subrecipient assures that is will adhere to the Pro-Children Act of 2001, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children (P.L. 107-110, section 4303[a]). In addition, no person shall permit smoking within any indoor

facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services (P.L. 107-110, Section 4303[b][1]). Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P.L. 107-110, section 4303[e][1]).

- 17) The subrecipient will comply with the Stevens Amendment.
- 18) The subrecipient will submit such reports to the NHDOE and to U.S. governmental agencies as may reasonably be required to enable the NHDOE and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- 19) The subrecipient will assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions of the applications, the official who is authorized to legally bind the recipient agency/organization agrees to the following certification [2CFR 200.415(a)].

“By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the application, I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.”

- 20) The subrecipient will assure that expenditures reported are proper and in accordance with the terms and conditions of any project/grant funding, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment [2CFR 200.415(a)].

“By signing this General Assurances, Requirements and Definitions for Participation in Federal Programs document, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.”

- 21) The subrecipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- 22) The subrecipient shall assure that any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public upon request.
- 23) The subrecipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.

- 24) The subrecipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- 25) The subrecipient will submit a fully executed and accurate Single-Audit Certification form to the NHDOE not later than March 31, 2021. The worksheet will be provided to each subrecipient by the NHDOE.
- 26) The subrecipient shall comply with the restrictions of New Hampshire RSA 15:5.
- 27) The subrecipient will comply with the requirements in 2 CFR Part 180, Government-wide Debarment and Suspension (Non-procurement).
- 28) The subrecipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- 29) The recipient will adhere to the requirements of Title 20 USC 7197 relative to the Transfer of Disciplinary Records.
- 30) Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 31) Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.
- 32) Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 33) Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 34) Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 35) Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

B. Explanation of Grants Management Requirements

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

1. Financial Management Systems

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

Specifically, the financial management system must be able to:

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

2. Written Policies and Procedures

The subrecipient must have written policies and procedures for:

- a) Cash Management (2 CFR 200.302(b)(6) & 200.305)
- b) Determining the allowability of costs in accordance with 2 CFR 200 Subpart E—Cost Principles and the terms and conditions of the Federal award. (2 CFR 200.302(b)(7))
- c) Conflict of Interest (2 CFR 200.318(c))
- d) Procurement (2 CFR 200.320)
- e) Method for conducting Technical Evaluations of Proposals and Selecting Recipients (2 CFR 200.320(d)(3) and 200.323)
- f) Suspension and Debarment (2 CFR 200.213)
- g) Travel (2 CFR 200.474(b))
- h) Equipment and Supplies (2 CFR 200.313(d), 200.314)
- i) Time and Effort (2 CFR 200.430(i))
- j) Record Keeping (2 CFR 200.333 and 200.335)

3. Internal Controls

The subrecipient must:

- a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with the guidance outlined in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).
- b) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- c) Take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.
- d) Take reasonable measures to safeguard and protect personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the subrecipient considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- e) Maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project in accordance with 2 CFR 200.333.

4. Allowable Costs

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

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

5. Audits

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

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

The subrecipient assures it will implement the following audit responsibilities;

- a) Procure or otherwise arrange for the audit required by this part in accordance with auditor

selection regulations (2 CFR 200.509), and ensure it is properly performed and submitted no later than nine months after the close of the fiscal year in accordance with report submission regulations (2 CFR 200.512).

- b) Provide the auditor access to personnel, accounts, books, records, supporting documentation, and other information as needed so that the auditor may perform the audit required by this part.
- c) Prepare appropriate financial statements, including the schedule of expenditures of federal awards in accordance with financial statements regulations (2 CFR 200.510).
- d) Promptly follow up and take corrective action on audit findings, including preparation of a summary schedule of prior audit findings and a corrective action plan in accordance with audit findings follow-up regulations (2 CFR 200.511(b-c)).
- e) Upon request by the NHDOE Bureau of Federal Compliance (BFC), promptly submit a corrective action plan using the NHDOE template provided by the BFC for audit findings related to NHDOE funded programs.
- f) For repeat findings not resolved or only partially resolved, the subrecipient must provide an explanation for findings not resolved or only partially resolved to the BFC for findings related to all NHDOE funded programs. The BFC will review the subrecipient's submission and issue an appropriate Management Decision in accordance with 2 CFR 200.521.

6. Reports to be Submitted

Audits/Management Decisions

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

- a) The Federal Audit Clearinghouse (FAC) in 2 CFR 200, Subpart F requires the auditee to electronically submit the data collection form described in 200.512(b) and the reporting package described in 200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1pol\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1pol))/account/login.aspx)

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

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

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

Single Audit Certification

An executed and accurate Single-Audit Certification form shall be submitted to the NHDOE not later than **March 31, 2021**. A copy of the form will be provided to each subrecipient by the NHDOE.

7. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented

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Initials of School Board Chair: _____

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

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

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

The subrecipient certifies that it and its principals:

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

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

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

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR 84.200 and 84.610, the subrecipient certifies that it will continue to provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the subrecipient's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b) Establishing, as required by 34 CFR 84.215, an ongoing drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace.
 - The recipient's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation, and employee assistance programs.
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the

workplace.

- c) Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- d) Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - Abide by the terms of the statement.
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e) Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR 84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

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

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

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

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

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

Program staff within the NHDOE must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists).*

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

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

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

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

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

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

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

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

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

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

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

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

Ed 317.03 Standard for Expulsion by Local School Board.

- a) A school board which expels a pupil under RSA 193:13, II or III, shall state in writing its reasons, including the act leading to expulsion, and shall provide a procedure for review as allowed under RSA 193:13, II.
- b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.
- c) If a student is subject to expulsion and a firearm is involved, the Superintendent shall contact local law enforcement officials whenever there is any doubt concerning:
 - 1) Whether a firearm is legally licensed under RSA 159; or
 - 2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.
- d) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the Superintendent, the following shall apply:
 - 1) The Superintendent shall suspend the pupil for a period not to exceed 10 days, pending a hearing by the local board; and
 - 2) The school board shall hold a hearing within 10 days to determine whether the student was in violation of RSA 103:13, III and therefore is subject to expulsion.

11. Lobbying

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

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

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

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

be sufficient.

12. Subrecipient Monitoring

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

13. More Restrictive Conditions

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

14. Obligations by Subrecipients

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

15. Participation of Private School Students and Staff in Federal Grants

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute, regulations, and guidance documents.

16. Personnel Costs – Time Distribution

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

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

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

- a) Reflect an after-the-fact distribution of the actual activity of each employee

- b) Account for the total activity for which each employee is compensated
- c) Prepared at least monthly and must coincide with one or more pay period
- d) Signed and dated by the employee

17. Protected Prayer in Public Elementary and Secondary Schools

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

18. Purchasing

All subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR 200.317 – 200.326.

19. Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal rules and regulations. Federal regulation 2 CFR 200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

Access to records of the subrecipient and the expiration of the right of access is found at 2 CFR 200.336 (a) and (c), which states:

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

20. The Stevens Amendment

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

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

21. Transfer of Disciplinary Records

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

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

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

C. Definitions

- 1) **Audit finding** - *Audit finding* means deficiencies which the auditor is required by 2 CFR 200.516 Audit findings, paragraph (a) to report in the schedule of findings and questioned costs (2 CFR 200.5).
- 2) **Management decision** - *Management decision* means the evaluation by the Federal awarding agency or pass-through entity of the audit findings and corrective action plan and the issuance of a written decision to the auditee as to what corrective action is necessary (2 CFR 200.66).
- 3) **Obligations** - When used in connection with a non-Federal entity's utilization of funds under a Federal award, *obligations* means orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period (2 CFR 200.71).
- 4) **Pass-through entity** - *Pass-through entity* means a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program (2 CFR 200.74).
- 5) **Period of performance** - *Period of performance* means the time during which the non-Federal entity may incur new obligations to carry out the work authorized under the Federal award. The Federal awarding agency or pass-through entity must include start and end dates of the period of performance in the Federal award.
- 6) **Subaward** - *Subaward* means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a

Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract. (2 CFR 200.92).

- 7) **Subrecipient** - *Subrecipient* means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency (2 CFR 200.93).

CERTIFICATION

Instructions: The Superintendent, or other Qualifying Administrator, if the School District does not have a Superintendent, (*See* RSA 194-C:5, II) **must** consult with the School Board for the School District by informing said School Board about the District's participation in Federal Programs and the terms and conditions of the General Assurances, Requirements and Definitions for Participation in Federal Programs. The Superintendent or other Qualifying Administrator and the Chair of the School Board **must** sign this certification page (and initial the remaining pages) as described below and return it to the NHDOE. **No payment for project/grant awards will be made by the NHDOE without a fully executed copy of this General Assurances, Requirements and Definitions for Participation in Federal Programs on file.** For further information, contact the NHDOE Bureau of Federal Compliance at (603) 271-2634.

