



DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #8**
Meeting Location: **McConnell Center, Room 306**
Meeting Date: **Monday, August 9, 2021**
Meeting Time: **7:00 p.m.**

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM**
- F. APPROVAL OF MINUTES**
 - 1. Special Session, June 23, 2021 – Amended Minutes
 - 2. Non-Public Meeting #3, July 12, 2021
 - 3. Regular Meeting # 7, July 12, 2021
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Emily Sherman / Dean of Students / Dover High School / Resignation
 - b. Donna Gilbert / Special Education Teacher / Dover Middle School / Resignation
 - c. Caryn Anderson / Literacy Intervention Specialist / Dover Middle School / Resignation
 - d. Danielle Nelson / Computer Skills Teacher / Dover Middle School / Resignation
 - 3. **Leaves of Absence:**
 - a. Kathryn Kyracos Fontaine / Social Studies Teacher / Dover High School
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nominations
 - b. DPA Nomination
 - c. Non-Union Nomination
 - d. Fall Coaches
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:** None
- J. POLICY ADOPTION:** None
- K. RESOLUTIONS:** None
- L. OLD BUSINESS:** None
- M. NEW BUSINESS:**
 - 1. Dover School District Re-Entry Plan for the 2021-2022 School Year
 - 2. Dover School District – Code of Conduct
 - Dover High School



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Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, August 9, 2021
Meeting Time:	7:00 p.m.

- Dover Middle School
- Elementary Schools
- 3. Dover School District 2021-2022 Handbook Revisions
 - Dover High School
 - Dover Middle School
 - Elementary Schools
 - Dover Adult Learning Center
- 4. Woodman Park School and Dover Middle School Before and After School Programs - S.O.A.R. – Brandy Barshaw
- 5. Seacoast Virtual School Consortium – Alternative Program
- 6. Memorandum of Understanding – Dover School District and Dover Police Department for Dover Middle School and Dover High School
- 7. Recommendation of Renaming - Horne Street School and Dover High School Basketball Court
- 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.



DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Special Meeting Notice
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Wednesday, June 23, 2021
Meeting Time:	6:00 P.M.

- A. CALL TO ORDER:** Chairperson Amanda Russell called a meeting of the Dover School Board to order on Wednesday, June 23, 2021 at 6:01 p.m.

Amendment made: No recording of this meeting was taken.

- B. ROLL CALL:** Present were Amanda Russell, Keith Holt, Kathy Morrison, Zachary Koehler, Jessica Rozzo and Rachel Burdin. Carolyn Mebert was excused.

Also present were: Superintendent Bill Harbron, Business Administrator Michael Limanni, and District Administrator Christy Prosser.

- C. PLEDGE OF ALLEGIANCE:**

Keith Holt led the Board in the Pledge of Allegiance.

- D. CITIZENS FORUM (Limited to agenda items only):** None

- E. BID AWARD RECOMMENDATION:**

a. Network Switches

Zachary Koehler moved; Keith Holt seconded to award \$52,000 to Old American Incorporated. **A roll call VOTE PASSED 6/0.**

b. Interactive Panels

Zachary Koehler moved; Keith Holt seconded to award \$470,043 to Trafera. **A roll call VOTE PASSED 6/0.**

- F. MATTERS OF INTEREST:**

Dr. Harbron presented a letter received from the Milton School District SAU 64 pertaining to the possible tuition of Milton students to the Dover School District.

- G. ADJOURNMENT**

Keith Holt moved; Zachary Koehler seconded adjourning the meeting at 6:09 PM. **A roll call VOTE PASSED 6/0.**



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



PETER DRISCOLL
Principal
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THOMAS WALDRON
Dean of Students
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July 20, 2021

Dear Principal Driscoll and Dr. Harbron,

Please accept my resignation as Dean of Instruction effective August 13, 2020. I would like to thank all of the exceptional educators and administrators I have worked with over the last seven years. Over my tenure I have had the privilege of moving to an amazing new facility, implementing a Flex program at the high school, and working with the District to transition to Competency-Based Education. I will treasure my time in Dover as I move on to my next path in education.

Sincerely,

Emily Sherman

July 15, 2021

To Dr. Habron, Principal Lyndes, and Dean Vadeboncouer,

I am writing to inform you that I am resigning from the position of special educator and case manager at Dover Middle School for the school year 2021-2022. It has been a pleasure working for you. I have appreciated all your support and getting to know the Dover schools, families and staff. The last year and a half have not been easy times, but your dedication to the community of Dover was admirable. Thank you again for allowing me to be part of your staff.

Respectfully,

Donna M. Gilbert

Donna M. Gilbert

CARYN ANDERSON

20 Camelot Court, Nottingham, New Hampshire 03290

603-315-3800

caryn.a.anderson@comcast.net

July 21, 2021

Kimberly Lyndes
Dover Middle School
16 Daley Drive
Dover, New Hampshire 03820

Dear Kim,

It is with great regret that I find myself writing to inform you that I am resigning my position as Literacy Intervention Specialist at Dover Middle School. I am resigning this position because after our last communication it became apparent that in this position there is little to no growth opportunities for me at this time.

Teaching here these past two years has been a great privilege as well as an invaluable learning experience. Although I will sincerely miss my colleagues, the school community, and teaching my small groups, I have found a new position that will allow me to continue to grow and meet my professional goal of adding Reading and Writing Teacher/Specialist to my current certification. If there is anything I can do to help with the transition, please let me know.

Respectfully Yours,



Caryn Anderson, M.Ed.

cc: Kasey Lewis, Robin Lafleur

8/4/21

Dr. William Harbron
Superintendent
Dover School District

To Dr. Harbron,

I am writing to inform you that I am resigning from my position as Computer Skills teacher at Dover Middle School for personal reasons, effective for the 2021-2022 school year.

I consider myself lucky to have been part of such a dedicated, engaged school community. Thank you for the opportunities Dover has afforded me during my time here.

Sincerely,
Danielle Nelson

July 30th, 2021

Dear Dover School Board Members:

I am writing to request a leave of absence from my Social Studies position at Dover High School for the 2021-2022 academic year. While I love teaching at Dover High School, I would like to extend my maternity leave throughout the year to be home with our son who was born July 1st.

I appreciate your consideration, and I look forward to teaching again in the future.

Wishing you a wonderful August, and a happy, healthy academic year ahead!

Sincerely,

Kathryn Kyricos Fontaine

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

TO: **DOVER SCHOOL BOARD**

DATE: August 9, 2021

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 2021-2022 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Andolina, Alycia	Teacher	Horne Street School	Charles (Patrick) West	\$43,568	MA, Step 3
Bednarek, Sophie	Special Education Teacher	Horne Street School	Lynda Nelson	\$67,799	MA+15, Step 14
Tobiassen, Kristen	Special Education Teacher	Dover High School	Change of role for what was the Inclusion Facilitator	\$56,932	BA, Step 12
Twomey, Kristen	Cosmetology Teacher	Dover High School CTC	Judith Ring	\$68,831	BA, Step 17

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

TO: **DOVER SCHOOL BOARD**

DATE: August 9, 2021

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2021-2022 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Avina, Ashley	Paraprofessional	Dover High School	Adrian Lezcano	\$14.44/hr	C2, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: August 9, 2021

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2021-2022 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Pellicano, Steve	Data and Reporting Analyst	District	Veronica Kuzmitski	\$60,000	N/A

Recommendations

To: Dr. William Harbron
 From: Peter Wotton
 Re: Fall Coaching Recommendations - 2021
 Date: June 11, 2021 – UPDATED August 3, 2021
 Cc: Kim Lyndes, Peter Driscoll, Tammy Badger

I am recommending the following individuals be nominated for FALL 2021 coaching positions.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
Varsity Cheering	Kelsey Leighton	\$4312.50	
JV Cheering	Mikaela Leighton	\$2550	
Boys Var. Soccer	Ronan O'Doherty	\$3675	
Boys JV Soccer	Don Wason	\$2550	
Boys Reserve Soccer	Corey Hambrook	\$2025	
Middle School B. Soccer	Jason Subirana	\$2025	
Girls Var. Soccer	Jason Wisniewski	\$3675	
Girls JV Soccer	Chris Clinch	\$2550	
Middle School G. Soccer	Christen Wilhelm	\$2025	
Head Football	Eric Cumba	\$5587.50	
Asst Football	Richard Clough	\$3712.50	
JV Football	Joshua Droesch	\$3712.50	
JV Football	David Lopez	\$3712.50	
Frosh Football	Justin Crowley	\$3187.50	
Frosh Football	Chris Stamoulis	\$3187.50	
Head Field Hockey	Sarah Richards	\$3675	
JV Field Hockey	Jessica Paul	\$2550	
MS Varsity Field Hockey	Jillian Brickley	\$1612.50	
MS JV Field Hockey	Deb Jacobs	\$1204	
Girls Varsity Volleyball	Whitney Carrier	\$3675	
Girls JV Volleyball	Katie Rebrovich	\$2550	
MS Varsity Volleyball	Emily Boles	\$2025	
MS JV Volleyball	Gloria Tawalujan	\$1613	Molly Wotton
B/G Cross County	Nick Piatti	\$3337.50	
B/G Asst. Cross Country	Alyson Mathieu	\$2025	
Middle School Cross Country	Laura Towle	\$1613	
MS Assistant Cross Country	Kaylee Towle	\$1613	
B/G Golf	Matt Fennessy	\$1987.50	
B/G JV Golf	Joe Tenuta	\$300 (coach contingency)	



DOVER SCHOOL DISTRICT
EMPOWERING ALL LEARNERS!

2021-2022 RE-ENTRY PLAN DRAFT – August 5, 2021

ALERT

THE 2021-2022 ENTRY PLAN HAS BEEN REVIEWED AND REVISED TO REFLECT THE LEAST RESTRICTIVE COVID-19 PROTOCOLS. THIS WILL REQUIRE SCHOOL AND COMMUNITY SPREAD TO BE MONITORED. IF THERE IS AN INCREASE IN SCHOOL AND/OR COMMUNITY SPREAD, MORE RESTRICTIVE COVID-19 PROTOCOLS WILL BE IMPLEMENTED

THE AIM IS TO RETURN TO IN-PERSON LEARNING, AND TO MAINTAIN THE ABILITY TO CONTINUE IN-PERSON LEARNING THROUGHOUT THE ENTIRE SCHOOL YEAR.

THE 2021-2022 OPENING OF SCHOOL PLAN

Recommendations in this plan are based on the review and guidance of the U.S. Centers for Disease Control (CDC) and New Hampshire Division of Public Health Services (NH DPHS) in conjunction with current local and state COVID data as of July 27, 2021. Both organizations continuously update their guidance on a regular basis. Adjustments may be made in the plan based on community spread of COVID-19 or variants of COVID-19.

POLICY-like: Directed or Approved by School Board	PROCEDURE-like: Responsibility of Superintendent
▪ Any reduction in school occupancy (except an immediate, short-term shift) ▪ Process and considerations for changing these decisions ▪ Budget and staffing changes	▪ Hours and schedule within the school day ▪ Transportation scheduling ▪ School meals – breakfast and lunch ▪ Recess/breaks ▪ Cleaning and disinfection routines ▪ Nursing and health screening ▪ Precautions related to specific activities such as music or athletics ▪ Student spacing, and PPE required

For the purposes of this document, the following goals are considered:

1. Provide guidance that the school community, including parents, students, staff, and administrators, can rely on with confidence knowing they will have the support of the School Board.
2. Create an environment where as many students as possible physically attend school.
3. Minimize the risk of COVID-19 transmission in schools.
4. Full in-person days, 5 days per week, with full academic and extracurricular offerings.
5. Provide guidance for staff and the community when we would consider further relaxing or tightening of protocols indicated in the Protocols Applied to Pandemic Education (PAPE).
6. Make decisions based on the latest scientific and medical guidance.

The following are the guiding principles for the re-entry plan:

In-person school day prioritized

- Preserving in-person learning is prioritized.

Plan will change and evolve as needed

- COVID-19 remains a dynamic situation. These recommendations are based on current data and trends. If approved, it should be noted that if data and trends indicate a need to increase mitigation efforts, then Dover Schools SAU 11 will respond accordingly.
- Guidance from the New Hampshire Department of Health and Human Services (NH DHHS), NH Hampshire Department of Education (NH DOE), and the Centers for Disease Control and Prevention (CDC) will be used to make informed decisions regarding school operations related to COVID-19.
- Families should have back up plans in place in the event there is a need to shift to remote learning and/or a closure at some point during the school year.

Mitigation steps based on community transmission levels

- It is beyond the School Districts' ability to prevent anyone in our community from getting COVID-19. However, steps can be taken to mitigate the risks while at school and work. These steps will depend on the level of community transmission.

The past year has been problematic with many twists, turns, starts, and stops. Fundamentally, we have learned that multiple plans and approaches confuse the community and cause anxiety and frustration. The District needs to be clear as to the plans and expectations of the 2021-2022 school year.