Superintendent or other Qualifying Administrator Certification:

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

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

SAU Number: _____ School District: _____

Typed Name of Superintendent
or other Qualifying Administrator

Signature

Date

School Board Certification:

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

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

Signature

Date

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

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

federalcompliance@doe.nh.gov

Spring Coaching Stipends 2020

Approved at 4/22 SB Meeting

Varsity Baseball
Varsity Softball
Boys Varsity Lacrosse
Girls Varsity Lacrosse
Boys Tennis
Girls Tennis
DHS Girls Head Track

Full Stipend	25% Pay
\$4,214.75	\$1,053.69
\$4,214.75	\$1,053.69
\$3,005.30	\$751.33
\$3,005.30	\$751.33
\$2,455.55	\$613.89
\$2,455.55	\$613.89
<u>\$4,214.75</u>	<u>\$1,053.69</u>
\$23,565.95	\$5,891.49

For Discussion at 5/11 SB Meeting

JV Baseball
JV Softball
Boys JV Lacrosse
Girls JV Lacrosse
DHS Asst. Track
DHS Asst. Track
DMS Head Track
DMS Assistant Track

Full Stipend	25% Pay
\$2,712.10	\$678.03
\$2,712.10	\$678.03
\$1,979.10	\$494.78
\$1,979.10	\$494.78
\$2,492.20	\$623.05
\$2,492.20	\$623.05
\$2,492.20	\$623.05
<u>\$1,575.95</u>	<u>\$393.99</u>
\$18,434.95	\$4,608.74

Memorandum of Agreement
Regarding Time Tracking Records
between the Dover Teachers' Union, NEA-NH and the
Dover School District

THIS MEMORANDUM OF AGREEMENT, hereinafter "MOA," is entered into between, the Dover Teachers' Union ("Association"), and the Dover School District ("District")

WHEREAS, the COVID-19 shutdown period has been an unprecedented emergency situation, in which the District, Teachers and Support Staff have had to reach mutual agreement about temporary modifications to Employee working conditions and schedules, in order to transition quickly to remote learning for the students and communities they serve; and

WHEREAS, it may be mutually beneficial in the future for the District to provide records of employee work time to the public or to government agencies;

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth below, the parties agree as follows:

1. Employees will be required to fill out a mutually agreed upon time tracker for each day they perform work for the District. Employees will be required to note the type of work activity performed daily.
2. Time tracker records shall not be used in the discipline or evaluation of employees.
3. Any data released to the public regarding the time-tracker worksheets shall be released in the aggregate only. No individual teacher information shall be released by the District.
4. Upon request, the District shall provide the Association with the aggregate data from the time tracker worksheets. No individual teacher information shall be released by the District.
5. The parties agree that this agreement is temporary and will only be in effect until the end of the 2019-2020 school year. The parties also agree that this agreement does not replace the current collective bargaining agreement which remains in full force and effect provided they do not conflict with this Memorandum.
6. It is agreed and understood by the Parties that this Memorandum of Understanding does not establish any precedent or past practice as to any other disputes which may exist in the future between the Association and the District. The Parties further agree and understand that this Memorandum of Understanding will not be admissible in any grievance, arbitration hearing, or cause of action, except to enforce its terms.
7. The Parties execute this Memorandum of Understanding voluntarily with full understanding of its terms.

Signed and Agreed to on this _____ day of April 2020.

Lisa M. Dillingham, President
Dover Teachers' Union

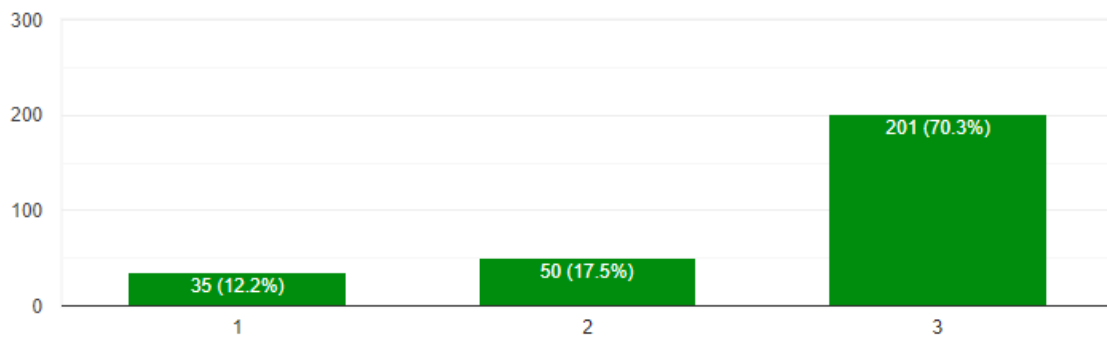
William R. Harbron, Superintendent
Dover School District

Amanda Russell, School Board Chairperson
Dover School District

Conduct a virtual graduation ceremony for the week of June 1.

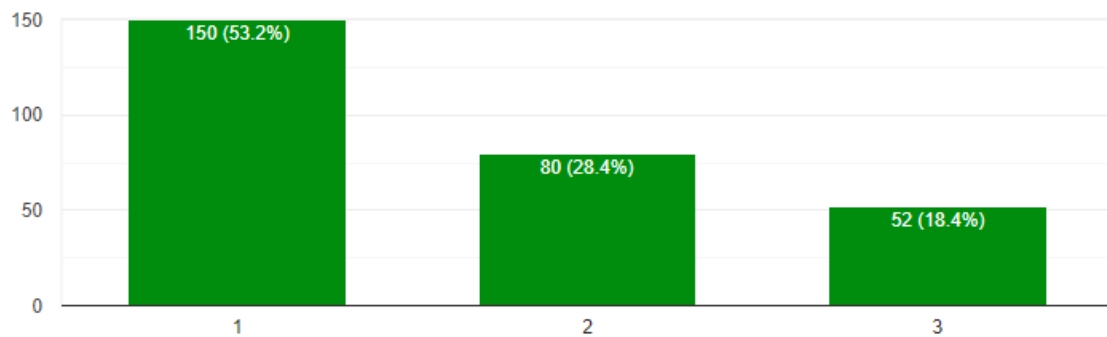


286 responses



Wait to have graduation in July or August on the campus of Dover High School, if the state will allow such a gathering and with potential for restrictions on the number of tickets per graduate and social distancing measures being in place

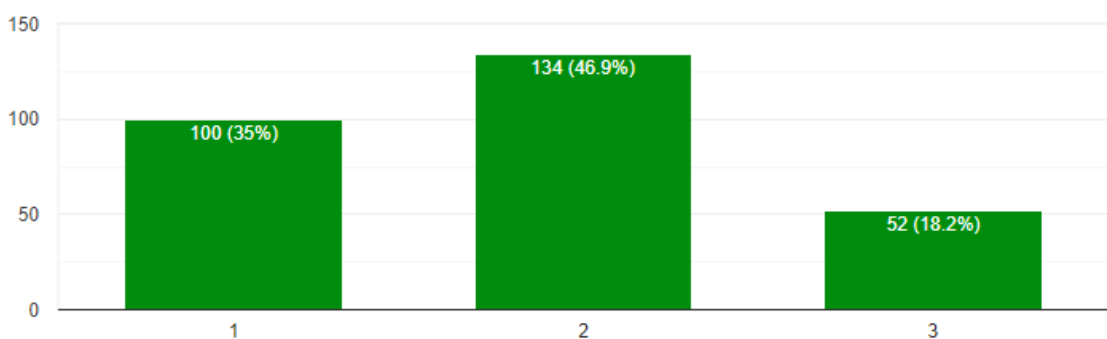
282 responses



Plan for two graduation ceremonies: 1) Holding a virtual celebration the week of June 1 and 2) A second celebration event (if possible) sometime this summer.



286 responses



The young adults deserve a real ceremony.

We should have some celebration for our children and students for working so hard

I prefer going to UNH where there is more room at the stadium Not gym/Whit to social distance.

Stay well and healthy

i Would like to be able to have a picture with my family in my cap and gown. Could 'graduation' be done over a few days so parents and siblings could do that- even if it's in front of the school and not on the stage. Picture with family and student in one group and then the next family group. Almost like senior night for athletes

Having an in person graduation is necessary because of how hard these kids have worked for the past twelve years of their life! Thank you.

Thank you for asking. It's an important milestone for these students and families to celebrate

I think that it's important for the seniors to walk across the stage. They've missed so many parts of their senior year. I don't want to take that away from my son.

It would be great for the students to be able to put a few words in with their pictures if there is a virtual graduation. A physical graduation at the high school should be our main focus because they deserve this!!!

Individual time slot/video taped and pieced together or sort of drive up ceremony where kids and parents stay in car..student called and they get out of car and walk up to get diploma and return to car and the next person is called would need loud speakers and use of parking lot out front

Are all the D1 student athletes represented in the photo montage. We have some missing

Thank you for all your efforts on this. I know our senior and his family will understand whatever decision is made will be based on the safest thing for everyone.

Love to me at the new high school

How about 2 outdoor ceremonies. 1/2 the class at one and 1/2 at the second so we dont have to limit the number of tickets as much.

Virtual graduation should only be a last resort option. I understand a physical graduation might be difficult, but I think we should keep planning for one later in the summer unless we know we absolutely cannot-a later virtual ceremony could be the backup plan if we find out we can't hold it in person. Graduation is supposed to be a special occasion, and a virtual ceremony would hold nowhere near the same significance of a physical graduation. This is a difficult situation, but we don't know what it will be like three or four months from now.

Please do SOMETHING for these kids.

The Seniors deserve to walk the stage with all their loved ones there so if we have to wait til virus is over then fine but they need something.

What's happening with preordered yearbooks?

My child is NOT AT ALL interested in virtual grad celebrations!!!!!!!!!!

Pre record the speeches to keep the event shorter. Mail diplomas in advance

What about a car parade idea like some other NH schools are doing...with each student picking up their diploma at the front of DHS?

We could do a drive thru graduation. I think it would really work

Also maybe a drive thru parade for them to see and say goodbye to their teachers

Students deserve in person ceremony. For some this will be their only school graduation. For some, this is a huge milestone. Have you explored having it on the football field under a large tent to allow for space? Overflow could view via it projected on baseball field? Some locations are using drive in movie theatres. Have you looked into that? What about using UNH football field? What about the senior award / scholarship ceremony?

As ideas start to roll out for virtual graduation, please consider a pre-filmed ceremony in lieu of a virtual zoom live feed. Also, when will caps/gowns be issued?

virtual and an opportunity to have a cap and gown photo

Have a graduation ceremony in June for the graduates only. With each graduate seated a min of 6 feet apart from the next. No families and broadcast over internet to families.

Hold the graduation on the football field with the families in the bleachers.

These kids deserve a real graduation and every effort should be made to give that to them, thank you!!

i Just want something to get dressed up and put our gowns and cap on to celebrate together.

A virtual graduation is good then we can all see it the students will at least get their diploma's

Would recommend a graduation ceremony similar to the Air Force academy this year. Graduating students are seated (football field??) in a grid-like pattern 6 ft apart. No parents etc. people view the ceremony live virtually. Only students with dean and selected staff present only, gives them the chance to wear a cap and gown, many never have opportunity again in life.

Please don't forget about a senior banquet. This is also so important to the seniors.

Signs with blow up pictures of all the kids (senior pics) around downtown or on Alumni drive, green and white balloons all over town, some kind of covid-safe caravan to celebrate graduates (maybe have them in their caps and gowns and we drive them all over town so people can wave and congratulate them).

If there's a virtual event in June, I think it would be important to have something over summer too (if it's allowed). Maybe more like a party and not as formal as commencement? I think something in person would be great, and may have to have social distancing measures taken.

We would prefer to receive the diploma in the mail vs any ceremony. Another idea is to have teachers/principles and other speakers record their speeches vs staying on a virtual meeting for several hours.

A combination of a filmed graduation and physical graduation week of June 1st. Close down downtown like Apple Harvest fest, let graduates drive through.. pick up their diplomas and parade through town. Do it in stages via letters in the Alphabet or use Lee speedway for a mobile and filmed graduation.

Our first choice would be to hold an outside graduation at DHS in JUNE. Heather will be away all summer at her job.

In addition to the ceremony and the signs, a FL principal lined the drive with senior photos. A parade would be fun with seniors standing 6 feet apart, even if a limited number at a time, like people have been doing with birthdays, for the town to come by and cheer and beep. <https://www.msn.com/en-us/news/videos/florida-principal-lines-school-driveway-with-portraits-of-class-of-2020/vi-BB13qe2L>

Support for an actual graduation on campus (July/August) would depend on the state of the pandemic. If conditions significantly improve (substantially so, I would be fine with a ceremony in late August.

I REALLY like the idea of assigning each senior a time slot, and walking the stage by themselves (socially distanced from admin). Stopping in the middle for a portrait with and without the mask, and walking off. Record the whole thing, then edit into a virtual graduation. This way, every student has a chance to walk across that stage in person and have their picture taken. And every student is included in one massive virtual graduation afterwards. Other schools have modeled this and I think it is a great idea!

Only online

Why is there such a rush to get to hold a virtual ceremony? Why not plan for a physical ceremony later this summer? If a physical ceremony is not possible at that time you can always hold a virtual ceremony then. These kids have had so many memories taken away from them. They have earned and deserve the experience of walking across the stage to receive these diplomas. Please don't sell them short in order to check a box and move on. They deserve so much better ! This community should do everything we can to provide them with this experience!

For those who go to basic training before the in person graduation, what would happen with them getting their diploma

i would prefer to not drag this out... could the 2020 grads be invited to walk at the 2021 ceremony? or walk before the 2021 ceremony at the same venue? some colleges are inviting 2020 seniors to attend any graduation of their choice, as long as they notify the school ahead of time

Thank you for sending this survey and asking our opinion.

A virtual graduation shouldn't even be considered. We've waited 4 years to walk down that stage and have the band play, and I don't care if I'd have to do it in a mask.

My child is not at all interested in a virtual ceremony at any time. Seeing friends/peers in person is the only reason he would want to attend an in person event beyond June

Thank you for reaching out for input!

My feeling is do it on line only june 1 in summer its over , we dont know when virus done with us i dont want it dragged out .

It is unfortunate for our family that our son will be leaving for basic training in early July. The sooner the better if at all possible!

Maybe the school could set something up, on the football field, where just the seniors go to.. Have them all wearing green masks and gloves. Have them stand in a line but at a distance in whatever order they're in as they are called in? Have a photographer off to the side set up in mask and gloves. Make it virtual so that friends and family could watch from home?.. Just something I thought up myself

Plan for a first reunion with events held at the school .

Would prefer actual event instead of virtual

Please wait to have Graduation in July or August

I personally wouldn't care if it was put off even later. I'd like my son to have the satisfaction of having a real graduation. Also as a parent I've waited to see him graduate.

I was wondering about having a staggered grad. Perhaps 10 grads every 15 min with parents watching from chairs set up 6 feet apart. Grads could pick up diplomas from tables so no contact. Officials on stage 6 feet apart.

We would love to see a virtual graduation at the very least! Thank you for all your hard work coming up with ideas for the seniors.

What about renting a drive-in theater like laconia

During July, everyone gathers at the football field and each family is called up one at a time.

An outside venue may be safer compared to an indoor arena; We have heard of some towns using a drive in theater, perhaps something like that could be replicated using a large screen with their photo and the families could be in their cars for safe distancing. The mall has a fairly large parking lot. Just a thought.

Is there away of honoring the kids with their photos in the city?

Graduation is a big deal but I think the best option would be a virtual graduation then if possible, hold a senior bbq or something along those lines.

The kids deserve to have an in person ceremony, those is what will make the memeory bank!

I would rather it was restricted to just graduates but I would rather they have a celebratory experience for all their hard work. I would be ok with watching ceremony remotely if my child could attend his graduation and have a chance to wear the cap & gown and I would pay for a picture of that! I understand the difficulties currently so I think the potential for 2 ceremonies will at least give the option on a physical celebration in the near future. Thank you!

If virtual graduation is only option students should go to school to get cap and gowns and any other things for seniors then drive to the school to retrieve all the thi gs a d all teachers should be there with balloons and signs and stuff for a final goodbye.

Thank you for trying to find a solution

I feel the school should be doing more around the city for graduating seniors

These kids deserve so much more than just a virtual graduation. I hope that the way this is worded that if "both" gets the most votes that the real celebration won't be discarded because they had a virtual one. I think they should be paraded thru town with police and fire and something real should be done regardless. If people aren't comfortable they have the option to stay home.

Of course none of these is really acceptable. High school graduation is a once-in-a-lifetime event for students and their parents. It's looked forward to and planned for from the time their kids are born. It's the last time these kids will be together as a group. Forget virtual. As a teacher holding virtual classes, as well as the parent of a senior, a virtual ceremony is just ridiculous - in place of or in conjunction with a postponed live ceremony. I know my son wouldn't even attend. Postponed is the least of the horrible options. By then some students will already begin scattering to the winds, going into the military, traveling across country and continents to go to school, etc. The only acceptable solution is to hold graduation for those that dare go, limit attendees and wear masks if we must. The powers that be need to wake up and look at this reasonably and let families participate in this momentous event.

The Class of 2020 deserves a physical graduation ceremony. A virtual ceremony is in no way a comparable or reasonable substitution. Holding a virtual ceremony prior to a physical ceremony will only result in taking away the significance of the physical ceremony. By holding a virtual ceremony prior I feel that we are rushing to get the job done. I would fully support a recognition ceremony at the end of the school year which does not include graduating. The Class of 2020 deserves nothing less.

I think it's really important to have some kind of in person event. These kids need to be able to say goodbye to their friends. It would be sad to not be able to have pictures of graduation. And pics of them w friends even if they can't stand next to each other.

There needs to be some celebration. The kids need it as well as the parents. Obviously in a safe manner, but there needs to be something. I have seen some high schools designate a time for each senior and their family come in, the student gets to walk across the stage, get the diploma, photo and then the final video. So it's all edited together, with speeches and everything..kinda cool.

Maybe flags of each senior name stick on the ground of the school yard 😊

I definitely think it's important to do something for them to recognize them!

Thank you for allowing different scenarios to accommodate everyone's various situations! Also thank you for giving families & students the opportunity to weigh-in. High School graduation is a huge milestone and students deserve a traditional & 'proper' ceremony but it's nice to know that all options are being considered.

Could we rent one of the outdoor movie theatres?

I really think it's important for the kids to have an in person event for closure.

I would just like to remind everyone that some of our children are shipping out to the military so they will not be able to attend any type of celebration in the summer which excludes them and is not fair. Please keep this in mind when planning

I appreciate the efforts you are putting in to make something work 😊

Any thought to having it at UNH and having one row of seats per family with a row or two in between? The graduates can sit 6 feet apart. They should have the experience of being able to walk across the stage. This may be the only graduation that some of these students will ever have. It would be a shame to have it virtually, where they might still feel anonymous. There is no good solution. Thank you for giving this some serious consideration.

I think it's VERY important for our seniors to have a face to face ceremony to say goodbye to their friends

After everything they have lost and suffered this spring. They deserve both graduations.

I really think we should be able to plan a physical graduation like other schools.



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

MEMORANDUM

TO: Dover School Board; Superintendent Harbron;
FROM: Michael Limanni, Business Administrator
DATE: May 8, 2020
RE: Contract Reductions

In order to keep the you informed, and provide you with an opportunity for public discussion, the business office is currently working with several vendors to amend our existing contracts due to a reduction in services provided. The largest of these amendments will involve changes to our two major transportation contracts with First Group, and the Strafford Learning Center. Please let me know if you would like the final amendments to come before the board prior to receiving a District signature.

Thank you,

Michael Limanni
Business Administrator
SAU#11 - Dover School District
61 Locust Street, Suite 409
Dover, NH 03820
Phone 603 516-6800
Fax 603 516-6809



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, May 11, 2020

SUPERINTENDENT REPORT

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

BOARD AGENDA ITEMS

G. CONSENT AGENDA

Resignations/Retirements – I recommend the Board accept the resignations and retirements of Wendy Nasberg, Teacher Woodman Park School (retirement); Jeannette Rousseau, DMS Administrative Assistant (retirement); and Catherine Esseneimer, HSS School Psychologist (resignation).

Leaves of Absence – None

Job Shares – None

Nominations – I recommend the Board approve the following nominations:

- New Teacher Nomination
- Annual Administration Nominations
- Annual DTU Nominations
- Spring Coaching Nominations

Extended Trips - None

Donations – I recommend the Board approve the May donation request.

I. POLICY – CHANGES – PROPOSALS – ADOPTIONS

1. **JLCF – Student Wellness Policy** – The Wellness Policy has undergone significant revisions based on the audit of the District's food service program in 2018-2019. The revisions are noted in the policy document.

2. **G CBD - DAA Policy** – The DAA Policy provides the guidance for salary, benefits, and work conditions for principals, deans, and directors. This is a three-year policy. The first year of the policy is a zero-increase followed by years 2 and 3 being a 2.5% increase in salaries.