BACKGROUND INFORMATION

New Hampshire Division of Public Health Services / Department of Health and Human Services

The following information has been taken from the **July 21, 2021, New Hampshire Coronavirus Disease (COVID-19) Education and Childcare Partner Call**. ***This information has been updated to include the new guidance provided from the July 27, 2021 CDC Media Telebriefing: Update on COVID-19, pertaining to mask use in schools.** The information is provided to guide the Board's final approval of the 2021-2022 Re-Entry Plan for the Dover School District:

1. *NH DPHS is not planning on releasing NH-specific guidance for K-12 schools or childcare programs.*
2. *Minimize risk of COVID-19 transmission in school and childcare settings. There is flexibility in how to do this by adjusting prevention strategies based on local community transmission, rates of vaccination, and other local contextual factors. This needs to be a larger community effort.*
3. *School plans should start with the goal of keeping students safe and physically present in school.*
4. *COVID-19 policies are intended to mitigate, not eliminate, risk.*
5. *School transmission reflects (but does not drive) community transmission...therefore, communities need to take all necessary measures to limit community spread of SARS CoV-2 to ensure schools can remain open and safe for students.*
6. *It is important for the surrounding community to help protect schools and childcare programs; maintain operations; and protect children, students, teachers, and staff.*
7. *Increasing COVID-19 in the community will translate to an increase of COVID-19 in schools and childcare programs, which will have multiple potential downstream consequences.*
 - *More children and staff out sick*
 - *More children and staff with viral symptoms requiring testing*
 - *Parents needing to take time off work*
 - *School and childcare staff shortages*
 - *Increased risk to people who are immunocompromised*
 - *Increased risks of adverse outcomes*
8. *COVID-19 prevention strategies remain necessary to protect people who are not fully vaccinated.*
9. *CDC does continue to recommend masking and physical distancing as the primary prevention strategies, especially given mixed populations of people who are/aren't fully vaccinated.*
10. *There is flexibility in how this guidance can be applied, and specific layered prevention strategies will vary by*

location.

11. Consider multiple factors when making decisions about implementing layered prevention strategies against COVID-19.

- Monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies.

✓ **PROMOTE VACCINATIONS**

✓ **FACE MASK USE (CONSISTENT AND CORRECT USE)**

- Face masks are intended to both protect the wearer, and serve as “source control” to prevent someone with COVID-19 from spreading it to others
- Face masks have become an important mitigation tool because CDC has estimated (JAMA article) that 50%-60% of COVID-19 transmissions occur from people who are asymptomatic
- The American Academy of Pediatrics (AAP) has recommended universal face masks for everybody 2 years of age and older at school
- NH DPHS recommends face mask use based on a local assessment of risk from COVID-19 in the community (This is consistent with the CDC’s general guidance on implementing prevention strategies)
- CDC released their Public Health Recommendations for fully vaccinated people at the end of May, and they continue to use this as a basis for their guidance on face mask use and physical distancing in specific settings (i.e., face mask use and physical distancing guidelines is based on a person’s vaccination status). *According to the CDC, the previous statement was based on low cases of the delta variant and low vaccine uptake, current reports show the delta variant represents 83% of cases. New data shows that vaccinated people infected with the delta variant can carry as much virus as those who are unvaccinated.
- **NH DPHS has made recommendations for face mask use based on level of community transmission (community-based risk) – This guidance remains current NH DPHS guidance given continued low levels of COVID-19 statewide**
 - COVID-19 is still circulating, and communities remain at risk for another increase/surge in COVID-19, so there should still be steps taken to prevent spread of COVID-19, especially in locations where people are gathering who are not fully vaccinated.
 - NH DPHS has tried to take a balanced approach to implementing mitigation measures so that when community transmission and risks are low, people can pull back on some mitigation measures.
 - With low levels of community transmission, schools and childcare agencies can safely choose to remove the face mask requirements indoors (permissive recommendation), based on your assessment of the local situation and risk/benefit of continued mask use.
 - *New CDC guidance recommends fully vaccinated people wear masks indoors when in areas with “substantial” and “high” transmission of COVID-19.
 - *New CDC guidance recommends mask use be required of everyone; students, faculty and staff in K-12 schools, regardless of vaccination status.

PERMISSIVE RECOMMENDATION:

- NH DPHS continues to base our recommendation for mitigation measures on the level of community transmission.
- Multiple factors contribute to a person’s risk – with low levels of community transmission, the risk to unvaccinated persons is less.
- The permissive recommendation is consistent with our move to allow all businesses/organizations to apply general principles to their specific situation and context as risk decreases.
- The risk/benefit of face mask use shifts in favor of face masks coming off when community transmission is low, especially in lower-risk settings.

- As levels of COVID-19 and community transmission increases, stricter implementation of prevention strategies, including potential face mask use, will become more important.
 - Individuals who are concerned for their health, or people who are immunocompromised, can still choose to wear face masks (i.e., for individual protection).
 - **CDC order applies to all public transportation conveyances including school buses. Regardless of mask policy at school, passengers and drivers must wear a mask on school buses, including buses operated by public and private school systems.**
- ✓ **PHYSICAL DISTANCING (AND COHORTING)**
- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, at least 6 feet between students and teachers/staff, and at least 6 feet between teachers/staff (i.e., between adults...but do not exclude people just to keep a minimum distance requirement).
 - NH DPHS simplified recommendations: Full in-person learning and maximize physical distance to extent possible between everybody with an ideal goal of at least 3 feet of separation (same recommendation as the past school year).
 - Continue to implement cohorting in areas where it's feasible – this is more important for childcare agencies where physical distancing between young mobile children is not possible.
 - As community transmission increases, stricter cohorting and smaller sized cohorts (for childcare) should be considered.
- ✓ **SCREENING TESTING (RECOMMENDED FOR K-12 SCHOOLS, BUT NOT FOR CHILDCARE PROGRAMS)**
- ✓ **HANDWASHING AND RESPIRATORY ETIQUETTE**
- Wash or sanitize hands frequently
 - Teach and practice good respiratory etiquette (covering coughs and sneezes)
- ✓ **STAYING HOME WHEN SICK AND GETTING TESTED**
- NH DPHS recommendation: Continue to have a low-bar for excluding and testing people with new signs/symptoms of viral syndrome (e.g., fever, chills, body or muscle aches), or respiratory viral infection (e.g., sinus congestion, sore throat, runny nose, cough).
 - Sick, symptomatic persons should not be allowed into schools or childcare programs.
 - A symptomatic person who is not fully vaccinated or who has risk factors for COVID-19 exposure (e.g., exposure, travel, etc.) even if vaccinated should be tested for COVID-19.
 - A fully vaccinated person with new viral symptoms should at least have a clinical assessment to assess risk and consider testing – depending on what happens with variants and level of community transmission, it may be reasonable to err on the side of testing anyway.
- ✓ **CONTACT TRACING IN COMBINATION WITH ISOLATION AND QUARANTINE**
- People who are diagnosed with COVID-19 must still isolate at home until they have met criteria for discontinuation of isolation.
 - Close household contacts of someone diagnosed with COVID-19 will be required to quarantine (e.g., people living or sleeping in the same household).
 - In an outbreak situation, NH DPHS may choose to expand quarantine to other non-household contacts to control the outbreak.
 - Quarantine of an entire classroom will no longer be conducted.
 - Non-household contacts will be asked to self-observe and monitor for symptoms.
 - This increases the importance of identifying, excluding, and testing people with viral infection symptoms.
- ✓ **CLEANING AND DISINFECTION**
- Cleaning once a day is usually enough to sufficiently remove a potential virus that may be on surfaces.

- *If a person with COVID-19 was in your facility within the last 24 hours, you should clean and disinfect the spaces the person was in contact with.*

OTHER INFLUENCING FACTORS

1. *HB220 (Medical Freedom Bill) was signed by Governor Sununu. No vaccine mandates for public facilities in NH.*
2. *The Court readily disagreed with the parents' claim, explaining that, "by its plain language, all the prohibitions listed in [state restraint and seclusion law] only apply to a school's use of a 'physical restraint' or a 'containment technique.'" Such "physical restraint" occurs only when "the restraining person uses his or her own hands or body . . . to effectuate the restraint." "Clearly," the Court declared, "the mask mandates do not require school staff to use their own hands or bodies to force the [parents'] children to wear masks."*

CORE RECOMMENDATION

The goal for the 2021-2022 school year is to open school in the fall to as close to normal as possible with minimal COVID-19 disruption.

In-person School Day

The District defines the opening of school with "minimal COVID-19 disruption" as operating in-person, 5 days per week, per the School Board approved academic calendar. Most, if not all children are in attendance in their classrooms. The District will follow a traditional 5-day per week schedule.

Virtual School Option

If a family elects to continue with virtual education, they will have the option to participate in the Seacoast Virtual School Consortium. The District will be participating with surrounding Districts in a shared virtual model for grades kindergarten through the eighth grade. Potentially participating in the consortium are Farmington School District SAU 61, Nottingham/Northwood School District SAU 44, Oyster River School District, Portsmouth School Department SAU 52, Rochester School District SAU 54, and Somersworth School District SAU 56. Once approved, registration information will be sent to families with students in kindergarten through the eighth grade. (This is still in the process of being developed. If an agreement with Florida Virtual School (FLVS) cannot be reached and/or funding cannot be provided, an alternative will need to be developed.)

This year we are unable to offer an in-house virtual option at the high school level. Those students desiring to continue in a fully virtual environment will need to enroll in VLACS as full-time students. There is also an option to take some courses in person at Dover High School and elect some courses through VLACS. Contact your high school counselor to fully understand the implications of VLACS and to learn how to enroll.

Protocols Applied to Pandemic Education (PAPE)

The District's PAPE document will be reviewed and revised to reflect the conditions the District is presented with at the start of the 2021-2022 school year. At this time, the document reflects the latest revisions based on the current COVID-19 conditions. The Dover School District PAPE has been developed to align with the New Hampshire Division of Public Health Services (NHDPHS) most recent guidance.

Health Screening

The use of a health assessment screener remains important. Individuals are asked to self-screen at home prior to arrival at school.

Masking

The wearing of masks will not be a requirement throughout the District. Although, as masks are the most effective mitigation strategy, **wearing a mask while in the buildings is strongly recommended**, especially for children ages 3-11 who, at this time, are unable to receive the COVID-19 vaccine. Mask breaks will continue to be coordinated for students as needed.

If an increase in school and/or community spread is indicated by the use of the District's metric, the wearing of a mask will be required at all levels.

Social distancing will be maintained where it is reasonable and practical, particularly for children ages 3-11. District staff and high school aged students have had the opportunity to become vaccinated, therefore, the District can consider eliminating the 6-foot social distancing in the high school cafeteria.

Classroom Social Distancing

The current recommendation is to continue classroom social distancing. Social distancing will be maintained when it is reasonable and practical. This allows class sizes to return to the levels recommended in the District guidelines, and to fully accommodate an all-in return model. The aim is to make in-person learning available for all students.

Managing Breakfast and Lunch Under Current Guidelines

The current recommendation is to continue social distancing. Social distancing will be maintained when it is reasonable and practical.

Managing Recess

Recess at the Prek-8th grade level will need to be carefully planned, reasonable, practical, and have manageable numbers on the playground at one time, given there is no vaccine for this age group.

Athletics

A full range of athletic programming for Dover Middle and Dover High School is recommended unless transmission levels change, and adjustments are needed. Individual activities may need to be adjusted to meet health and safety guidelines or NHIAA rules and procedures. The District will continue to monitor and to modify guidelines into the fall unless the pandemic is declared over, in which case, we would return to normal pre-pandemic rules.

Large Group Gatherings

Large group school-sponsored gatherings outside of the school day (concerts, athletics, events) will be allowed. **All spectator attendees of indoor events must wear masks due to the likely variety of ages in attendance.** Athletes and performers will follow the same practices as in their classes/practices related

to the event. Currently, kindergarten through the sixth grade will not be holding large group indoor events. This will continually be evaluated based on school and community spread.

Visitors

Because the District has no ability to know who is vaccinated, visitors will be required to answer the Dover School District prescreening questionnaire prior to entering any school building and are strongly encouraged to wear a mask while on school grounds. The District will follow the most recent guidelines for outdoor events. During the school day for students, visitors are requested to limit their visitation to the schools.

Busing/Transportation

Based on current federal guidelines, masks will be required on our public-school buses.

The School District will be striving to maximize distance between riders, but it may not be possible to maintain 3-feet of distance on all bus routes.

Parents/guardians will be responsible for mitigation steps at bus stops.

Isolation/Quarantine

1. People who are diagnosed with COVID-19 must still isolate at home until they have met criteria for discontinuation of isolation (See Section G of the PAPE Document).
2. Close household contacts (people living or sleeping in the same household) of someone diagnosed with COVID-19 will be required to quarantine.
3. All others should self-observe and monitor for symptoms.
4. In an outbreak situation, NHDPHS or NHDHHS may choose to expand a quarantine to other non-household contacts to control the outbreak.
5. Quarantine of an entire classroom will no longer be conducted. This could change if community spread increases to a level where public health officials, NHDPHS, or NHDHHS decide if the quarantine of an entire classroom is necessary.
6. Non-household contacts will be asked to self-observe and monitor for symptoms.

Accommodations for Health and Safety Protocols

- The School District will make necessary and reasonable accommodations to health and safety protocols for students with disabilities. As needed, such determinations will be made through the established Special Education and 504 processes.
- Employees should inform their principal if there is a need for accommodations.

Board Conditions

Conditions where the School Board would consider reducing restrictions and precautions:

- If the opportunity for vaccination is extended to younger people, precautions described above should be reviewed and further relaxed accordingly.
- If public health agencies declare an end to the COVID-19 pandemic.

- If there is a significant decrease in community and school spread, reducing of restrictions and precautions. The District will reference new cases over a 14-day period from the NH website <https://www.covid19.nh.gov/dashboard/map>.
- If the District obtains the authority from the State to maintain records as to which students and staff are vaccinated and can use that information to manage potential exposure risk.

Conditions where the School Board would consider increasing restrictions and precautions:

- Unable to maintain staffing due to COVID-19 cases.
- Changes in FDA or CDC guidance regarding vaccination limitations (i.e. need for a booster injection or emergence of a variant that renders vaccines ineffective).
- Local active COVID-19 cases rise significantly, if new cases in Dover exceed 60 in 7 days (corresponding to 25 per 100,000 per day, the “Critical” threshold from covidactnow.org).

Dover Medical Advisory Council

The Dover Medical Advisory Council consisting of pediatricians, nurse practitioner, school nurses, public health officials, epidemiologist, City of Dover Emergency Management Director, and selected District leadership will be reconvened for the 2021-2022 school year.

The purpose of the Medical Advisory Council is to provide guidance from a health science perspective pertaining to the District’s potential decisions and actions as related to the ever-changing environment of the COVID-19 pandemic.

The scope of the work will include:

- Review health information and data related to the SARS-CoV-2 pandemic.
- Review and assess the District’s health and safety protocols in response to the pandemic.
- Advise the District on what instructional model to implement based on health and scientific data and best practices.
- Evaluate the trends and implications of the spread of the virus in the City of Dover and Strafford County, to advise the District when school closures are in the best interest of the health and safety of students, families, educators, staff, and administrators; and
- Assist the District in locating and securing support services and/or other resources for students, families, educators, staff, and administrators.

COVID Related Challenges to Monitor

Assuming COVID-19 is active in the fall, it can be predicted some of the challenges the District faced in the 2020-2021 school year will re-occur in the 2021-2022 school year.

- Students in quarantine
- Program closures
- Classroom closures
- School closures

- Individual quarantines
- Athletic program pauses
- Staffing capacity issues
- Vaccine availability and changes in quarantine rules
- No close contact quarantine for vaccinated staff and students
- Because we have no way to verify vaccinations, truthfulness of reporting will be a challenge

Summary

The recommendations in this plan are based on the review of current CDC and NHDPHS guidance in conjunction with current local and state COVID-19 data as of July 27, 2021. Both organizations continuously update their guidance on a regular basis. Community and school spread of COVID-19 and variants will determine the restrictions that need to be in place.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

NH DHHS Indicators and Thresholds for Community Transmission of COVID-19

INDICATOR	MINIMAL TRANSMISSION GREEN	MODERATE TRANSMISSION YELLOW	SUBSTANTIAL TRANSMISSION RED
New cases over the last 14 days per 100,000 population	Less than 50	Between 50 and 99	100 or more
Test positivity rate over last 7 days	Less than 5%	Between 5% and 9.99%	10% or more

- If the two indicators suggest different levels, the actions corresponding to the higher level will be chosen.
- County Level – Dover School District will align with Strafford County for level of community transmission.

MITIGATION RESPONSES - Levels are based on CDC Indicators & Thresholds for Community Transmission of COVID-19.

STRATEGY	GREEN	YELLOW	RED
Mask on Bus	Mask - Federal Law Requirement	Mask - Federal Law Requirement	Mask - Federal Law Requirement
Mask Indoors	Highly Recommended	Highly Recommended	Required
Mask Outdoors	NO	NO	NO
Physical Distancing	Strive for 3 feet if reasonable & practical	Strive for 3 feet if reasonable & practical	Minimum of 3 feet
Class Cohorting	NO	NO	YES
Cleaning	YES	YES	YES
Handwashing	YES	YES	YES
Respiratory Hygiene	YES	YES	YES
Daily Health Assessment Prior to Arrival	SELF MONITOR	SELF MONITOR	SELF MONITOR
Illness	If ill, stay home	If ill, stay home	If ill, stay home
Co-Curricular Activities/ Athletics	Normal participation follows protocols from appropriate professional associations such as NHIAA	Normal participation follows protocols from appropriate professional associations such as NHIAA	If a temporary decision must be made prior to a School Board meeting, Administration will evaluate level of risk and make recommendation to the Board. The Superintendent, with Principals and Athletic Director (if Athletic related), has authority to make and implement decisions.
Field Trips/Travel	Principal/Superintendent evaluate risk level for proposed trip to determine approval	Principal/Superintendent evaluate risk level for proposed trip to determine approval	No field trips
Common Spaces	Open	Open	Evaluate if a need to shift to classrooms
Arrival/Dismissal	Normal	Normal	Implement physical distancing measures
Visitors	Open - Health assessment prior to entry	Open - Health assessment prior to entry	NO
Facilities used by Outside Organizations	YES	YES	NO



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

NH DHHS Indicators and Thresholds for Community Transmission of COVID-19

Dr. Megan Harvey's Recommendation

INDICATOR	MINIMAL TRANSMISSION BLUE	SUBSTANTIAL TRANSMISSION YELLOW	HIGH TRANSMISSION RED
New cases over the last 14 days per 100,000 population	Less than 100	Between 100 and less than 200	200 or more
Test positivity rate over the last 7 days	Less than 8%	Between 8% and 9.99%	10% or more

NOTE

- If the two indicators suggest different levels, the actions corresponding to the higher level will be chosen.
- County Level – Dover School District will align with Strafford County for level of community transmission.

MITIGATION RESPONSES

STRATEGY	MINIMAL	SUBSTANTIAL	HIGH
Vaccine	Strongly Encouraged	Strongly Encouraged	Strongly Encouraged
Masking:			
Bus	Required (Federal Law)	Required (Federal Law)	Required (Federal Law)
Indoors	Universal	Universal	Universal
Outdoors	No	No	Encouraged for high risk
Physical Distancing			
Classroom	3+ feet if possible	3+ feet if possible	3+ feet if possible
Cohorting	No	No	Yes
Surveillance Testing	None	Weekly, unvaccinated	Weekly, unvaccinated
Ventilation	As much as possible	As much as possible	As much as possible
Handwashing / Respiratory Etiquette	Yes / Often	Yes / Often	Yes / Often
Symptoms of Illness	Stay home	Stay home	Stay home
Contact Tracing	Yes	Yes	Yes
Cleaning / Disinfecting	Once a day / after exposure	Once a day / after exposure	Once a day / after exposure
Other			
Daily Health Assessment	Self-monitor	Self-monitor	Self-monitor
High Risk Activities	Test weekly	Test weekly	Cancel
Low Risk Activities	Normal participation	Test weekly	Test weekly
Field Trips	Admin approval	Admin approval	Cancel
Common Spaces	Open	Open	Evaluate
Arrival / Dismissal	Normal	Normal	Physical Distancing
Visitors	Allowed	Allowed	Not Allowed
Facility Use by Outside Orgs	Allowed	Allowed	Not Allowed

Letter Shared with the Oyster River Board

July 25, 2021

Dear esteemed members of the New Hampshire Department of Education,

We are writing to express our concern regarding the discussion of discontinuing masking and of reducing COVID-19 precautions in New Hampshire schools. The SARS-CoV-2 virus and associated COVID-19 disease continues to upend our lives. We realize the Centers for Disease Control (CDC) has removed masking recommendations for vaccinated individuals. However, we do not believe this change pertains to our schools, as many of our children are not yet eligible for the COVID-19 vaccine. The CDC is very clear that masking for unvaccinated individuals should continue. In addition, the American Academy of Pediatrics has not changed their recommendations for masking in schools: "The AAP strongly recommends the universal use of face masks in schools for adults and for all children older than 2 years." It is therefore, imperative masking continues in schools, since most of the students in the elementary school and middle school age groups are not yet eligible for the vaccine, and teenagers are just now being offered the vaccine. Additionally, given the waning enthusiasm over vaccination, ongoing significant vaccine hesitancy, poor vaccine utilization, increasing levels of community spread, and the appearance of variants that may have more significant implications for our children, it is too soon to ease masking mandates in schools. Discontinuation of masking in schools at this point shows willful disregard of expert medical and public health opinion.

Of note, the CDC recently adjusted their guidelines to recommend that children who are wearing masks around other children wearing masks do NOT need to quarantine even if they are close contacts. This change will be beneficial, helping keep our children in school, without hybrid learning or long quarantines—IF masks are mandatory.

We cannot ignore or downplay the impact of COVID -19 disease in children. While the prevalence of pediatric illness is less common and disease severity isn't generally as significant as that observed in adults, we are continuing to see morbidity and mortality in children from COVID-19 and from the associated Multisystem Inflammatory Syndrome in Children (MIS-C), including many children with Covid "long-haul syndrome" with prolonged symptoms of disease (possibly up to 30% of previously infected children having this). We also have not yet identified the long-term effects of Sars-CoV-2 infection, even without severe symptomatology. Importantly, the emergence of new variants, which are now the most common strains of the disease in the United States, are affecting children more broadly and we have yet to fully understand the implication of the new changes in the virus. Across the country, our colleagues are seeing patients with Covid-19 disease that are younger and healthier at baseline.

There is no doubt within the scientific community that masks curb the spread of SARS-CoV-2. Epidemiologic investigations continue to support masks. Studies show that in communities where masking mandates were enacted, there was linear decrease in number of cases, with the greatest decreases in the communities with the

longest mandates. In outbreaks, including household clusters, masks protected against transmission. In addition, even in instances where transmission occurs, masking reduces viral inoculum which appears to decrease severity of disease. Furthermore, we know that relying on symptoms alone is not a reasonable intervention to mitigate disease. This year has shown that asymptomatic transmission does continue to play a role in community spread. Finally, concerns regarding safety of long-term mask wearing have not been supported by any data. Masking is a simple, safe, cheap intervention that saves lives. It seems unfathomable to stop an intervention with this profile at this stage in the pandemic.

Furthermore, making masks optional in schools is not a viable option. This will undoubtedly create “in-groups” and “out-groups” based likely on parent/household preferences and will create greater opportunities for bullying in our schools. Additionally, children who do not mask put other children at risk for illness and for quarantine. Finally, stopping masking at this time will pose additional risk to teachers and their families, especially those who are high risk, potentially cannot be vaccinated, have poor response to the vaccine given underlying conditions, or live with unvaccinated individuals.

It is our duty as a community to protect our most vulnerable every step of the way during this pandemic. Sending any of our children to school without masks seems like blatant disregard for life, health, and science.

To comment on a few myths that have been perpetuated:

1. “If there were going to be transmission, we would have seen it by now, with kids spending time together playing sports and in dugouts.” COVID has not been shown to be transmitted easily (if at all) outdoors. COVID is transmitted VERY well indoors when people are not masked, as shown by many outbreaks when people gather indoors, such as in school and at camp bunks and cafeterias.
2. “It should be a parents’ choice whether their child wears a mask or not.” Unfortunately, our children wearing masks doesn’t protect them from COVID if others around them aren’t wearing masks. Until a vaccine is available for our students, universal masking of unvaccinated people is key to protect our children.
3. “Children will have to quarantine even if they’re wearing masks and are a close-contact;” this is no longer the current recommendation. The CDC guidance adds the following exception to the definition of close contact: In the K–12 indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) where:
~both students were engaged in consistent and correct use of well-fitting face masks; and
~other K–12 school prevention strategies (such as universal and correct mask use, physical distancing, increased ventilation) were in place in the K–12 school setting.”)

Our recommendations as physicians are as follows:

1. Continued masking mandate in schools at this time.
2. Determine a transmission threshold under which it might be safe to discontinue masking mandates once children are able to be vaccinated.

3. Provide ongoing education and encouragement to families in regard to the ongoing need for community mitigation strategies and vaccination.
4. If unwilling to follow the CDC and AAP guidelines, please consider separate cohorts/classrooms of masked children and unmasked children.

Socialization, physical activity, and education are not trivial needs; in fact, they are essential to the well-being of children, families, and communities. For these reasons, we believe schools need to continue strong safety and sanitation measures such as universal masking. To re-iterate, based on the science and data at hand, it is too soon to discontinue masking in schools.

This recent quotation is concerning and is one of the reasons we feel so strongly about this issue: “‘Given that children are one of the groups that is unvaccinated, we will see more cases in children,’ said Dr. Richard Besser, a pediatrician and former acting director of the Centers for Disease Control and Prevention. ‘We will see more hospitalizations in children, and unfortunately we will see more deaths in children.’”

In summary, the best way to keep kids in school full time - until they have had the opportunity to be vaccinated - is to mandate masks. Thank you for your consideration of this request and for all you do.

With gratitude,

Melissa Martinez-Adorno, MD
Chair Division of OBGYN Foundation Medical Partners
Chair DEI Council Solution Health

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Family Medicine & Sports Medicine Physician

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Family Medicine Physician
Karin Commeret, MD
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Melissa Duxbury, MD
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Susan Fanburg, MD
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Psychiatrist

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Lawrence Learner, MD
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Marie Ramas, MD
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Darla Thyng, MD
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Pamela Udomprasert, MD
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Ritu Ullal, MD
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Daniel Waszkowski, MD
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Kira Wendorf, MD
Diagnostic Radiologist

Melissa Wong, MD
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Melissa Wu, MD, MBA
Emergency Medicine Physician

Hilary Yehling, MD
Internist-Pediatrician

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https://www.nbcnews.com/news/amp/ncna1274057?__twitter_impression=true&fbclid=IwAR0OrlwqYM_x5bhaNXwJHV-XbVpAbwiKDL_B8jzPcw3pJJuueL5Nh28RQM

August 6, 2021

Dear Dr. Harbron and Dover School Board,

Universal masking should be required in all indoor environments.