3. **Heat Exhaustion Policy** - Attached are two documents for the Board to consider. The documents were created by the Athletic Department based on the recommendations of the Dover School District's Athletic Director, Peter Wotton, and its Athletic Trainer, Eric Goodman. In November 2019, Mr. Wotton and Mr.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, May 11, 2020

Goodman attended a conference at the University of New Hampshire hosted by the Collaborative Solutions for Safety in Sports (CSSS) in conjunction with the New Hampshire Athletic Trainers' Association (NHATA) and the Korey Stringer Institute (KSI). Based on information from this conference and the New Hampshire Interscholastic Athletic Association (NHIAA), the District has policy and practice recommendations for Exertional Heat Stroke. These practices and policies are considered best practices in the industry by the National Athletic Trainers Association (NATA) and are used regularly by most professional sports leagues (National Football League, Major League Baseball) and by the National Collegiate Athletic Association (NCAA).

The document labeled (*Exertional Heat Stroke EHS*) is intended to be a part of the athletic registration process that parents and students complete when they register for sports on Family ID.

The document labeled (*Exertional Heat Illness Policy & Procedures*) is intended to be adopted as policy. Additionally, a link to this policy will be provided in the athletic registration process.

J. POLICY ADOPTION

The following policies are presented for second reading by the Board:

1. **IHAMA – Teaching About Alcohol, Drugs, and Tobacco (Revised)** - Policy IHAMA was revised in response to 2019 N.H. Laws Ch. 346:104 & 346:109 (HB 4). That provision, rather awkwardly written included a requirement that districts adopt specific policies regarding violations of 126-K:8, I and education on same. It is noted that the state law already required: (a) health education to address tobacco use (189:11-d), prohibited minors from using or possession of tobacco products (126-K:6), prohibited smoking indoors in public places (RSA155:64-77), a policy to that effect (RSA 155:68); and smoking on school property (RSA 126:K-7). Other than the health education component, all these provisions are addressed in policy ADC.
2. **JLCFA - Feminine Hygiene Products - Policy JLCFA** is a new policy intended to address the provisions of 2019 SB 142, adopted as 2019 Laws Chapter 252, and codified as RSA 189:16-a.
3. **JLDBB – Suicide Prevention and Response** – Policy JLDBB is a new policy required with the 2019 passage of SB 282 (codified as RSA 193-J). Although the new law is not effective until July 1, 2020, there are many provisions that require planning and possible budget considerations.

(Note: The Policy Tracking Chart is included to review the current status of policy work by the Board.)

K. RESOLUTIONS

- None



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report
Monday, May 11, 2020

L. OLD BUSINESS

- None

M. NEW BUSINESS

- **Youth Risk Behavior Survey** – Kim Stephens and Vicki Harris will provide an overview of the Youth Risks Behaviors.
- **Annual Assurances** – Annually, the District must agree to assurances related to Federal Title Programs and federal funding. The Board is required to review and act on the assurances. The assurance must be in place in order to receive the federal funds. I recommend the Board approve the recommendations.
- **Assistant Coaching Stipend** – The Board had directed Peter Wotton, Athletic Director, to develop a proposal to pay assistant coaches a portion of their stipend for the spring season. Mr. Wotton has developed a proposal. I recommend the Board approve the proposal as written.
- **DTU MOA – Time Tracking** – The MOA outlines the understanding between the District and the Dover Teachers Union for the implementation of the time tracker during the period of remote learning caused by the COVID-19 pandemic. The time tracker will provide data on time invested in the instructional activities associated with remote learning. I recommend the Board approve the Time Tracker MOA.
- **Extended School Year/Summer School Update** – The COVID-19 pandemic has presented uncertainty pertaining to summer programming. To date, there has been no guidance from the state. This may come later as restrictions are modified. Dr. Christine Boston and Paula Glynn will share their current thinking and request the Board enter the conversation to share their views.
- **Dover High School Graduation** – Peter Driscoll, Dover High School Principal, will update the Board on the current direction and plan for the Graduation activities for the Class of 2020. Mr. Driscoll is seeking Board feedback and direction pertaining to the Class of 2020 Graduation Plan. From the weekly DOE Commissioner's meetings, the following must be considered in planning year end events: (1) plans for screening individuals attending; (2) PPE for participants; (3) social distancing; and (4) cleaning. In the Board materials is additional information pertaining to end-of-the year events.
- **Transportation Contract Amendment Due to COVID-19** – I request the Board approve the amended contract provided by Michael Limanni, Business Administrator.
- **Condition of Accounts** - Michael Limanni, Business Administrator, will update the Board on the condition of accounts.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, May 11, 2020

SUPERINTENDENT'S SUMMARY REPORT – APRIL 2019

COVID-19 – The District continued to make modifications while moving forward in the world of the COVID-19 pandemic. The rhythm of the day was different for everyone as the District transitioned and worked to establish the new norm with remote learning and the remote operation of the District. The new normal demanded an approach that was flexible, patient, understanding, and forgiving. The District continues to work through the ongoing changes, issues, and ongoing communication. The following are associated with the remote operation of the District:

- Week is structured with four-days of remote instruction and learning, and the fifth day is used for planning, coordination, and conferencing with students.
- April 24 and April 27 were vacation days for students and reflection and planning days for teachers.
- Calendar was modified with the ending date for students on June 5 and ending date for teachers on June 15. The teacher days will be used for planning, professional development, and teacher workdays.
- Food distribution was continued throughout the month of April with the modification of the delivery of food on Mondays, Wednesdays, and Fridays.
- Staff Update and Parent/Guardian Update were published each Friday.
- Weekly participation in the Commissioner's update meetings related to COVID-19 on Mondays, Wednesdays, and Fridays.
- Tri-City Superintendents started meeting on Fridays inclusive of Rochester School District, Somersworth School District, Barrington School District, and Oyster River School District.
- Re-Entry planning was initiated by the Leadership Team. A draft of the re-entry plan is included with the packet. The plan is being reviewed and refined. The target to finalize the plan is Tuesday, May 12 recognizing the plan will be modified as additional direction is provided by the state.
- Development of a three-year technology and business plan was initiated.

Committee Meetings

- **Dover Mental Health Alliance** – On April 1, I participated in the Dover Mental Health Alliance Meeting. There were 25 participants through Zoom. Following introductory work, the larger group divided into the three work groups of community, youth and family, and policy.
- **DTU Safety Task Force** – Meeting was not held in April.
- **Professional Development Committee** – Meeting was not held in April.
- **Teaching and Learning Committee** – Meeting was not held in April.

Other Meetings

- Commissioner's Meetings – Mondays, Wednesdays, and Fridays throughout the month.
- Mo Nunez and Ted Hall - Weekly Monday meetings
- Southeasters' Meeting – Thursday, April 9



DOVER SCHOOL DISTRICT

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- Tri-City Superintendents' Meeting – Meeting on Fridays starting on April 3
- Lisa Dillingham, DTU President – Continued weekly meetings on Friday's during April
- Statewide Superintendents Meeting – April 10
- Participated in the Leading Ed Solutions Remote Conference on April 23 and April 24

Events

- None

QUARTERLY REPORTS

The following are the reports of what was accomplished during the third quarter, and the major work planned for the fourth quarter. The response to the COVID-19 pandemic is dominating the District's focus. This has impacted the implementation of the strategic plan.

Dover High School

ACCOMPLISHED THIRD QUARTER	TARGETS FOURTH QUARTER
Remote Learning Transition ▪ Expanded use of Google Classroom ▪ Set up oversight system based on departments that includes a weekly check in from each teacher and a department meeting ▪ Provided technology support to families ▪ Developed workflow patterns and responsibilities for support staff ▪ Revised grading system and athletic eligibility for Semester II ▪ Developed ways to recognize students and staff in a remote environment	End of the Year Activities ▪ Graduation ▪ Senior Awards ▪ Underclassmen Awards
Provided Feedback for District IT Plan	Materials ▪ Returned by students to school ▪ Return personal belongings to students
Scrubbed Budget	Teacher Room Access
Started Hiring for 20-21 ▪ Science ▪ Music ▪ Counselor ▪ Social Studies	Scheduling
	Planning Reentry Scenarios
	Planning Three Professional Development Days for June
	Planning Summer Projects



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Bellamy Academy

ACCOMPLISHED THIRD QUARTER	TARGETS FOURTH QUARTER
▪ Successfully transitioned to remote learning ▪ Connected successfully with each student during remote learning to offer academic support and IEP services through google hangouts ▪ Transitioned to Zoom IEP meetings ▪ Continued to address cyberbullying within program	▪ Keep all seniors on track to graduate ▪ Continue to try to engage all students in remote learning in order to maximize the amount of credits earned ▪ Develop ways to celebrate the graduating seniors at Bellamy during the pandemic ▪ Brainstorm ways that teaching and learning will change as we return in the fall. Take this opportunity to look at educational options ▪ Focus on how ESY will run this summer ▪ Ensure we will be fully staffed for next year ▪ Work on referrals for new students next year

Dover Middle School

ACCOMPLISHED THIRD QUARTER	TARGETS FOURTH QUARTER
▪ Many Third Quarter Targets were not completed due to remote learning ▪ Planned, trained and scheduled SAS testing ▪ Successful transition to remote learning ▪ Implementation of coaching strategies from Inspired Leadership ▪ Completed Student Advisory survey	▪ Complete last two sessions on Inspired Leadership coaching ▪ Revise master schedule for fall 2020 ▪ Consider proposal from YMCA for after school programming in 2020-2021 ▪ Explore Restorative Justice and discipline models ▪ Revise end of year activities during remote learning ▪ Plan to meet instructional needs of returning students ▪ Interview and hire staff

Garrison School

ACCOMPLISHED THIRD QUARTER	TARGETS FOURTH QUARTER
▪ Continued use of INspired Leadership work with staff. Both teachers and paras have benefitted from this work.	▪ Continue work with admin team around behavior module in Infinite Campus.



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- Worked with Garrison Planning Team (teacher leaders) to create a vision and plan for Garrison's growth in competency-based learning, the WIN block efficacy, and efficient scheduling for students. - Continue to support PLC facilitators – tapping into the power of the instructional coaches and met with Jonathan VanderEls.	- Work with staff to plan re-entry for fall. - Work with and support 4th grade team with blended learning. - Re-work school schedules to reflect space/distancing potentially needed. Also, to reflect change in learners' needs with WIN, etc.
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Horne Street School

ACCOMPLISHED THIRD QUARTER	TARGETS FOURTH QUARTER
Continued Professional Learning Communities in grades 1, 2, 3 and 4, with each grade level creating at least one Common Formative Assessment in the area of literacy. *Note PLC teams discontinued during Remote Learning, as consistent and accurate student data was not able to be collected. Grade level teams continued to meet during Remote Learning time. Continue Vertical Teacher Literacy Teams, promoting mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole. *Note Vertical Teacher Literacy Teams did not continue to meet during Remote Learning Time. Continue Focus Group Work (non-classroom teachers). Focus on Strategic Plan 1.2 (student support and wellness) Focus of this team is to develop HSS sensory pathway, including pathway set up, school expectations and routines of pathway use. Plans will be finalized upon the reopening of our school building.	Develop K-4 Re-Entry Plan to include: Creation of schedule to support - K-4 PLCs - Flex/WIN Block - Restructuring of staff - Blended learning models Focus Re-Entry on Using 3-5 (non-negotiable) High Effect Teaching Strategies to improve Universal/Tier 1 Instruction for all students PLCs: - Collective Teacher Efficacy (1.39) - Microteaching/video lessons (0.88) <i>*teacher can either choose to videotape portions of instruction by review for PLC team, or they can choose to recreate lesson with team during an additional PLC meeting during planning time twice per month</i> - Teacher Clarity (0.75) - Feedback (0.74) Tier 1/Universal Classroom Instruction: - Teacher Clarity (0.75)



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2.Focus on Strategic Plan 2.1 (social emotional and physical well-being for students and staff) Focus of this team is on diversity, answering the question “What opportunities are we missing to celebrate and better understand diversity within our school?” Team has identified ways our school community can be more pro-active around celebrating and better understanding diversity in our school in place for 2020-2021 school year.	- Feedback (0.74) Tier 1/Universal Classroom Intervention models RTI: Focus year one on Tier One (universal) interventions (1.09) Identify and plan for teacher professional development focused on identified High Effect Teaching Strategies Identify ways in which High Effect Teaching Create plan and structure for PLC teams to continue to meet to analyze data if working remotely – identify consistency of along with specific data to be collected...
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Woodman Park School

ACCOMPLISHED THIRD QUARTER	TARGETS FOURTH QUARTER
<u>Staff Meeting Trainings for Q3</u> - Fountas Pinnell Classroom Training K-2 [2.3] - State Assessment System Certification and Math Work Gr. 3-4 [2.3] - WPS Wellness Committee Topic [1.2] - District Literacy [2.3] on Teacher Workshop. - Community Collaboration Reflection and New Attempts [1.5] - WPS Mission/Vision/Wishes/Slogan Reflection [2.1] - WPS Voice and Choice Reflection and New Attempts [1.1] <u>Attendance</u> The district committee continued to meet during Quarter Three. Attempts to deepen relationships with those families that struggle with tardies remained a priority. Pockets of success were made.	<u>Staff Meeting Trainings for Q4</u> - More training on PLCs - Reflection on Remote Learning - Potential training for CPR/First Aid, CPI, Bullying, Blood Borne Pathogens, and Suicide Prevention - Blended Learning - Remote Learning Planning for the next school year <u>Attendance</u> The Attendance Committee is continuing to meet to gather ideas and successful strategies for those students with no to minimal participation with remote learning. They are also coming up with a common way to document the attendance during remote learning in the three elementary schools. <u>School Instructional Leadership Team (SILT)</u> Devising a What I Need (WIN) Block for WPS will be a new priority for the SILT.



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School Instructional Leadership Team (SILT)

Meetings with Roseanna Drysdale continued in Quarter Three. Unpacking the PLCs with staff will also occurred. A reflection on the WPS progress with the Strategic Plan occurred.

Substitutes Training and Recruitment

One training for substitutes occurred on March 9th.

Recruitment of Staff Members of Color

Some ideas on this topic on how to move forward were discussed separately with UNH and the Dream Keepers Committee. UNH is now out of the planning due to leadership changes and sabbaticals at UNH.

UNH Full Year Internship

The match ups between the WPS cooperating teachers and the interns for next school year were finalized in Quarter Three.

Staff Mental Health

The stress boxes, resource binder, and monthly newsletters from the UNH Mental Health Toolkit were used in Quarter Three. An offer was made by someone to run meditation for staff beyond the hours of the school day but did not occur due to move to Remote Learning. A Kindness Cart was piloted for staff this Quarter. This cart has baked goods and beverages free of charge for staff to enjoy. A session of INspired Leadership was presented to the WPS staff on April 20th regarding the topic "Navigate Uncertainty with Intention".

Classroom Mini-Observations

They continued in Quarter Three. Mid-Year Reflections were started until remote learning became the day to day reality.

Substitutes Training and Recruitment

No training will occur in Q4 due to COVID-19

Recruitment of Staff Members of Color

The name of an organization was given during a Dream Keepers meeting. The organization can be explored further.

UNH Full Year Internship

UNH Interns are looking for places of employment in the field of education. Hopefully, we can hire some for our school district.

Staff Mental Health

The monthly newsletter from the UNH Mental Health Tool Kit will be sent out each month. Readings and links from leadership happen on a regular basis. Humor is also shared in the form of online videos. Zoom meetings occur as grade levels/teams and as a staff so staff can see one another.

Classroom Mini-Observations

No more mini observations will occur due to the switch of remote learning for the remainder of the school year.

Play Based Instruction

PBL will not occur in Q4 during the hiatus.

Wellness Committee

The Wellness Committee ran morning exercises through social media at least three times a week for staff before the start of the school day. A staff member ran stretches and mindfulness sessions at least once a week during a time either before or after school for staff during the remote learning.

Positive Behavior Intervention Supports (PBIS)



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Play Based Instruction

Kindergarten teachers continued to share successes and failures in this process. Michelle Zitta continued the work with the mentor provided by the NH Department of Education.

Wellness Committee

Monthly staff events were carried out in Quarter Three. Investigating on how to support students with wellness was explored.

Positive Behavior Intervention Supports (PBIS)

Data was collected and interpreted for Quarter Three action. Kindness in all parts of our school community was the Q3 focus. New mascots were selected for the next round of student support and presentations. The daily announcements continued up to the last day of students in the school building.

Infinite Campus

Issues are still being worked out in Quarter Three. Comfort has increased with time.

Report Cards

The second use of the new report cards were disrupted by the hiatus of the school year with the transition to remote learning. Information based on standards were entered but not sent home to families.

Front Vestibule

There were no issues with the Front Vestibule in Quarter Three. A new window was installed on the sliding window that separates the main foyer from the main office. A few calibration issues occurred but were rectified.

Swipe Card Entry and Security Cameras

The programming of the swipe cards for Quarter Three happened and each staff member was

PBIS Team will look at the school year data and make a report for the staff. Plans will be made for the next school year based on the data. Also, plans for reacclimating students into school after a likely six-month separation from school routines and rules will be explored.

Infinite Campus

Comfort with this program will increase with use. There is still a learning curve with staff.

Report Cards

For the last trimester of the school year during remote learning, standards/competencies will be hard to measure and report. A participation note will be entered into the data base to document student progress and participation during remote learning.

Front Vestibule

The front vestibule will see little use during the transition from school-based learning to remote learning.

Swipe Card Entry and Security Cameras

With the transition to remote learning, there will be little to report about the swipe cards and security cameras.

Election Day

There will be no Election Day use of WPS during Q4. I am unaware of any dialog between the City and School Department in preparation of the September Primary and November General Election.

INspired Leadership

Peter Wotton and I finished our coaching sessions with Rachel Thalmann during Q4.

Hiring



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assigned a card to use. Staff used the cards for entry into the school building. Security cameras are fully operational.

Election Day

There were no public elections held at WPS during Quarter Three. However, the Ward Two moderator requested to use the school Internet. I do not know if a dialog occurred between the district's IT Department and the City.

INspired Leadership

Peter Wotton and I worked with Rachel Thalmann in Quarter Three as we refined our leadership skills and communication.

Hiring

We hired one additional maternity leave substitute in Quarter Three.

School Safety Audit by NH Dept. of Safety

The New Hampshire Department of Safety, Division of Homeland Security & Emergency Management's School Emergency Readiness program has selected WPS to support with our emergency planning and will conduct a physical security assessment. Translation = WPS and the other elementary schools have been selected for a Safety Audit. No date has been determined but it did not happen in Quarter Three.

With the budget finalized, it is the goal to start hiring for all positions needed for the start of the next school year.

School Safety Audit by NH Dept. of Safety

The New Hampshire Department of Safety, Division of Homeland Security & Emergency Management's School Emergency Readiness program has selected WPS to support with our emergency planning and will conduct a physical security assessment. Translation = WPS and the other elementary schools have been selected for a Safety Audit. No date has been determined but it might happen in Quarter Four. WPS will be going over the pre-inspection form in with our school's Critical Incident Team when the timing works out for all parties involved.

New Hampshire
Department of Education
YEAR-END EVENT PLANNING GUIDANCE

The Department of Education (the “Department”) has received a number of inquiries from schools and educators about planning proms, graduations, and other traditional year-end events amidst the current state of emergency necessitated by the COVID-19 pandemic. The Department applauds the efforts of schools, parents, and educators to recognize the achievements of our students and to find creative ways to honor and celebrate these important milestones in the lives of our students.

The Department wishes to clarify that the declared state of emergency and the related emergency orders do not necessitate the cancellation of all year-end events. If held, however, such events will require substantial modification from their traditional formats in order to comply with the Governor’s Emergency Orders and to ensure the safety of all participants.

While the below represents the current guidance from the Department, districts must recognize that this guidance may change at any time as changing public health circumstances require. This guidance is not a guarantee that any particular event is compliant with the Governor’s Emergency Orders. Rather, it is meant to provide practical considerations for school officials to consider when planning events that are compliant with the Emergency Orders.

Which Emergency Orders are implicated in event planning?