Masks prevent viral particles from entering the environment. This means that when an infected person who is symptomatic or not symptomatic (feels perfectly fine) is wearing a mask, everyone around them is at lower risk of becoming infected with COVID-19. There are many pieces of peer-reviewed science that substantiate this, but here is one recent and well-done manuscript: Leung NHL, Chu DKW, Shiu EYC, et al. Respiratory virus shedding in exhaled breath and efficacy of face masks. Nature medicine. Apr 03 2020;26(5):676-680. doi:<https://dx.doi.org/10.1038/s41591-020-0843-2>

Masks prevent viral particles in the environment from being inhaled. This means that when an uninfected person is wearing a mask, they have increased protection against COVID-19 infection because they will inhale fewer viral particles in the environment. There is also evidence that even if a masked person becomes infected, they will have a more mild infection because their total viral exposure was lower (after being filtered through their own mask). There are many pieces of peer-reviewed science that substantiate this, but here is a good recent manuscript: Ueki H, Furusawa Y, Iwatsuki-Horimoto K, et al. Effectiveness of Face Masks in Preventing Airborne Transmission of SARS-CoV-2. mSphere. Oct 21 2020;5(5)doi:10.1128/mSphere.00637-20

When everyone wears a mask, infected people put fewer viral particles out into the environment and all mask wearers have a layer of protection against whatever viral particles are in the air. Therefore, there is the potential for an exponential benefit to universal mask wearing.

This is a nice list of many of the peer-reviewed manuscripts on the subject of masking. https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/masking-science-sars-cov2.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fmore%2Fmasking-science-sars-cov2.html

The CDC website was updated fairly recently and I think addresses mask wearing well with graphics. It also clearly states that there is no carbon dioxide harm related to mask wearing. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

What does this mean "in the real world"?

- When an **infected person is wearing a mask** and an **uninfected person is not**, there are fewer viral particles in the environment than there otherwise would be (if the infected person was unmasked) and the uninfected non-mask wearer has some level of protection against infection.
- When an **infected person is not wearing a mask** and an **uninfected person is**, there are many viral particles in the environment and the uninfected person wearing a mask has some protection against infection because they will inhale fewer of those particles than they would if they were not wearing a mask.
- When **both the uninfected and the infected person are wearing masks**, the uninfected person has the greatest level of protection against infection. This is likely more protection than just 1 + 1. It's a case of 1 + 1 = 3. Along with other mitigation measures (physical distance, air filtration /

good ventilation), this is the "swiss cheese" approach and is absolutely recommended in general and especially for unvaccinated folks of any age.

In short: universal masking causes no harm to the mask wearer and provides a great deal of risk reduction for a disease that has serious short and long term impacts.

The Delta variant is more transmissible and may be more severe.

The delta variant is 200% more transmissible than the "wild type" (the original strain) and 50% more transmissible than our last "more transmissible" variant. It's not good! It's highly infectious and people who are exposed without mitigation strategies in place (universal masking, physical distance, ventilation, vaccine) are at high risk of infection. Even if nothing else about the virus has changed, other than transmissibility, this means children are more susceptible than they were to the "wild type" and they are able to spread it more efficiently to others. At this point, our understanding is that the delta variant causes a far greater viral load in the nasal passages in everyone infected, regardless of vaccination status, allowing for more virus to be shed and for a longer duration of time.

As for current data on children, the outcome is clear: more children are infected and the percentage of cases that are children is increasing. A peer-reviewed manuscript of the recent superspreader event among children at a camp is one such example of the increased transmission among children. <https://pediatrics.aappublications.org/content/147/4/e2020046524> Or this older example of increased transmission among children at a gymnastics center. <https://www.cdc.gov/mmwr/volumes/70/wr/mm7028e2.htm>

Notably: we do not yet fully understand if the delta variant causes a more severe version of COVID-19. There is some evidence that infections with the delta variant are more likely to cause hospitalization than the wild type, but really, the jury is still out because there is also some evidence that it's equally severe as the wild type. We'll know much more about this in the coming months. Epidemiologists would suggest a harm reduction approach to a situation like this, which means assuming it's more severe until we know for sure. We do know that pediatric hospitalizations are up in every location that Delta is the dominant variant (i.e., the entire US).

Recommendation for Fall:

The CDC recommends (and epidemiologic evidence indicates) that everyone inside the school building should be masked at the start of this school year, including students, faculty, and staff, regardless of vaccination status. When will the need for universal masking end? When we have control over the Delta variant, and other future variants of concern.

Best,
Megan

Megan W. Harvey, PhD, MS (she/her) | Assistant Professor of Health Science
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**DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER**



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Dover High School and Regional Career Technical Center Code of Conduct 2021-2022

1. All members of the DHS community will model respect and compassion at all times.
2. We encourage and welcome all learners to demonstrate growth by persevering through social, emotional and academic challenges
3. The integrity of our learning community depends on members authentically collaborating in the educational process
4. We strive to practice personal responsibility by adhering to the norms, values and expectations of the school

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TO: Superintendent Harbron and Dover School Board

FROM: Principal Lyndes, Dean Dube and Dean Vail

DATE: August 5, 2021

RE: DMS Code of Conduct (includes handbook section and Behavior Tiered Support Structure)

CODE OF CONDUCT

Dover Middle School values a safe and positive school environment and therefore sets high expectations for student behavior. Rules and regulations provide structure and limits, so students may achieve their maximum potential. A positive school environment is the goal of everyone here at DMS. Teachers will handle minor disciplinary offenses within their classrooms/teams through their classroom management strategies. Students who display poor behavior or commit repeat offenses may be referred to the dean for Disciplinary action. Disciplinary actions will be administered in a variety of ways. Persistent or repeated violations of the rules of conduct will result in increasingly serious consequences for the offending student. Disciplinary actions may include, but are not limited to, warnings, detentions, parent conferences, restorative circles, restorative conferences, peer mediation, in-school or out-of-school suspensions, or other creative disciplinary measures designed to improve the behavior of the student. All students will be treated fairly, equitably and provided with an appropriate amount of due process. Discipline decisions are based on a careful assessment of the circumstances surrounding each incident.

Teachers are expected to handle situations in which students are:

1. Talking or fooling around in class
2. Wasting time in class
3. Arriving for class unprepared
4. Causing minor disruptions which impede the learning process
5. Chewing gum or eating candy
6. Consistently not getting textbooks covered
7. Littering in the classroom or corridor

Dover School District's Mission:
Strengthening our Community by Educating Every Child, Every Day!

8. Arriving late for class
9. Rude or discourteous behavior.
10. Dressed in inappropriate attire
11. Inappropriate hallway behavior
12. Showing public display of affection
13. Plagiarism or Cheating (1st offense)

Interventions concerning student conduct in the classroom will include with teacher, redirection, parent contact, detentions, and making amends for choices.

Students will be referred to the Dean's office and may be suspended 1 to 10 days depending on the offense or the circumstances surrounding the offense.

1. Profane, obscene, or other improper language or gesture directed toward faculty or staff
2. Smoking in school or on school grounds
3. Serious incidents of fighting or provoking a fight
4. Any act which imperils or threatens the safety of others
5. Possession of any dangerous weapon or implement
6. Theft or damage to property of others
7. Possession of any illegal substance or apparatus
8. Acts of vandalism
9. Starting a fire or pulling a false alarm
10. Cutting class, walking out of class, or failing to report to an assigned area
11. Misuse of technology

In some cases, a student may not return to class until a parent conference has taken place.

While on field trips, students are expected to abide by all school rules. All policies are in effect.

BEHAVIORAL CONTRACTS

In an effort to support students who are experiencing chronic behavioral issues, the dean or designee may decide to create a behavioral contract with the student. Any student who has been suspended more than 10 days will require a behavioral contract.

DETENTION/SUSPENSION

Along with other interventions, detentions and suspensions may be assigned. Students serving detentions may not wander the building.

While a student is suspended, she or he may not participate in activities during this time. Students serving in- or out-of-school suspension are entitled to make-up any class work missed during the time of the suspension. He or she will also receive full credit for correctly completed work while suspended. Parents who have concerns about suspension have the right to appeal.

IN-SCHOOL SUSPENSION PROGRAM

Students may be placed in the In-School Suspension Program only by a member of the administration, and parents will be notified. Some examples that warrant ISS are:

- Failure to serve an administrative detention

- Directing profanity toward another student
- Cutting or walking out of class without permission, or failure to report to an assigned area
- Using food or other objects as a projectile in the cafeteria
- Threats toward other students
- Earning multiple referrals in one day
- Plagiarism or cheating
- Insubordination, defiance, or disrespect of staff
- Destruction of school property
- Misuse of technology
- Bullying

In-school suspensions are considered time in learning and therefore students are expected to participate in academic or counseling related activities.

During in-school-suspension the student:

1. Will be provided with assignments in his/her regular classes. The student must complete his/her regular classroom assignments on a daily basis.
2. Will be expected to be compliant and respectful while serving the in-school suspension. All school rules still apply.
3. Will have access to counseling staff and special education/intervention staff if applicable.

OUT OF-SCHOOL SUSPENSION

Certain offenses may result in immediate out-of-school suspension for a period of up to ten school days. Some examples of these offenses are:

- A student-caused injury to others
- Harassment that can be judged to be physically, sexually or emotionally abusive
- Possession or use of dangerous objects (blades, lighters, etc.) or controlled substances such as drugs, inhalants, aerosols, alcohol, tobacco, vaping materials, etc.
- Possession of look-alike weapons
- Student conduct that is characterized by frequent offenses
- Any threatening act, whether in words or by actions, contempt, profanity
- Failure to comply with a reasonable request from a staff member
- Assaulting a staff member
- Gross or continued misuse of technology
- Bullying

The administration reserves the right to require a parent conference before a student returns to school. When your child is suspended out-of-school he/she is not allowed on school grounds or in the building for the entire time of the suspension. Being on school grounds during a period of out-of-school suspension or expulsion may be grounds for a criminal trespass citation.

Behavior Tiered Support Structure:

Student behavior categorization criteria:	Tier 1- Mild Behaviors	Tier 2- Moderate Behaviors	Tier 3- Severe Behaviors
	<i>How do you know they are mild behaviors?</i> Student needs support following classroom expectations Student may have lagging skills in the area of behavior and may require additional teaching Student behavior may not be impacting their own learning or the learning of others; could be an annoyance but can be managed Student behavior is slightly outside the norm developmentally	<i>How do you know they are moderate behaviors?</i> You have used Tier 1 responses and behaviors persist Student is not responding to redirections Student behaviors have escalated and are causing disruption in class Student behavior is not developmentally appropriate You want someone else to be aware of the behavior and support a management plan	<i>How do you know they are severe behaviors?</i> Tier 1 and 2 responses and supports are not sufficient to address behaviors The behavior is a pattern, with each behavior escalating (not staying stagnant or managed by a plan) The student is unable to be in class due to safety, extreme disruption or high emotionality Other students are scared/worried/feel uncomfortable with the student, and it is impeding social interaction

Potential responses to behavior needs:	Teacher Responses	Teacher Responses	Teacher Responses
	De-escalation strategies Restorative responses Modeling expected behavior Proximity or alternative seating Positive corrective feedback Quiet discussion with student Praise the appropriate behavior in others Reiterate expectations Provide choice Collect data to identify trends Optional family communication by faculty member for behavior Office referral form may be completed to document trends	De-escalation strategies Temporary relocation of student to de-escalate with dignity and support Restorative Conversation or plan - opportunity to repair the harm Conference with student (paired with clear expectations) Consulting with Behavior Specialist, counselors, and/or administration Behavior plan in classroom and/or with support from additional staff Family communication from a faculty member who was present for the behavior Office referral form completed by faculty member present for behavior Administration Responses Support faculty with family communication Loss of privileges Process office referral with student	De-escalation strategies/techniques Get assistance from the behavior support team CPI response by trained staff Temporary relocation of student to de-escalate with dignity and support Loss of privilege(s) Restorative conversation and plan after office consequence Family Contact made by faculty member who was present for the behavior and/or administration Office referral form required to be completed by faculty member present for behavior Administration Responses De-escalation techniques/CPI Processing of event Family Contact Loss of privilege(s) Possible investigation if warranted Possible suspension if the behavior meets the guidelines set by district policy and/or state statute

ELEMENTARY SCHOOL - Code of Conduct

The Dover elementary schools believe in creating a school culture that is safe and inclusive. We aim to develop an environment that promotes a happy, friendly, safe, and well-disciplined atmosphere, which encourages a caring and respectful relationship between students and staff. We all have a right to a learning and teaching environment free from disruption.