Emergency Order #16 (available here: <https://www.governor.nh.gov/news-media/emergency-orders/documents/emergency-order-16.pdf>) enacts a temporary prohibition on scheduled gatherings of ten or more persons. Although not mentioned by name, graduations, proms, baccalaureates, and other school social and recognition events are included within the scope of this Emergency Order. The prohibition on gatherings of ten or more persons first enacted in Emergency Order #16 was extended by Emergency Orders #29 and #40.

What sort of modifications are necessary to be compliant with the Emergency Orders?

On-line events held via Zoom, Google, WebEx or other conferencing platform are, of course, permissible.

School sanctioned year-end physical gatherings are only permissible when students are able to easily socially distance – and maintain that distance throughout the event, including the periods before and after the scheduled event.

Physical events can be difficult to plan because of the restrictions on group sizes (only gatherings of fewer than ten persons are permitted by the Emergency Orders), the venue’s ability to accommodate social-distancing, and the need to discourage individuals from breaking social distancing protocols. At a graduation, for example, it may be very difficult for students to avoid offering a congratulatory hug or high five. Pre/post-ceremony mingling may also prove challenging. Districts should consider limiting audience participation to a maximum of two or less guests per student – dependent upon the ability to practice safe social distancing. As well, event planners may want to discourage attendance of those with pre-existing medical conditions that increase risk of COVID-19. Ultimately, it will be the school district’s responsibility to manage and mitigate crowds accordingly and in compliance with all emergency orders.

New Hampshire
Department of Education
YEAR-END EVENT PLANNING GUIDANCE

Vehicle-Based Events

An example where this might be possible would be to allow attendees and spectators to remain in their cars (windows down), parked in every other parking spot, with the master of ceremonies using amplification to conduct the program. The program may allow, for example, only graduates to exit vehicles in small groups – remaining socially distanced from other students – and appropriately dispersed to retrieve diplomas. Alternatively, graduates might be presented their diplomas in a “drive-up” style, with graduates never exiting their vehicle.

Another example might be to conduct a community parade through residential neighborhoods that allows families/graduates to parade in their cars with local residents able to stand in their yards to greet the graduates at a distance.

Events where spectators and participants remain in their vehicles do not implicate the Emergency Orders related to gatherings of ten or more peoples, as persons isolated in separate vehicles do not constitute a “gathering” within the meaning of the Orders.

Indoor Events

For events that do not involve participants and spectators remaining in their vehicles, a school could arrange a ceremony within a school building where participants and spectators are spread out among the classrooms such that there are fewer than 10 persons in any one room. The ceremony could be broadcast into the classroom and small groups of graduates could proceed to the gym/auditorium to obtain their diploma. It would be important to ensure there was not congregating of participants before or after the ceremony and especially during entry and exit of the building, which should be staggered in timing.

Outdoor Events

It may also be possible in certain circumstances to hold an outdoor event, with more than ten participants/spectators, such as an outdoor graduation (if wide social distancing is observed continuously, then the congregants may not constitute a “gathering” of ten or more persons under the Emergency Orders). As an example, this has been done successfully in other areas of the country, i.e., Air Force Academy graduation held on April 19, 2020. This is the most difficult event type to plan because it requires meticulous and continuous social distancing, not just of the event participants but also of the event guests.

Additional Considerations for all Physical Events

Event planning must not only consider the event itself, but the pre and post event circumstances to ensure that individuals are not gathering during these times. That may mean thinking about staggered entrance or exit times or ensuring there is a plan for individuals to disperse and not congregate at the conclusion of your program.

New Hampshire
Department of Education
YEAR-END EVENT PLANNING GUIDANCE

In planning any event in which there will be participants or guests gathering physically, event planners are strongly encouraged to consider the following:

- **Screening:** Utilizing a screening mechanism for all those who will be attending. This could be a questionnaire to be completed ahead of time or a screening at the event itself. In some circumstances, temperature screening may be considered.
- **Masks:** Requiring that masks be worn by all event participants and/or spectators.
- **Social Distancing:** Requiring appropriate social distancing at all times.
- **Cleaning:** Implementing cleaning protocols for spaces/surfaces that will be repeatedly utilized during any ceremony or event and following the event.

These factors should be considered not only for the event itself, but for pre- and post- event time periods when the event participants are congregating and dispersing.

Finally, if an event is planned that will utilize in-person participation at any level, the Department encourages the school to alert local law enforcement and provide them the details of the event to ensure compliance with all Emergency Orders.

The Department encourages districts to be creative in planning student recognition and other events. If schools have ideas they would like to discuss with the Department, please contact Chris Bond at Christopher.Bond@doe.nh.gov.

May 8, 2020 Version



DOVER SCHOOL DISTRICT

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BOARD POLICY UPDATES
JANUARY 2020

NAME	STATUS	DESCRIPTION	FIRST READING	SECOND READING
Policy ADC/GBED/JICG – Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids In and On School Facilities and Grounds.	Priority – Required by Law Revised Policy ADB	This policy is coded in three sections, foundations (ADC), employee (GBED) and student (JICG), as it has provisions which apply generally to employees and to students. The three policies used to be written separately for each section/application but have now been merged into this one version. The Board will need to decide if to create only one policy. If the Board decides to create only one policy, the NHSBA recommends using ADC, and further that the Board formally withdraw the other two, with a permanent record of the withdrawn policy.	January 2020	February 2020 - ADOPTED
Policy BEDG – Minutes	Recommended	Minor changes only (indicated with bold italicized language).	January 2020	February 2020 - ADOPTED
Policy EH – Public Access to School District Records	Recommended Revised	The subject matter of the earlier version of this policy was merged with the content of the overlapping/redundant BEDG-R, and re-coded as a new procedural document EH-R.	January 2020	February 2020 - ADOPTED
Policy EH-R – Administrative Procedures for Public Access to District Records “Right to Know Request”	Recommended Revised	The subject matter of this new procedures document is derived from the merger of former BEDG-R (now withdrawn) and Policy EH (now revised). The policy includes revisions to reflect legislative changes to RSA 91-A:4, IV by 2019 N.H. Laws Ch. 163 (HB 286) and Ch. 107 (HB 396), the most significant of which requires a written statement identifying the specific exemption under 91-A-A:5 or otherwise that applies when record is withheld from disclosure (or redacted).	January 2020	February 2020 - ADOPTED
Policy AC – Non-Discrimination, Equal Opportunity Employment, and District Anti-Discrimination Plan	Priority – Required by Law policy Revised Policy	AC was retitled and revised to reflect the 2019 passage of SB263, 2019 N.H. Laws Ch. 282, which among other things: (1) identifies education as a civil right protected under RSA 354-A; (2) expanded (or clarified) the list of classes protected against discrimination under the law; (3) created specific right of claimants or the state attorney General’s office to bring discrimination complaints to the NH Human Rights Commission	Hold until ready	



DOVER SCHOOL DISTRICT

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**BOARD POLICY UPDATES
JANUARY 2020**

		and Superior Court, and (4) requires each district to adopt a policy that sets the framework for developing a coordinated plan to prevent and address incidents of discrimination.		
Policy GBA – Equal Opportunity Employment	Withdraw	Former Policy GBA needs to be withdrawn – replaced and recoded by Policy AC – Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan.	Hold until AC is complete	
Policy EBCA – Crisis Prevention and Emergency Response Plans	Recommended Revised	Policy EBCA has been revised to reflect the increase in changes to RSA 189:64 by 6/2019 N.H. Laws Ch. 20 (HB123), regarding all-hazard drills (increasing from 2 to 4 per year), and requirement that at least one drill concern armed assailant. Minor changes only – (Bold and Italicized)	March 2020	April 2020 - ADOPTED
Policy EBCB – Fire and All Hazard Drills	Recommended Revised	The now withdrawn EBCB-R merely restates revised rules of the Department of Safety applicable to fire exits and drills for schools. At the time, copies of administrative rules of Department of Safety were not easily accessible. All such rules are now available on the website of the Department of Safety	February 2020	March 2020 - ADOPTED
Withdraw of Policy EBCB-R – Fire Exit Drills in Educational Occupancies	Recommended Withdraw	The policy has been revised to better coordinate with the provisions of RSA 198.64 relating to all-hazard drills, including revisions to that statute by 2019 N.H. Laws Ch. 20 (HB123), as well as the provisions of Policy EBCA.	Do not have	
Policy IHCD/LEB – Advanced Course Work/Advanced Placement Courses & STEM Dual & Concurrent Enrollment Programs	Priority – Required by Law Revised	Policy IHCD and Policy LEB have been revised in response to 2019 N.H. Laws Ch. 322 (SB276). Revisions include: (a) opening dual/concurrent enrollment programs to sophomores, (b) reference to career readiness credentials, and (c) replacement of guidance counselor with school counselor.	February 2020	March 2020 - ADOPTED
GDB – Employment of Non-Certified Personnel	Recommended Revised	The revised Policy GDB to remove listing of protected classes in introductory paragraph and instead refer to the Equal Opportunity Policy. The intent is to decrease the possibility of outdated policies in the wake of several legislative changes to protected classes in the past few years.	Hold until AC is complete	
Policy IHAMA – Teaching About Alcohol, Drugs, and Tobacco	Priority – Required by Law	Policy IHAMA was revised in response to 2019 N.H. Laws Ch. 346:104 & 346:109 (HB 4). That provision, rather awkwardly written included a requirement that districts adopt specific policies regarding violations of	April 2020	May 2020



DOVER SCHOOL DISTRICT

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BOARD POLICY UPDATES
JANUARY 2020