It is expected that students and staff will:

- *Demonstrate respect for self and others
- *Demonstrate courtesy to others
- *Behave in a responsible manner and take responsibility for actions
- *Respect other's property including personal and communal property
- *Work cooperatively with each other

Behavior Tiered Support Structure

Student behavior categorization criteria:	Tier 1- Mild Behaviors <i>How do you know they are mild behaviors?</i> • Student needs support following classroom expectations • Student may have lagging skills in the area of behavior and may require additional teaching • Student behavior may not be impacting their own learning or the learning of others; could be an annoyance but can be managed • Student behavior is slightly outside the norm developmentally	Tier 2- Moderate Behaviors <i>How do you know they are moderate behaviors?</i> • You have used Tier 1 responses and behaviors persist • Student is not responding to redirections • Student behaviors have escalated and are causing disruption in class • Student behavior is not developmentally appropriate • You want someone else to be aware of the behavior and support a management plan	Tier 3- Severe Behaviors <i>How do you know they are severe behaviors?</i> • Tier 1 and 2 responses and supports are not sufficient to address behaviors • The behavior is a pattern, with each behavior escalating (not staying stagnant or managed by a plan) • The student is unable to be in class due to safety, extreme disruption or high emotionality • Other students are scared/worried/feel uncomfortable with the student, and it is impeding social interaction
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Potential responses to behavior needs:	Teacher Responses • De-escalation strategies • Restorative responses • Modeling expected behavior • Proximity or alternative seating • Positive corrective feedback • Quiet discussion with student • Praise the appropriate behavior in others • Reiterate expectations • Provide choice • Collect data to identify trends • Optional family communication by faculty member for behavior • Office referral form may be completed to document trends	Teacher Responses • De-escalation strategies • Temporary relocation of student to de-escalate with dignity and support • Restorative Conversation or plan - opportunity to repair the harm • Conference with student (paired with clear expectations) • Consulting with Behavior Specialist, counselors, and/or administration • Behavior plan in classroom and/or with support from additional staff • Family communication from a faculty member who was present for the behavior • Office referral form completed by faculty member present for behavior Administration Responses • Support faculty with family communication • Loss of privileges • Process office referral with student	Teacher Responses • De-escalation strategies/techniques • Get assistance from the behavior support team • CPI response by trained staff • Temporary relocation of student to de-escalate with dignity and support • Loss of privilege(s) • Restorative conversation and plan after office consequence • Family Contact made by faculty member who was present for the behavior and/or administration • Office referral form required to be completed by faculty member present for behavior Administration Responses • De-escalation techniques/CPI • Processing of event • Family Contact • Loss of privilege(s) • Possible investigation if warranted • Possible suspension if the behavior meets the guidelines set by district policy and/or state statute
Potential support or clarification:	Our behavior specialist and administration are here to support students and staff with behavior across any tier. All staff are encouraged to reach out for assistance with tips, strategies, plans, consequences or where to go next/what to do with a student.		

Proposed Changes to DHS Student-Family Handbook

2021-2022

Page 5- Code of Conduct

2020-2021	2021-2022
1. All members of the DHS community will be respectful at all times. This includes respect for persons and property, both personal and school. 2. We all have a right to be safe and secure. 3. We all have a right to a learning environment free from disruption. 4. Teachers have a right to teach. 5. It is expected that reasonable requests by adults will be followed.	1. All members of the DHS community will model respect and compassion at all times. 2. We encourage and welcome all learners to demonstrate growth by persevering through social, emotional and academic challenges 3. The integrity of our learning community depends on members authentically collaborating in the educational process 4. We strive to practice personal responsibility by adhering to the norms, values and expectations of the school

Page 9- Assessments

2020-2021	2021-2022
MIDYEAR AND FINAL EXAMS Midyear and final exams are an important part of the educational process at Dover High School. Students may not elect to take exams on days other than the days scheduled without prior permission of the Dean of Instruction. If a student has extenuating circumstances that interfere with the established testing schedule, a written request, accompanied by verification of information, must be sent to the Dean of Instruction at least two weeks in advance of the testing period. Graduating seniors are expected to be in attendance for their exams on the days scheduled for senior exams. Failure to complete exams may result in loss of credit and may adversely affect the student's promotion or graduation status.	ASSESSMENTS Assessment practices will reflect the change to 80% summative and 20% formative weighting for all classes. Summative assessments can include but are not limited to tests, papers, presentations, and individual and group projects.

Page 9- Makeup Work

2020-2021	2021-2022
Students must request make-up work on the first day back of a scheduled class from an illness or suspension. Students are expected to make up all work missed. Students are responsible for making up work missed due to field trips. In general students are allowed the same number of days to make up an assignment as the number of days missed though arrangements can be made with the individual teacher to facilitate the make-up process.	When afforded the opportunity to reassess, students must complete relearning activities in the reassessment window to have another opportunity to demonstrate their learning.

Page 13: Remove language:

- Failing to meet the attendance requirement may result in course failure or retention.

Page 15: New Section- Student Wellness

STUDENT WELLNESS

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a preliminary risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources
- Students will have access to national resources that they can contact for additional support, such as:
 - National Suicide Prevention Lifeline: 1-800-273-TALK (8255): suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386: thetrevorproject.org/get-help-now
 - [Trevor Lifeline Text/Chat Services, available 24/7 Text "TREVOR" to 678-678](#)
 - Crisis Text Line: Text TALK to 741-741: crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or are in need of help. While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district's full suicide prevention policy [JLDBB](#).

DHS School Counseling Department

Counselor	Students Last Name
Ms. Carolyn Schwartz, Director (603) 516-6945	A, Ba-Bi, E, N, P, V, Z
Ms. Maureen LaGrua (603) 516-6947	G, J, K, R
Mrs. Kyle Cote (603) 516-6980	S, T, U, W
Mr. Justin Pagnotta (603) 516-6944	D, F, H
Ms. Lisa Burrows (603) 516-6948	Bj-Bz, C, I, O, Q
Ms. Amy Chase (603) 516-6946	L, M, X, Y

INTERVENTIONS AND SUSPENSIONS

Dover High School maintains the position that effective disciplinary responses address behavior while refraining from interrupting a student's education to the extent possible. Interventions to student misbehavior will incorporate educative and restorative components and utilize progressive disciplinary measures so students may grow in self-discipline. Considerations for graduated discipline interventions will include evaluation of frequency and severity of infraction, with safety being of the utmost concern.

Graduated and age-appropriate system of supports and intervention strategies:

- Parent conferences
- Counseling
- Peer mediation
- Instruction in conflict resolution and anger management
- Community mental health referral
- Restitution/community service, and
- Rearranging class schedules.

Graduated and age-appropriate disciplinary consequences:

- Restriction from extra-curricular activities
- Restricted areas of school building
- Temporary (same day) removal from class or activity
- Afterschool intervention (ASI)
- Temporary reassignment/in-school suspension
- Out-of-school suspension, and
- Expulsion.

Kimberly Lyndes
Principal
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Lindsay Dube
Dean of Instruction
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Meredith Vail
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Ada Vadeboncoeur
Dean of Student Services
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Beth Lent
School Counselor Grade 8
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TO: Superintendent Harbron and Dover School Board

FROM: Principal Lyndes, Dean Dube and Dean Vail

DATE: August, 5, 2021

RE: DMS Student & Family Handbook Changes (Text deleted is crossed out and text added is in bold)

Page 2: Dover Middle School Policies and Guidelines: text deleted and added

This ~~agenda handbook~~ **agenda handbook** book provides important information and links to district policies and procedures. Parents are encouraged to review ~~their child's agenda book to see that homework assignments are noted. This agenda book also serves as each student's hall pass.~~ **this handbook for general school information.**

Page 10: Academic Probation: text added

ACADEMIC PROBATION

Students are expected to maintain passing grades. Students who fail more than one core subject during any marking period may lose privileges of playing team sports until the next report card is issued.

Page 11: Agenda Books: text deleted

AGENDA BOOKS

~~The agenda book is school property and may not be altered (i.e. pages removed). It is a form of communication and needs to be checked by teachers and parents. Only the contract pages may be removed in order to be submitted for school records. Students are expected to have agenda books with them at all times (only at lunch if being used as a pass to exit the cafeteria). If agenda books are lost or misplaced, students will be required to purchase a new one at a cost of \$5.00.~~

Page 11: Passes: text deleted and added

PASSES

Students will be allowed to leave class as long as they have a pass signed by a teacher. Students are to report only to the destination on the pass. ~~Students will not be allowed to leave any classroom or cafeteria (except in extreme emergencies) without a signed agenda book from the teacher in charge. Students are to report only to the destination specified on the pass. Time unaccounted for may result in the student being referred to the administration. Teachers have a responsibility to make sure that students have their agenda books when they leave their classrooms. Teachers must also maintain accurate daily sign-out sheets.~~

Page 11: Lockers/Backpacks: text deleted

LOCKERS/BACKPACKS

Lockers are the property of Dover Middle School. Every student is assigned a locker to store their personal belongings in. Lockers with combination locks are assigned by each grade level team. Padlocks are not allowed on lockers. We encourage lockers and combinations not to be shared for privacy purposes. The schedule for the use of lockers is established by each team; students will have access several times per day. Students may not share lockers. Lockers are the property of the school district and lockers may be searched at any time for any reason. If an illegal substance/object or evidence of activity which violates the law or the disciplinary code is found during any inspection or search, it will be confiscated, and appropriate action will be taken against the student. The Superintendent or his/her designee may authorize the Dover Police Department to utilize a Police Canine Team to conduct searches of the campus. The search may include, but is not limited to lockers, common areas, classrooms, bathrooms, bicycles and all vehicles on school property. Students shall have no expectation of privacy.

~~Each morning, backpacks and outerwear are to be deposited in lockers. Coats and jackets should not be worn during the school day. Backpacks may not be carried around during the school day. Small, non-rigid mesh bags and handbags may be carried from station to station during the day. Backpacks may be carried at final dismissal, or if a student has been dismissed to a parent or guardian during the day. Padlocks are not allowed on lockers. Lockers must be closed, and the combination dial turned each time it is closed to ensure the security of contents. Lockers and combinations may not be shared for safety and security purposes.~~

Page 11 & 12: Disciplinary Practices/Code of Conduct: text deleted and added

DISCIPLINARY PRACTICES/CODE OF CONDUCT

Dover Middle School values a safe and positive school environment and therefore sets high expectations for student behavior. ~~In order to maintain a safe and positive school environment, expectations for student behavior at Dover Middle School are set very high.~~ Rules and regulations provide structure and limits, so students may achieve their maximum potential. A positive school environment is the goal of everyone here at DMS. Teachers will handle minor disciplinary offenses within their classrooms/teams through their classroom management strategies. Students who display poor behavior or commit repeat offenses may be referred to the dean for Disciplinary action. Disciplinary actions will be administered ~~when necessary to protect students, school employees, or property, and to maintain the order and discipline essential to an environment conducive to learning~~ in a variety of ways. Persistent or repeated violations of the rules of conduct will result in increasingly serious consequences for the offending student. Disciplinary actions may include, but are not limited to, warnings, detentions, parent conferences, **restorative circles, restorative conferences, peer mediation**, in-school or out-of-school suspensions, or other creative disciplinary measures designed to improve the behavior of the student. All students will be treated fairly, equitably and provided with an appropriate amount of due process. Discipline decisions are based on a careful assessment of the circumstances surrounding each incident.

Teachers are expected to handle situations in which students are:

1. Talking or fooling around in class
2. Wasting time in class
3. Arriving for class unprepared
4. Causing minor disruptions which impede the learning process
5. Chewing gum or eating candy
6. Consistently not getting textbooks covered
7. Littering in the classroom or corridor
8. Arriving late for class
9. Rude or discourteous behavior.
10. Dressed in inappropriate attire
11. Inappropriate hallway behavior
12. Showing public display of affection
13. Plagiarism or Cheating (1st offense)

Interventions concerning student conduct in the classroom will include consequences for improper classroom conduct will include reprimands, conversations with teacher, redirection, parent contact, detentions, and making amends for choices.

Students will be referred to the Dean's office and may be suspended 1 to 10 days depending on the offense or the circumstances surrounding the offense.

1. Profane, obscene, or other improper language or gesture directed toward faculty or staff
2. Smoking in school or on school grounds
3. Serious incidents of fighting or provoking a fight
4. Any act which imperils or threatens the safety of others
5. Possession of any dangerous weapon or implement
6. Theft or damage to property of others
7. Possession of any illegal substance or apparatus
8. Acts of vandalism
9. Starting a fire or pulling a false alarm
10. Cutting class, walking out of class, or failing to report to an assigned area
11. ~~Inappropriate behavior in the cafeteria (second offense)~~
12. Misuse of technology

In some cases, a student may not return to class until a parent conference has taken place. While on field trips, students are expected to abide by all school rules. All policies are in effect.

Page 12: Behavioral Contracts: text deleted

BEHAVIORAL CONTRACTS

In an effort to support students who are experiencing chronic behavioral issues, the dean or designee may decide to create a behavioral contract with the student. Any student who has been suspended more than 10 days will require a behavioral contract. ~~Students with chronic behavior problems may be required to sign a behavioral contract to continue attending classes at Dover Middle School. The contract will be based on specific behavioral expectations related to the student's past history. Failure to sign a contract may result in a School Board hearing.~~

DETENTION/SUSPENSION

Along with other interventions, detentions and suspensions may be assigned. ~~A student who fails to attend or is removed from an administrative detention will receive an in-school suspension.~~ Students serving detentions may not wander the building. ~~Students who are found in the building without permission or purpose may face administrative consequence.~~

SUSPENSION

While a student is suspended, she or he may not participate in activities **during this time**. Students serving in- or out-of-school suspension are entitled to make-up any class work missed during the time of the suspension. He or she will also receive full credit for correctly completed work while suspended. Parents who have concerns about suspension have the right to appeal.