	Revised	126-K:8, I and education on same. It is noted that the state law already required: (a) health education to address tobacco use (189:11-d), prohibited minors from using or possession of tobacco products (126-K:6), prohibited smoking indoors in public places (RSA155:64-77), a policy to that effect (RSA 155:68); and smoking on school property (RSA 126:K-7). Other than the health education component, all these provisions are addressed in policy ADC.		
Policy IKFG - Career Readiness Pathways and Credentials	Recommended New	Policy IKFG is a new policy. It creates awareness of short-term requirements of SB 276, 29019 N.H. Laws Ch. 322 "The Career Readiness Drive to 65 Act". The act requires that beginning in the Fall of 2020, all high schools must assess career interest for incoming freshmen, advise entering students how to achieve career readiness credential ("CRC") upon graduation, and imposes various record keeping measures relative to career readiness pathways ("CRP") and CRCs. While the act includes definitions for both CRC and CRP, those definitions do not include specific substantive criteria, leaving it, at least for now, to local districts to manage. DOW is working on establishing criteria for career readiness certificate, and a transcript structure for work-based learning.	Hold	
Policy JLDDB – Suicide Prevention and Response	Priority – Required by Law New	Policy JLDDB is a new policy required with the 2019 passage of SB 282 (codified as RSA 193-J). Although the new law is not effective until July 1, 2020, there are many provisions that require planning and possible budget considerations. The law requires "each school district...shall develop a policy that guides the development and implementation of a coordinated plan to prevent, assess the risk of, intervene in, and respond to suicide." Board's role is to develop a policy to direct the development of the plan, not the plan itself.	April 2020	May 2020
Policy JLCFA – Feminine Hygiene Products	Recommended New	Policy JLCFA is a new policy intended to address the provisions of 2019 SB 142, adopted as 2019 Laws Chapter 252, and codified as RSA 189:16-a.	April 2020	May 2020



DOVER SCHOOL DISTRICT

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COVID-19 Pandemic Re-Entry Plan
DRAFT
May 5, 2020 - B

PURPOSE

Following the COVID-19 pandemic of the 2019-2020 school year, the Dover School District will develop a re-entry plan for the 2020-2021 school year recognizing that Dover Schools will require a flexible response based on the duration of the COVID-19 pandemic and established health and safety standards of the State of New Hampshire.

GOAL

By the end of the 2021-2022 school year, every student will be on track for success academically and socially and emotionally.

GENERAL CONSIDERATIONS

1. **Coordination** – Reopening will require schools to work far more closely with public health authorities and other agencies.
2. **Communication** – Effect school reopening will require diligent efforts to communicate with parents/guardians, and community members.
3. **Regulatory Flexibility** – Reopening of schools will have to incorporate many novel decisions regarding staffing, scheduling, and operations.
4. **Privacy Protection** – Privacy issues that may emerge from increased information sharing among schools, local and state health officials, and health providers.

UNDERSTANDING

The Re-Entry Plan is a working document to create a pathway to the reopening of school following the COVID-19 Pandemic. It is understood that the plan will continue to be reviewed and modified as the District learns more about the re-entry conditions identified the by the State of New Hampshire, and the lessons the District is learning from the experience of working with emergency remote learning. Furthermore, it is recognized that the District must remain open to learning, flexibility, and leaning into developing effective processes and practices to support students, families and faculty and staff during the re-entry school.



DOVER SCHOOL DISTRICT

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COVID-19 Pandemic Re-Entry Plan
DRAFT
May 5, 2020 - B

TARGETS

- ASSESSMENT – INSTRUCTION & LEARNING – DELIVERY MODELS DESIGN TEAM:** The Design Team will develop a comprehensive plan for assessment, instruction and learning, and delivery models. The work of the Design Team will be sub-divided into sub-design teams consisting of three grade bans: K-4, 5-8, and 9-12.

The following are the members of the Design Steering Team to guide the work with assessment, instruction and learning, and delivery models.

- **Coordinator** – Paula Glynn and Christine Boston
- **K-4 Co-Facilitators** – Beth Dunton and Patty Driscoll
- **5-8 Co-Facilitators** – Kim Lyndes and Travis Bickford
- **9-12 Co-Facilitators** - Peter Driscoll and Lisa Danley

GRADE BANS	ASSESSMENT	INSTRUCTION	DELIVERY MODELS
GOAL	As students return to the physical school environment following the COVID-19 pandemic, develop a plan to assess and support students with the continuation of their academic program. Identify and develop a re-entry and ongoing assessment to benchmark students' learning progression. Assess the impact of remote learning and monitor student response to post-remote learning intervention.	Develop a re-entry instruction and learning plan for students in grades K-4, 5-8, and 9-12. Identify and develop a re-entry and ongoing assessment to benchmark students' learning progression.	The duration of the COVID-19 pandemic and established health and safety standards of the State of New Hampshire will require the development of a flexible response model that will continually support student learning and achievement.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

COVID-19 Pandemic Re-Entry Plan
DRAFT
May 5, 2020 - B

	As faculty, staff, and students return to the physical school environment following the COVID-19 pandemic, develop a plan to assess and support faculty, staff, and students' social and emotional well-being.		
K-4	- Assess current resources. - Identify viable programs and services that can be provided. - Develop a process for identifying students and staff requiring support. - Identify types of support services ✓ Large group ✓ Small group ✓ Individual	- Develop a plan to identify students' learning progress and entry point for instruction and learning. - Develop a plan to support and advance student learning. - Assess students' learning progress. ✓ Develop a system to analyze data to design instruction and adjust curriculum to match the learning needs of all students. - Identify available resources to address students' learning needs. - Design a system to address the identified students' learning needs. ✓ Learning and instruction design that effectively strengthens Tier 1 instruction using highly effective instructional practices with effect size of .40 or higher. ✓ Design of a "WIN" type intervention and extension program. ✓ Schedule design to allocate the resource of time to address the identified students' learning needs.	Return to the brick-n-mortar. - Identify successes from the remote learning experiences that can be applied in the brick-n-mortar environment to advance student learning and achievement. - Identify schedule and structural changes based on the predicted needs of students returning from the remote learning experiences. - Provide an opportunity to bring closure to the 2019-2020 school year. - Provide for the extension of social distancing. Continuation of the remote learning experience. - Establish a district-wide and consistent learning management platform. - Identify and address faculty learning needs following the first disruption of COVID-19 and the use of remote learning. - Identify effective online programs that can support the continuation of high quality and engaging student learning.



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		- Identify how to accommodate the needs of students with special needs following the extended remote learning experience. - Identify the teacher development required to support teachers in the use of Tier 1 instruction using highly effective instructional practices with effect size of .40 or higher.	Blending of brick-n-mortar and remote learning. - Establish a district-wide and consistent learning management platform. - Identify and address faculty learning needs following the first disruption of COVID-19 and the use of remote learning. - Identify effective online programs that can support the continuation of high quality and engaging student learning. - Identify how to effectively blend online learning, direct instruction, and project-based learning. - Identify a schedule and a structure for students to participate in a delivery model of instruction and learning that alters between the brick-n-mortar and remote learning.
5-8	- Assess current resources. - Identify viable programs and services that can be provided. - Develop a process for identifying students and staff requiring support. - Identify types of support services - Large group - Small group - Individual	- Develop a plan to identify students' learning progress and entry point for instruction and learning. - Develop a plan to support and advance student learning. - Assess students' learning progress. - Develop a system to analyze data to design instruction and adjust curriculum to match the learning needs of all students.	Return to the brick-n-mortar. - Identify successes from the remote learning experiences that can be applied in the brick-n-mortar environment to advance student learning and achievement. - Identify schedule and structural changes based on the predicted needs of students returning from the remote learning experiences.



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		- Identify available resources to address students' learning needs. - Design a system to address the identified students' learning needs. ✓ Learning and instruction design that effectively strengthens Tier 1 instruction using highly effective instructional practices with effect size of .40 or higher. ✓ Design of a "WIN" type intervention and extension program. ✓ Schedule design to allocate the resource of time to address the identified students' learning needs. - Identify how to accommodate the needs of students with special needs following the extended remote learning experience. - Identify the teacher development required to support teachers in the use of Tier 1 instruction using highly effective instructional practices with effect size of .40 or higher.	- Provide an opportunity to bring closure to the 2019-2020 school year. - Provide for the extension of social distancing. Continuation of the remote learning experience. - Establish a district-wide and consistent learning management platform. - Identify and address faculty learning needs following the first disruption of COVID-19 and the use of remote learning. - Identify effective online programs that can support the continuation of high quality and engaging student learning. Blending of brick-n-mortar and remote learning. - Establish a district-wide and consistent learning management platform. - Identify and address faculty learning needs following the first disruption of COVID-19 and the use of remote learning. - Identify effective online programs that can support the continuation of high quality and engaging student learning. - Identify how to effectively blend online learning, direct instruction, and project-based learning.
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			Identify a schedule and a structure for students to participate in a delivery model of instruction and learning that alters between the brick-n-mortar and remote learning.
9-12	- Assess current resources. - Identify viable programs and services that can be provided. - Develop a process for identifying students and staff requiring support. - Identify types of support services - Large group - Small group - Individual	- Develop a plan to identify students' learning progress and entry point for instruction and learning. - Develop a plan to support and advance student learning. - Assess students' learning progress. - Develop a system to analyze data to design instruction and adjust curriculum to match the learning needs of all students. - Identify available resources to address students' learning needs. - Design a system to address the identified students' learning needs. - Learning and instruction design that effectively strengthens Tier 1 instruction using highly effective instructional practices with effect size of .40 or higher. - Design of a "WIN" type intervention and extension program. - Schedule design to allocate the resource of time to address the identified students' learning needs.	Return to the brick-n-mortar. - Identify successes from the remote learning experiences that can be applied in the brick-n-mortar environment to advance student learning and achievement. - Identify schedule and structural changes based on the predicted needs of students returning from the remote learning experiences. - Provide an opportunity to bring closure to the 2019-2020 school year. - Provide for the extension of social distancing. Continuation of the remote learning experience. - Establish a district-wide and consistent learning management platform. - Identify and address faculty learning needs following the first disruption of COVID-19 and the use of remote learning.



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		▪ Identify how to accommodate the needs of students with special needs following the extended remote learning experience. ▪ Identify the teacher development required to support teachers in the use of Tier 1 instruction using highly effective instructional practices with effect size of .40 or higher.	• Identify effective online programs that can support the continuation of high quality and engaging student learning. ▪ Blending of brick-n-mortar and remote learning. • Establish a district-wide and consistent learning management platform. • Identify and address faculty learning needs following the first disruption of COVID-19 and the use of remote learning. • Identify effective online programs that can support the continuation of high quality and engaging student learning. • Identify how to effectively blend online learning, direct instruction, and project-based learning. • Identify a schedule and a structure for students to participate in a delivery model of instruction and learning that alters between the brick-n-mortar and remote learning.
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2. **TECHNOLOGY DESIGN TEAM:** The development of a technology plan to support brick-n-mortar, blended, and a remote learning environment and aligns with the work of the Design Team for Assessment – Instruction and Learning – Delivery Models.