IN-SCHOOL SUSPENSION PROGRAM

Students may be placed in the In-School Suspension Program only by a member of the administration, and parents will be notified. Some examples that warrant ISS are:

- Failure to serve an administrative detention
- Directing profanity toward another student
- Cutting or walking out of class without permission, or failure to report to an assigned area
- Using food or other objects as a projectile in the cafeteria ~~(Second offense)~~
- Threats toward other students
- Earning ~~two~~ multiple referrals in one day
- Plagiarism or cheating ~~(Second offense)~~
- Insubordination, defiance, or disrespect of staff
- Destruction of school property
- Misuse of technology
- Bullying

~~Daily Activities—Time in the In-School Suspension Program will be spent on academic work, community service, or counseling. Students are assigned ISS from 7:30 A.M. to 2:20 P.M.~~

In-school suspensions are considered time in learning and therefore students are expected to participate in academic or counseling related activities.

During in-school-suspension the student:

1. Will be provided with ~~written~~ assignments in his/her regular classes. The student must complete his/her regular classroom assignments on a daily basis. ~~Inability to complete assignments will result in an extension of the in-school suspension period to the following day(s).~~
2. Will be expected to be compliant and respectful while serving the in-school suspension. All school rules still apply.
- 3. Will have access to counseling staff and special education/intervention staff if applicable.**

~~The rules of Dover Middle School will be in effect at all times. Any infraction of these rules may result in an out-of-school suspension or time added to the student's in-school suspension program.~~

OUT OF-SCHOOL SUSPENSION

Certain offenses may result in immediate out-of-school suspension for a period of up to ten school days. Some examples of these offenses are:

- A student-caused injury to others
- Harassment that can be judged to be physically, **sexually** or emotionally abusive
- Possession or use of dangerous objects (blades, lighters, etc.) or controlled substances such as drugs, inhalants, aerosols, alcohol, tobacco, vaping materials, etc.
- Possession of look-alike weapons
- Student conduct that is characterized by frequent offenses
- Any threatening act, whether in words or by actions, contempt, profanity
- Failure to comply with a reasonable request from a staff member
- Assaulting a staff member ~~or student~~
- Gross or continued misuse of technology
- Bullying

The administration reserves the right to require a parent conference before a student returns to school. When your child is suspended out-of-school he/she is not allowed on school grounds or in the building for the entire time of the suspension. Being on school grounds during a period of out-of-school suspension or expulsion may be grounds for a criminal trespass citation.

~~Misbehavior directed at staff that is deemed gross or serious by the administration will result in immediate suspension from school. The following are cumulative and will be kept on file throughout the student's four years of middle school.~~

- ~~• 1st Offense: Three (3) days out of school suspension~~
- ~~• 2nd Offense: Five (5) days out of school suspension~~
- ~~• 3rd Offense: Suspension pending school board hearing~~

LOSS OF PRIVILEGES

~~A student who is suspended in or out of school loses the privilege of attending special events (dances, special functions, extra-curricular trips, etc.) for up to 30 days. Any student who abuses normal school privileges or repeatedly uses poor judgment may also lose privileges for a period of time to be determined by the administration.~~

INSUBORDINATION

~~A sign of maturity is respect for others. Insubordination will not be tolerated at Dover Middle School. Please think before you act or say something that could take privileges away. Insubordination includes the following:~~

- ~~• Disrespect or any threatening act, whether in words or by actions, contempt, profanity, or failure to comply with a reasonable request will receive administrative detention, in school suspension or out of school suspension.~~

~~Failure to accompany a staff member to an administrative office may result in suspension. Offenses of a serious nature causing a student to be suspended out of school for a third time in a school year will result in an expulsion hearing before the Dover School Board. Dover Middle School reserves the right to bring any student to the Board at any time, depending upon the circumstances of the offense.~~

Page 14: Fighting or Threatening: text deleted

FIGHTING OR THREATENING

~~Horseplay, fighting or threatening can cause major disruptions or physical injury and will not be tolerated. Students, involved in horseplay, fighting or threatening, will be assigned suspension or expulsion as the case warrants, and a police referral may be made.~~

Page 14: Vandalism or Theft: text deleted

VANDALISM OR THEFT

~~Any student involved in vandalism or theft will be responsible for restitution (returning, paying for, or repairing the object). In addition, the student may be assigned detention, supervised work program, or suspension. Police charges may also be made.~~

~~Tampering with any security equipment such as the sprinkler system or smoke detectors is considered criminal mischief and the Dover Police will be notified.~~

Page 14: Tobacco, Alcohol, and Drug Free Zones: text added

TOBACCO, ALCOHOL, AND DRUG FREE ZONES

We value students leading a healthy lifestyle which would include being drug free. Therefore, the school property has been designated a drug free zone. This means that it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or compound any controlled drug or its analog, within 1000 feet of the school, at any time of the year. Consumption of alcohol, in any form, is prohibited on school property as is the use of any tobacco products.

Page 15: Smoking: text deleted

SMOKING

A state law and school board policy states that smoking in school buildings and on school grounds is prohibited at all times by all persons. Dover Middle School policy also prohibits the possession of any tobacco or vaping products. Students who act as lookouts for smokers, or are knowingly present, may be subject to suspension. Any student in violation of the laws concerning tobacco products and/or smoking will be referred to the Dover Police Department for further action. ~~Any student involved in smoking will be subject to the following disciplinary action:~~

~~First Offense: three (3) days out of school suspension~~

~~Second Offense: five (5) days out of school suspension~~

~~Third Offense: suspension pending expulsion hearing~~

~~Records: Smoking referral records will be kept on file during the student's entire career at Dover Middle School.~~

POSSESSION AND ATTEMPTED POSSESSION:

Being in possession is defined as being on campus and/or at a school function in possession of any amount of alcohol and/or controlled drug, drug paraphernalia, and/or look-alikes (as defined below). Attempted possession is defined as making efforts to be on campus and/or at a school function in possession of any amount of alcohol and/or controlled drug, drug paraphernalia, and/or look-alikes.

A student who is a user or in possession will be subject to administrative actions. **Students with offenses in this area may be referred for other services such as counseling, substance abuse, Licensed Alcohol Drug Counseling services, etc.** Students and parents should realize that a first offense of the drug and alcohol policy may be just cause for expulsion from school.

~~First Offense: The first offense is defined as a student using and/or possessing alcohol or a controlled substance or look-alike on campus and/or at a school function for the first time in his/her career at Dover Middle School. The student will be suspended for three (3) days and taken home by a parent/guardian.~~

~~After the three-day suspension, the student may return to school pending the scheduling of a conference with an administrator. The administration will decide the conditions upon which the student may return to school. These conditions may include a contract, in house and/or outside counseling, and a substance abuse program outside the school. If the student and parents reject the contract, the student will be suspended out of school pending a School Board hearing. The parents and student will be notified of said hearing in writing and said hearing shall take place within thirty (30) school days of the infraction.~~

~~Second Offense: The second offense is defined as a student using and/or possessing alcohol or a controlled substance or look-alike on campus and/or at a school function for the second time in his/her career at Dover Middle School. The student will be indefinitely suspended until an expulsion hearing can be scheduled with the Dover School Board. The Dover School Board will hear the case and render its decision. The students and their parents should realize that a second offense of the drug and alcohol policy is just cause for expulsion for school.~~

~~Selling/Distributing or Purchasing/ Receiving: Selling, distributing, purchasing, or receiving alcohol or a controlled substance or look-alikes on school grounds or at a school sponsored event will not be tolerated. If in the opinion of the administration a student is in possession of a large quantity of alcohol and/or a controlled substance or look-alikes, it will be considered possession with the intent to sell.~~

~~A student who violates the selling/distributing and/or purchasing/ receiving policy will be subject to the following administrative actions:~~

- ~~1. The student will be indefinitely suspended from school until an expulsion hearing can be scheduled with the Dover School Board.~~
- ~~2. The Dover School Board will hear the case and render its decision; however, the student and his/her parents should realize that selling, distributing, purchasing or receiving drugs or alcohol will be considered just cause for expulsion from school.~~

Look Alikes: "Look Alikes" are defined as substances which one represents or attempts to represent as alcohol, or a controlled or narcotic drug, whether in using, possessing, or selling said substance.

Records: Drug and alcohol referral records will be kept on file during a student's entire career at Dover Middle School. All cases will be referred to the proper authorities.

SAFETY/DRUG FREE PROGRAMS

~~From time to time throughout the school year, students at Dover Middle School will be exposed to various types of programming encouraging them to refrain from drugs, alcohol, and tobacco products, as well as refraining from other unsafe behaviors such as sexual activity and violence. If a parent objects in writing to a program, their child(ren) will not participate. And will be given access to an alternative activity.~~

BULLYING POLICY

Dover Middle School takes pride in being a safe place for all students and therefore takes a strong stand on bullying. Incidents are dealt with immediately and consequences may include a range of interventions. Ongoing incidents will be dealt with according to the district policy, JICK. The Dover School Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. Conduct constituting bullying will not be tolerated and is prohibited by this policy, in accordance with RSA 193-F.

Bullying is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal, emotional, sexual, or physical by nature, which is likely to intimidate or provoke a violent or disorderly response from the students being treated in this manner. Bullying includes behaviors which can be observed by others, such as hitting, pushing, threatening, name calling, or electronic communication. It also includes behaviors that are not easily observed, such as excluding from a group, starting rumors, or giving dirty looks. Any student who feels threatened or hurt by the behavior of their peers should talk to an adult.

Any school employee, or employee of a company under contract with a school in the district, or the district itself, who has witnessed or has information that a pupil has been subjected to “bullying”, as defined in Paragraph above, shall report the incident to Administration who shall in turn report the incident to the Superintendent. The superintendent shall direct an investigation to be made of reports of bullying in accordance with the procedures specified in policy, JICK.

If it is determined, after investigation, that a pupil has engaged in bullying conduct prohibited by this policy and implementing administrative regulations, that pupil shall be subject to appropriate disciplinary action, which may include, but not be limited to, suspension and expulsion. Any such disciplinary action shall be taken in accord with applicable school board policy and legal requirements. A follow-up report will be made to the victim but will not include confidential interventions or consequences.

HARASSMENT, SEXUAL HARASSMENT AND DISCRIMINATION

All Dover Middle School members should be treated respectfully, and no one should be subjected to harassment at school for any reason. Therefore, it is the policy, ACAA, of the Dover School Board that all employees, volunteers, parents and students will deal with all persons in ways which convey respect and consideration for individuals regardless of race, color, marital status, sexual orientation, national origin, creed, religion, gender, age, or disability. Acts of harassment, hostility, or defamation, whether verbal, written, sexual, emotional, or physical, will not be tolerated and constitute grounds for disciplinary action including suspension and/or expulsion from school. Legal agencies may be contacted.

Harassment includes but is not limited to verbal abuse based on sex, sexual orientation, gender identity, religion, race, color, creed, ancestry, national origin, age, marital status, familial status, economic status, physical or mental disability.

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written, graphic, electronic, or verbal conduct that is gender-based and that interferes with a student's education.

For counsel and assistance in resolving matters of this nature contact your guidance counselor or Administration.

All students, parents, and staff members are informed that the Dover School District enforces a policy of equal educational and equal employment opportunities; the district does not discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social, or economic status.

The School District also strives to guarantee an environment free of any harassment that interferes with an individual's work or school performance. If a person has a concern about discrimination or harassment, that person should contact the Title IX Coordinator/Director of Pupil Personnel Services at 516-6722.

Page 17: Athletic Policies: text deleted and added

ATHLETIC POLICIES

The Dover School District believes individual students will benefit from participation in interscholastic sports activities. The experience of self-discipline required in individual or team sports and the opportunity to learn additional skills increase the value of the school experience and contributes to the emotional, social, and physical growth of all. The information that follows is meant to inform you of the policies and rules which govern athletics at Dover Middle School. Please understand that individual coaches may have rules that exceed those that are outlined here.

A student /athlete maintains his/her eligibility when:

- 1. An athlete fails to have, at least, one physician performed physical examination prior to participation on their first athletic team while at DMS (e.g., 1 physical prior to participation during 5th and 7th grade year).**
- 2. The athlete passes 3 or more classes during a marking period**
- 3. The athlete returns all school material on time**
- 4. The athlete exhibits behavior that is pro-sportsmanship in the judgment of the coach, principal, official or athletic director ~~discredits the school, the program and/or him/herself~~**
- 5. The athlete refrains from consuming alcohol, using drugs/tobacco products, and does not engage in delinquent behavior**
- 6. The athlete attends school regularly unless there is a valid excuse by parent which qualifies as an excused absence**
- 7. Th athlete uses district approved transportation to all athletic contests unless there is written consent by parent/guardian and is approved by the athletic director**
- 8. The athlete obeys rules and regulations set forth by the individual coach.**
- 9. The student-athlete treats other individuals respectfully and does not engage in hazing, bullying, or abusive behavior**
- 10. The student-athlete should avoid disciplinary infractions; accumulation of infractions may result in loss of eligibility**
- 11. The student athlete should use social media appropriately at all times**

*If there is a need for an appeal of any disciplinary actions the student/athlete and/or parents should follow the chain of command listed.

1. Coach
2. Athletic Director
3. Principal
4. Superintendent
5. School Board

Page 17&18: Appropriate Attire: text deleted and added

APPROPRIATE ATTIRE

Dover School Board adopted Policy Code JICA, (10/10/2005) that outlines the dress code policy for the Dover School District. It is to be strictly adhered to by the students at Dover Middle School. The following is a complete list of acceptable and unacceptable items outlined in the dress code policy. In general, grooming or clothing not conducive to acceptable behavior or which interferes with instruction or is a distraction factor in a class or learning situation will not be permitted. Clothing considered immodest or revealing is not allowed. Common decency and good judgment are the expectations for student attire. Students not in compliance with this policy will be required to change. This will include a call home when necessary.

- ~~1. Clothing, jewelry, or accessories with decorations, patches, lettering, advertisements, etc., that may be considered disruptive, distracting, destructive, obscene, or offensive is not to be worn to school. This includes any clothing, jewelry, or accessories that could be used as weapons. Accessories having drug emblems, tobacco, or alcoholic beverage references are not permitted.~~
- ~~2. Shirts and blouses, and wide-strap tank tops must cover the entire torso at all times, even in movement. Transparent and/or see-through materials are not allowed. Crop tops, tube tops, halter tops, spaghetti-strap tank tops, and basketball shirts are not acceptable unless covered by an outer shirt. Revealing necklines are not acceptable.~~
- ~~3. Skirts, dresses, culottes, and shorts must be long enough so as not to be revealing.~~
- ~~4. Revealing clothing is not allowed. Revealing is defined as clothing that exposes too much or clothing that covers too tightly.~~
- ~~5. Outer clothing should cover undergarments at all times.~~
- ~~6. Safe and appropriate footwear must be worn at all times.~~
- ~~7. Except for religious and/or cultural purposes, head coverings may not be worn in school. This includes scarves, bandanas and hoods.~~
- ~~8. Safety and protective clothing, as well as athletic and gym clothing, shall be worn as required by the subject teacher or club instructor only while participating in the activity involved.~~
- ~~9. Students attending school functions after school hours should adhere to the dress code policy. Exceptions may be made for certain activities.~~
- ~~10. Hats, coats, and jackets will be stored by the start of the instructional day. Fleece or other non-bulky vests may be worn.~~
- ~~11. When questions arise regarding the interpretation of this policy, the faculty members of the team shall make a determination as to the appropriateness of student dress.~~
- ~~12. **Physical Education:** only students in grades 7 and 8 are required to change for class. Acceptable clothing includes: sneakers, appropriate length shorts or sweatpants, and a crew neck t-shirt with a sleeve. Students in grades 5 and 6 should wear comfortable, non-revealing clothing and sneakers.~~

Dover Middle School recognizes the individuality and uniqueness of all our students and recognizes their rights to express themselves by choosing what they wear to school. The atmosphere in the building must be conducive to learning, so there are guidelines we adhere to when evaluating student dress. Attire will reflect the core values of our school as well as ensuring the health, safety, and dignity of all students. Dover Middle School does not discriminate regarding race, color, creed, religion, socio-economic status and/or sexual orientation.

- **Clothing and jewelry considered obscene, disruptive, and dangerous will not be allowed. This includes attire depicting/insinuating drugs, alcohol, tobacco, sex, profanity or weapons.**
- **Tops for both boys and girls should cover the torso without showing the belly. Shorts must entirely cover the buttocks. Undergarments should not be showing. Transparent material is not permitted.**

- Heavy jackets must be stored in lockers at the beginning of the day; trench coats are not allowed.
- Head coverings (unless for religious purposes) will not be worn in school. This includes hats, scarves, hoods, and masks (costume).

- Safe and appropriate footwear must be worn at all times.

- Students attending school functions after school hours should adhere to the dress code policy. Exceptions may be made for certain activities.

- Physical Education: only students in grades 7 and 8 are required to change for class. Acceptable clothing includes: sneakers, appropriate length shorts or sweatpants, and a crew neck t-shirt with a sleeve. Students in grades 5 and 6 should wear comfortable non-revealing clothing and sneakers.

If a student violates the dress code, they will have the opportunity to change into acceptable clothing; in some cases, turning the garment inside out (to cover offensive symbols) will suffice.

The student will have the opportunity to call their parents/guardians for a change of clothes. Students unable to reach a parent may be asked to wait in the office until a parent can be reached. Discipline may be applied if a student refuses to comply with these options. School administration has final judgment over the appropriateness of attire.

Page 19: Cafeteria and Outdoor Recess Rules: text deleted

CAFETERIA AND OUTDOOR RECESS RULES

CAFETERIA: Our building has a comfortable, attractive, dining area for our student body. Proper table manners are required. The routine for the lunch period is as follows:

- Following a set schedule of lunch times.
- Opened snack packages or beverages other than just water may not leave the cafeteria.
- Lunch supervisors will direct students through the serving lines.
- At the end of lunch, students are expected to clean their table area.
- Lunch supervisors will dismiss tables.
- Trays will be deposited in the wash station window, and students will proceed back to class.
- Throwing food or using other objects as projectiles, or any behavior deemed unsafe or inappropriate will result in an alternative dining setting or after school detention. Repeated offenses will result in in school suspensions, and a progressive number of out of school suspensions for further infractions. Discipline decisions are based on careful consideration of the circumstances surrounding each incident.

OUTDOOR RECESS:

- Wear appropriate clothing.
- Only water bottles allowed out of the café.
- Only play equipment may be thrown (ex: no bottle throwing).
- Students must stay in the designated recess area (ask to get a ball that rolls down the hill, no students are allowed on the guardrail, light fixtures, or equipment box).
- Keep hands off of other people's bodies and clothing (ex: no "hooding").
- Be kind and have fun!

ELECTRONIC DEVICES

Dover Middle School does not allow personal electronic devices while school is in session. All devices must be turned off during the school day. Teachers may allow permission and supervise the use of electronic devices only in classrooms for instructional purposes. Photography, and video/audio recordings are not allowed without teacher consent.

Text messaging and cell phone calls are not allowed during school hours. Students are responsible for any loss, theft or damage of personal electronic devices. Bringing and using technology is a personal decision and privilege. It is not a requirement and Dover Middle School is not responsible.

If misused, electronic devices will be confiscated, **and returned at the end of the day.** ~~in some cases,~~
Subsequent offenses will require parent pick up. Abuse in any way will result in loss of privilege and discipline based on individual circumstances. ~~This may include in or out of school suspension. All Dover Middle School and personal property (including electronic devices) may be searched if needed.~~

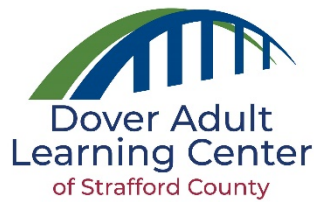
SCHOOL OWNED TECHNOLOGY

Students are expected to be respectful of district owned technology. The use of technology is valued and should be used appropriately. Students may not **download any unauthorized** computer applications including games for any reason. District workstations may not be altered without direct teacher permission. Each school may establish additional guidelines, which will be posted in classrooms. Please refer to the AUP (Acceptable Use Policy) form on page 19. Any vandalism (renaming, trashing, or moving files, illegal copying, etc.) intentional copyright violations or attempted access to unauthorized data will result in disciplinary action, which may include restitution.

Students and parents should be aware that as with any school property or activity, the inappropriate use of the Internet connection would subject the student to disciplinary action. Computers are Dover Middle School property. Students shall have no expectation of privacy in their use. Computers may not be used to convey messages that contain harassment or confidential information. Examples of inappropriate behavior include the accessing, downloading and distributing of inappropriate materials, vandalism, or any other use incompatible with district or individual school policies. Any violation as related to the Internet will result in disciplinary action, including detention, suspension and/or the withholding of Internet access.

ELEMENTARY SCHOOLS
SAU 11 School Handbook Updates, 2021-2022

- Added following disclaimer at the beginning of the handbook: ****Any information or policy found in this handbook may be superseded by COVID-19 protocols that will be communicated by the district.****
- Table of contents updated to match updated content.
- Dates changed to reflect 21-22 school year (including school lunch/recess schedule).
- Calendar, School Board Members, “who’s who” phone numbers and welcome letter updated.
- Each time a policy is referenced, there is an active link to the policy in the handbook.
- Added short section on student computers (that we are now 1:1 and they should be cared for and used for school purposes).
- Updated pick up and drop off procedures, which will be a bit different than last year.
- Updated LA, Math, and SS curriculum to include FUNdations, Bridges, and the NH Social Studies Framework.
- Added short section sharing the District/School Website and Infinite Campus.
- Updated Code of Conduct section to include a bulleted list of school expectations and added a behavior matrix that shows 3 tiers of behaviors (mild, moderate, severe) and teacher/admin potential responses to behavior.
- In the school policy section, many policies were shortened to summarize the main idea(s) of the policy, but with active links as noted earlier. This makes the handbook much easier to navigate and digest. Any policies that are out of date have been updated. Policy GBEBB was kept in full as mandated.
- Inserted the Suicide Prevention Plan without changes as it was sent to us by Christine Boston.



TO: William Harbron, Superintendent of Dover Schools
Dover School Board

FROM: Deanna Strand, Director Dover Adult Learning Center

RE: Dover Adult Learning Center Staff & Student Handbook Change

DATE: April 19, 2019

Remove ~~struck out text~~
Insert **bold text**

Staff Handbook Page 17

Hiring and Advancement Policy for Adult Education Professional Staff

Professional staff members hired for the Dover Adult Education Program will be placed at an appropriate step of the Dover Adult Education Staff Pay Scale as recommended by the DALC director and approved by the Superintendent of Schools and the Dover School Board.

Professional staff members will include teaching in the adult diploma, ESL, IET, IELCE, ~~APT~~, and ABE. Enrichment class teaching, tutoring or advising, or other services not compensated at the professional level, and service in other educational programs, shall not be included.

Teachers ~~will~~ **may** be compensated **for up to 6** hours to attend one adult education conference per year, ~~and 6~~ hours per year to attend staff meetings, and up to 10 hours per year ~~shared planning and preparation time may be compensated up to 10 hours per year~~ as funding allows, pending approval **of director**.

Staff Handbook Page 19

Update teaching categories as below in chart:

Position		2021-2022
Enrichment Teacher/HiSET Supervisor/Substitute Teachers not otherwise employed at DALC		\$23.91
ABE/ESL/ AHS ADP /IET/IELCE Teachers/ Technology Integrator *	Step 1	\$23.91
	Step 2	\$26.93
	Step 3	\$29.84
	Step 4	\$30.89
	Step 5**	\$33.93

A. Staff Meetings

All ABE/ESL staff members are ~~expected~~ invited to attend the opening staff meeting, usually held on an evening during the week before classes begin. Important information about programs and policies for the new year are shared at this annual meeting.

~~Regular staff meetings are held during the months of October, December, January, March, and May. Dates are indicated in the calendar at the back of this handbook. These times may vary due to conflict, so check the annual calendar~~ **scheduled on a regular basis to keep you up to date on activities, resources, programs and policies. Please make every effort to attend. Notes are taken and distributed at every meeting. If you must miss a staff meeting, please read these carefully as they might include required action items.**

In addition, department meetings (ESL, Childcare, ABE Dover, and ABE Rochester) are held ~~as needed during the months of November, February, and April.~~ Program Coordinators schedule these meetings based on availability of individual staff people **expected to attend.**

State Sponsored Professional Development

Each year the Staff Development Office of the Bureau of Adult Education organizes many free conferences and workshops for adult educators. These activities are designed to meet the needs of those working in the field as well as to keep practitioners abreast of new and developing theories, techniques and methodologies for working with adults. These include:

- The Fall Conference for Adult Educators
- Workshops for New Staff
- ESL Sharing Groups
- Webinars on various topics

A complete list and calendar of state sponsored professional development opportunities is available at <http://www.nhadulted.org>.

Practitioners and mentors attending Bureau of Adult Education-sponsored workshops or conferences are usually eligible to receive \$15 per hour plus mileage. *This does not apply to the State Adult Education conferences, which is unpaid by the state.* DALC staff may ~~submit request~~ **up to 6 hours of paid time for attendance at a conference, and will be paid, as funding allows. Please request and receive approval from the director before registering for and attending the conference.**

Class Hours

A one-credit class meets for a total of 45 hours; a half-credit class meets for a total of 22.5 hours. The schedule for a one credit class may include two class meetings a week for 2½ hours a night for a period of nine weeks (eighteen sessions total), or one meeting a week for 3 hours for a period of 15 weeks; some classes meet late afternoons. Half-credit classes typically meet once a week for 2.5 hours a night for a period of 9 weeks.

Classes cancelled by the adult learning center are made up by adding a day to the end of the schedule (unless other arrangements are agreed to between the instructor and the class).

Remote, asynchronous assignments may substitute for class time with approval of director.

Office Hours

DALC's evening secretary is generally ~~on-site at the high school~~ **McConnell Center** on the evenings classes are held. ~~for immediate assistance. Otherwise, e~~Contact the DALC main office at 603-742-1030 during posted business hours **for immediate assistance. A DALC staff person will be present at the first class meeting of any course held off-site.**

ACADEMIC SKILLS: ADULT BASIC EDUCATION (ABE) & ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL)

Academic Classes (ABE)

Academic classes are for people who seek to improve basic skills in reading, writing and math, or to complete a high school equivalency. Students gain the skills they need to be successful as parents, wage earners, and citizens. Adults over 18 who have earned a high school diploma or equivalency may be eligible to take ABE classes to build skills necessary for a training program, college entrance or employment. Programs are offered at no charge to eligible participants. **A placement test is required to determine eligibility.**

Who is Eligible to Enroll?