- **Facilitator:** Christy Prosser
- ✓ IT Department Members



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- ✓ District Librarians
- ✓ Instructional Coaches

Elementary Schools	Middle School	High School	DISTRICT
- Identify current technology resources. - Assess the resources that are currently available for faculty, staff, and students. - Assist the selection and acquiring of a learning platform to support remote and blended learning. - Identify and implement a system for loaning and tracking District issued devices to staff and students. - Assist with the identification, selection, and support of online learning programs. - Design and implement information and training programs to assist parents in supporting remote learning. - Design and implement a system to assist and support staff with the introduction of new technology and platforms. - Adequate staffing in place for a just-in-time faculty technical support system.	- Identify current technology resources. - Assess the resources that are currently available for faculty, staff, and students. - Assist the selection and acquiring of a learning platform to support remote and blended learning. - Identify and implement a system for loaning and tracking District issued devices to staff and students. - Assist with the identification, selection, and support of online learning programs. - Design and implement information and training programs to assist parents in supporting remote learning. - Design and implement a system to assist and support staff with the introduction of new technology and platforms.	- Identify current technology resources. - Assess the resources that are currently available for faculty, staff, and students. - Assist the selection and acquiring of a learning platform to support remote and blended learning. - Identify and implement a system for loaning and tracking District issued devices to staff and students. - Assist with the identification, selection, and support of online learning programs. - Design and implement information and training programs to assist parents in supporting remote learning. - Design and implement a system to assist and support staff with the introduction of new technology and platforms.	- Develop plan for requiring loaned technology resources and preparing for reintroduction into the brick-n-mortar environment. - Develop and implement a three-year plan and business model to acquire the necessary technology resources to support faculty, staff, and students. - Identify and acquire the appropriate "security software" to support effective and safe usage of the District devices in the remote and blended environment. - Work with the City of Dover to have internet availability across the City.



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	▪ Adequate staffing in place for a just-in-time faculty technical support system.	▪ Adequate staffing in place for a just-in-time faculty technical support system.	
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3. **TEACHER PREPARATION DESIGN TEAM:** To develop a plan to prepare teachers for reentry to the brick-n-mortar environment and/or blended and remote learning environments.
- **Facilitator** – Will be determined following the initial work completed by the assessment, teaching and learning, and delivery model Design Teams.

Elementary Schools	Middle School	High School
▪ Inventory the current skill set of teachers' abilities to work in the blended or remote learning environment. ▪ Design and implement professional development on technology resources and systems for working in the blended and remote learning environments. ▪ Define the roles of teachers with remote and blended learning. ▪ Design and implement professional development to: ✓ Analyze data to design instruction and adjust curriculum. ✓ Align expectation around instruction and learning with students returning from extended remote learning. ✓ Identify the teacher development required to support teachers in the use of Tier 1 instruction using highly effective	▪ Inventory the current skill set of teachers' abilities to work in the blended or remote learning environment. ▪ Design and implement professional development on technology resources and systems for working in the blended and remote learning environments. ▪ Define the roles of teachers with remote and blended learning. ▪ Design and implement professional development to: ✓ Analyze data to design instruction and adjust curriculum. ✓ Align expectation around instruction and learning with students returning from extended remote learning. ✓ Identify the teacher development required to support teachers in the use of Tier 1	▪ Inventory the current skill set of teachers' abilities to work in the blended or remote learning environment. ▪ Design and implement professional development on technology resources and systems for working in the blended and remote learning environments. ▪ Define the roles of teachers with remote and blended learning. ▪ Design and implement professional development to: ✓ Analyze data to design instruction and adjust curriculum. ✓ Align expectation around instruction and learning with students returning from extended remote learning. ✓ Identify the teacher development required to support teachers in the use of



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instructional practices with effect size of .40 or higher.	instruction using highly effective instructional practices with effect size of .40 or higher.	Tier 1 instruction using highly effective instructional practices with effect size of .40 or higher.
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4. LOGISTICS & FACILITIES DESIGN TEAM: To develop and implement a plan to prepare facilities and plan logistics for the re-entry into the brick-n-mortar.

Facilitator – Patrick Boodey, Joan Breault and Peter Wotton

- Michael Brooks
- Lisa Danley
- Casey Hopkins
- John Minihan
- Abby Small
- Chris Taft
- Jamie Donovan
- Darlene Shanahan

Elementary Schools	Middle School	High School	DISTRICT
▪ Identify how the school will need to be re-arranged to accommodate social distancing and lessen exposure to COVID-19. ✓ Classrooms ✓ Gyms ✓ Auditoriums ✓ Cafeterias ✓ Halls	▪ Identify how the school will need to be re-arranged to accommodate social distancing and lessen exposure to COVID-19. ✓ Classrooms ✓ Gyms ✓ Auditoriums	▪ Identify how the school will need to be re-arranged to accommodate social distancing and lessen exposure to COVID-19. ✓ Classrooms ✓ Gyms ✓ Auditoriums	▪ Buses and Transportation ▪ Food Service ▪ Identify procedures for maintaining a sanitized school while in operation. ▪ Identify a process and timeline for the opening of school offices.



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✓ Playgrounds ✓ Other ▪ Identify and design procedures to accommodate social distancing and lessen exposure to COVID-19. ✓ Entry into school ✓ Hallways class transitions ✓ Classroom movement ✓ Recess ✓ Exit from the school ✓ Other ▪ Identify schedule models.	✓ Cafeterias ✓ Halls ✓ Playgrounds ✓ Other ✓ Identify and design procedures to accommodate social distancing and lessen exposure to COVID-19. ✓ Entry into school ✓ Hallways class transitions ✓ Classroom movement ✓ Recess ✓ Exit from the school ✓ Other ▪ Identify schedule models.	✓ Cafeterias ✓ Halls ✓ Playgrounds ✓ Other ✓ Identify and design procedures to accommodate social distancing and lessen exposure to COVID-19. ✓ Entry into school ✓ Hallways class transitions ✓ Classroom movement ✓ Recess ✓ Exit from the school ✓ Other ▪ Identify schedule models.	▪ Identify the process and timeline for the restart of co-curriculars. ▪ Identify areas to be addressed in the contracts to establish greater flexibility and response. ✓ DTU ✓ DEOP ✓ DPA ▪ Other
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5. **COMMUNICATION DESIGN TEAM:** Design a communication system to provide continual communication to parents/guardians, faculty/staff, and students

- **Facilitator** – Bill Harbron

6. **FINANCE AND FUNDING DESIGN TEAM:**

- **Facilitator** – Michael Limanni
 - a. To identify funding sources to support the short-range and long-range initiatives for the re-entry to school.
 - b. To provide fiscal guidance as plans are developed.
 - c. To provide the long-range economic and budget impact as ideas are developed for implementation.



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PLANNING PROCESS

During the designs phase the following is recognized:

1. Remote learning has the potential to change the delivery model of education for teachers and students.
2. Be open to new designs and new thinking about student engagement in learning.
3. Capitalizing on the personalization of learning and competency-based instruction.
4. Do not allow current structures and/or processes to limit your thinking.
5. Identify the most effective practices that will have the strongest impact on the continual improvement of student learning and achievement.
6. Be open to creating designs, processes, and structures that will permit teachers and students to easily transition through a cycle of brick-n-mortar and remote learning.
7. Be willing to invest innovation, creativity, and risk taking to achieve positive learning outcomes for students.

DESIGN TEAMS: Design teams will be organized and implemented to develop the identified areas. Design Teams will be responsible to develop (1) a logic model for their assigned area, (2) timeline for their assigned area, and (3) communication pertaining to their assigned area.

DESIGN TEAMS	FACILITATOR	TASK
Assessment- Instruction & Learning – Deliver Models	Paula Glynn & Christine Boston – Co-Coordiators	Number 1
Grades K-4	Beth Dunton & Patty Driscoll	Number 1
Grades 5-8	Kim Lyndes & Travis Bickford	Number 1
Grades 9-12	Peter Driscoll & Lisa Danley	Number 1
Technology	Christy Prosser	Number 2
Teacher Preparation	Joan Breault	Number 3
Logistics & Facilities	Patrick Boodey, Joan Breault & Peter Wotton	Number 4
Communication	Bill Harbron & Angela Carter	Number 5
Finance & Funding	Michael Limanni	Numbers 1-5



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DESIGN TEAM MEMBERSHIP: Initially, work will start with the facilitators to define and ground the work. The Design Teams will be expanded to include – teachers, support staff, community members, and students when appropriate to the planning stage that the Design Team is engaged.

Logic Model consists of the following components. (See below).

- **Needs**
 - ✓ What is the current reality?
 - ✓ Where do we want to improve?
 - ✓ What does our evident show?
- **Inputs**
 - ✓ What resources are necessary to meet our goal?
- **Activities**
 - ✓ What activities will help to meet our goal?
- **Outputs**
 - ✓ How will we begin taking actionable steps?
- **Impact**
 - ✓ How will students/teachers benefit?

Program Logic Model Example: Social-Emotional Learning

NEEDS	INPUTS	ACTIVITIES	OUTPUTS	IMPACT
	Time	Teachers and leaders will engage in professional development with an outside organization.	Teachers and students will engage in dialogue centered around social emotional learning.	
	Research-based articles	Teachers and leaders will engage in dialogue at faculty meetings and stakeholders' meetings around the common language and common	Teachers and leaders will use more inclusive language with marginalized students.	



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Our students do not seem to feel an emotional connection to their school community.	Models of successful practice	understanding needed to work with marginalized students and those in trauma. Teachers and leaders will create stakeholder groups with students to foster student voice in the school community Student and teachers will practice mindfulness. Students will create social stories around stressful issues they are facing.	Teachers and leaders will use more inclusive language with students experiencing SEL issues in the hallways and classrooms.	Students will feel less alienated and more like part of our school community.
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