In New Hampshire, a person who is 18 or older and who has not completed high school is eligible. People 16 and 17 years old may register only with authorization from the school district where the student is enrolled. Adults over 18 who have earned a high school diploma or equivalency may be eligible to take ABE classes to build skills necessary for a training program, college entrance or employment.

English for Speakers of Other Languages (ESL)

ESL courses offer students whose first language is not English, who are 18 years or older, and who are not enrolled in high school the opportunity to learn English, as well as understand American customs or prepare for the US Citizenship Test. Cross-cultural communication, cooperative learning, and the development of self-confidence are important components of our

programs. Programs are offered at no charge to eligible participants. **A placement test is required to determine eligibility.**

Student Handbook Page 9

Attendance

Good attendance is vital. Your learning depends on the time and effort you put in. Please call the DALC office (742-1030) if you must miss class. Leave your name and phone number. If there is anything we can do to help, ask to speak to the counselor. An unexcused absence of more than two days in a row may jeopardize your enrollment status.

If you cannot come regularly at this time, we may ask you to reapply when you can make a commitment to regular attendance.

Be sure to get take-home materials if you would like to work on your own while you are away. **You may also work remotely on various learning platforms. See your teacher or counselor for access. A limited number of loaner laptops are available by request.**

**WOODMAN PARK SCHOOL
BEFORE SCHOOL PROGRAM
S.O.A.R.**

Scope of Services

WHO WE ARE:

S.O.A.R is a morning care program for Woodman Park students, Kindergarten – 4th grade. The program is comprised of four main focuses: Social, Occupational, Academic and Recreational.

WHAT WE DO:

S.O.A.R. provides a safe learning environment for all students by providing development opportunities and support in social, occupational, academic, and recreational skills.

Social - Staff will help students navigate peer relationships, build appropriate communication skills and cope with such things as peer pressure. This will be achieved by establishing and actively maintaining positive relationships, as well as utilizing the Teaching Tolerance curriculum to further promote compassion and empathy. These values will be applied while implementing service-based projects within the Dover community.

Occupational - The program will partner with a variety of organizations on the University of New Hampshire campus and local businesses to expose the students to secondary education as well as a variety of potential occupations, providing a *leg up as they look to their future.

Academics - The program is designed to support the school, to continue the learning. This will be done by offering homework help as well as offering a variety of enrichment activities. The staff will speak with guardians, students and school day teachers about their academic weaknesses and successes and provide support through small group tutoring and community resources.

Recreational - S.O.A.R. will offer a variety of programs designed to get kids up and moving, encourage creativity, and promote a sense of community. The students will be an active part of creating a safe, welcoming, fun environment for all participants to enjoy.

CALENDAR: SOAR will open beginning September 7th and operate on scheduled school days.

HOURS OF OPERATION: The hours of the program will be 7:00 a.m. to the beginning of the school day.

LICENSING: With approval, S.O.A.R. will become a licensed program by fall 2021.

INSURANCE: Working with an agent from Kane insurance and have a quote.

STAFFING: We will continue to hire district employees to keep the consistency of the school day.

FOOD (SNACK): I have been trained through Serv Safe for food handling/distribution as will staff. This is a practice I will continue; ensuring S.O.A.R. complies.

STUDENT FEES: Fees will be based on number of days attended:

1-2 days = \$25

3 days = \$37

4-5 days = \$48

S.O.A.R. full and partial scholarships are available for families expressing need or by WPS staff referral. Along with the registration form there will be a scholarship form that families will need to complete proving financial hardship. In years past, S.O.A.R. has provided scholarships to about a third of the participants enrolled in the program.

Scholarships are funded through student fees; the goal is a 2:1 ratio.

The program will start with 10-20 students and two staff members consisting of two WPS staff.

STUDENTS: As part of the registration process the parents/guardians will indicate which days their child will attend (there is flexibility, parents/guardians will need to communicate with the staff), with that knowledge, daily attendance sheets will be created. Every child will check in with staff.

DAILY OPERATION:

7:00 – 8:00 a.m. - Homework support or enrichment activity (outside when possible).

7:30 a.m. - Breakfast for those participants that request it.

8:00 a.m.- Staff walks students to classroom lines.

ADVERTISING: Will happen through the following:

Social media

Word of mouth

WPS administration/PTA

Flyers

Being present at appropriate school sanctioned events.

FACILITIES NEEDED: S.O.A.R. requests the use of the cafeteria and computer lab at Woodman Park School as well as outdoor areas around the building.

**DOVER MIDDLE SCHOOL
AFTER SCHOOL PROGRAM
S.O.A.R.**

Scope of Services

WHO WE ARE:

S.O.A.R is an after-school program for middle school students, 5th-8th grade. The program is comprised of four main focuses: Social, Occupational, Academic and Recreational.

WHAT WE DO:

S.O.A.R. provides a safe learning environment for all students by providing development opportunities and support in social, occupational, academic, and recreational skills.

Social - Staff will help students navigate peer relationships, build appropriate communication skills and cope with such things as peer pressure. This will be achieved by establishing and actively maintaining positive relationships, as well as utilizing the Teaching Tolerance curriculum to further promote compassion and empathy. These values will be applied while implementing service-based projects within the Dover community. SOAR has and will continue to partner with Community Partners to offer space and time for like students.

Occupational - The program will partner with a variety of organizations on the University of New Hampshire campus and local businesses to expose the students to secondary education as well as a variety of potential occupations, providing a *leg up as they look to their future.

Academics - The program is designed to support the school, to continue the learning.

This will be done by offering homework help as well as offering a variety of enrichment activities. S.O.A.R. will partner with the Seacoast Reads program to provide education tutors to students in need. We will continue to partner with HRCU for fiscal education, Portsmouth Naval Shipyard and the National Society of Black Engineers furthering STEM education for interested students. The staff will speak with guardians, students and school day teachers about their academic weaknesses and successes and provide support through small group tutoring and community resources.

Recreational - S.O.A.R. will offer a variety of programs designed to get students up and moving, encourage creativity, and promote a sense of community. The students will be an active part of creating a safe, welcoming, fun environment for all participants to enjoy.

CALENDER: S.O.A.R. will open beginning September 7th and operate on scheduled school days.

HOURS OF OPERATION: The hours of the program will be the end of the school day until 6:00 p.m. - this time frame allows for most working families to finish their workday and pick up their child.

LICENSING: With approval, S.O.A.R. will become a licensed program by fall 2021.

INSURANCE: Working with an agent from Kane insurance and have a quote.

STAFFING: We will continue to hire district employees to keep the consistency of the school day; as well as UNH, GBCC and Dover High students as support staff.

FOOD (SNACK): I have been trained through Serv Safe for food handling/distribution as will staff. This is a practice I will continue; ensuring SOAR complies.

Sample snack menu:

Monday-Cheese stick and whole grain goldfish

Tuesday-Apple Juice and pretzels

Wednesday-White milk and oatmeal breakfast bar

Thursday-Go-Gurt and cinnamon goldfish

Friday-Orange Juice and Nutrigrain bar

STUDENT FEES: Fees will be based on number of days attended:

1-2 days = \$37

3 days = \$52

4-5 days = \$73

S.O.A.R. full and partial scholarships are available for families expressing need or by DMS staff referral. Along with the registration form, there will be a scholarship form that families will need to complete proving financial hardship. In years past, S.O.A.R. has provided scholarships to about a third of the participants enrolled in the program.

Scholarships are funded through student fees; the goal is a 2:1 ratio.

The program will start with 40-50 students and four staff members consisting of three DMS staff and one College or high school student. *Childcare licensing ratio for this type of program and age group is 45:3.

STUDENTS: As part of the registration process, parents/guardians will indicate which days their child will attend (there is flexibility, parents/guardians will need to communicate with the staff), with that knowledge, daily attendance sheets will be created. Every child will check in with staff, and at this time have a snack. S.O.A.R.. Staff would also communicate with the main office about student absences, early dismissal and dismissal changes. Phone calls to guardians will promptly be made to parents/guardians of children unaccounted for. If parents/guardians are picking up, they will sign their child out or give written permission to walk home.

DAILY OPERATION:

Arrival to 3:00 p.m. - Check in, snack, structured free time (outside when possible)

3:00 - 4:00 p.m. - Homework (this time can be extended for those that need it)

4:00 - 5:00 p.m. - Enrichment activities

5:00 - 6:00 p.m. - Movement activities run by staff, free time

*Enrichment activities will be determined by the voice and choice of the children.

*For the children arriving later because of participation in other school sanctioned activities i.e. sports, drama, clubs, S.O.A.R. will have staff available to get snack and provide homework support.

ADVERTISING: Will happen through the following:

Social media

Word of mouth

DMS administration/PTA

Flyers

Being present at appropriate school sanctioned events.

FACILITIES NEEDED: S.O.A.R. requests the use of the cafeteria, computer lab and FCS room at Dover Middle School, as well as outdoor areas around the building. We will utilize the cafeteria for most of the program; the computer lab, FCS room and outdoor space will be used for enrichment programming. We are also requesting the use of a student computers when needed. We have found that many of the students are assigned work that technology is required; in the past we have had access to a chrome book cart.

Seacoast Virtual School Consortium
Alternative Program
Plan – DRAFT 3
August 4, 2021

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Vision and Core Values for the Seacoast Virtual School Consortium

The Seacoast Virtual School Consortium is a collaborative effort developed by seacoast SAUs to provide high quality alternative virtual education for students in kindergarten through the eighth grade.

The Seacoast Virtual School Consortium has the vision of providing a high quality and effective online education program for families and students electing to use virtual education. This alternative educational program would accommodate the personal educational needs of students in kindergarten through the eighth grade.

- The Seacoast Virtual School Consortium consists of the following school districts: Dover School District SAU 11, Farmington School District SAU 61, Nottingham and Northwood School Districts SAU 44, Oyster River Cooperative School District, Portsmouth School Department SAU 52, Rochester School District SAU 54, and Somersworth School District SAU 56.
- The Seacoast Virtual School Consortium will be an alternative program for students in kindergarten through the eighth grade that self-select a virtual school modality for personalized learning.
- The Seacoast Virtual School Consortium will establish a strong track record of promoting excellence in virtual education for students in kindergarten through the eighth grade.
- The Seacoast Virtual School Consortium will partner with the Florida Virtual School to provide high-quality and effective online curriculum and staffing.
- The Seacoast Virtual School Consortium will use technology to enhance and expand educational opportunities for students in kindergarten through the eighth grade.
- The Seacoast Virtual School Consortium will provide student-centered service in a professional and compassionate manner.
- The Seacoast Virtual School Consortium will allow students to benefit from individualized educational strategies designed to empower students to succeed by utilizing each student's needs, interests, and abilities.

Executive Summary

As school districts transition from the COVID-19 pandemic and return to in-person learning, there are families and students who found success with virtual learning. Furthermore, there are families and students who are seeking a virtual school alternative due to family members' and/or students' health conditions that may prevent them from participating in in-person learning.

The Seacoast Virtual School Consortium consists of the following school districts: Dover School District SAU 11, Farmington School District SAU 61, Nottingham and Northwood School Districts SAU 44, Oyster River Cooperative School District, Portsmouth School Department SAU 52, Rochester School District SAU 54, and Somersworth School District SAU 56. The participating districts, on their own, will find it difficult to staff for both in-person learning and virtual learning. By coming together, the combined efforts of the districts can provide a viable virtual learning environment for those families and students selecting to continue with virtual learning.

The Florida Virtual School curriculum was selected based on the quality and effectiveness of the curriculum. Florida Virtual School curriculum has been well researched and aligns with the national standards. In addition, Florida Virtual School will be contracted to provide the online faculty to serve the participating students. The online staffing will be supplemented by consortium staff consisting of a *Student Learning Advocate* for every 125 students and a *Special Education Coordinator*. Participating districts will be responsible for all related special education services for participating students.

The Seacoast Virtual School Consortium is estimating that 100 students in grades kindergarten through the eighth grade will elect to participate in the program. The Dover School District will serve as the fiscal agent.

Consortium Rationale

The Seacoast Virtual School Consortium consists of the following school districts: Dover School District SAU 11, Farmington School District SAU 61, Nottingham and Northwood School Districts SAU 44, Oyster River Cooperative School District, Portsmouth School Department SAU 52, Rochester School District SAU 54, and Somersworth School District SAU 56. The participating districts, on their own, will find it difficult to staff for both in-person learning and virtual learning. By coming together, the combined efforts of the districts can provide a viable virtual learning environment for those families and students selecting to continue with virtual learning.

Florida Virtual School Rationale

The Florida Virtual School curriculum and staffing was selected based on their experience with online education as well the quality and effectiveness of the online curriculum in the core areas of English Language Arts, mathematics, science, and social studies as well as a variety of elective programs. The Seacoast Virtual School Consortium will be participating as a member of the Global School. The Global School will provide the following:

- Global Principal and Director to assist and support the Seacoast Virtual School Consortium with developing and implementing the details of the relationship between the two parties.
- Online teachers that are available from 8 a.m. to 8 p.m. to work with students and their families.
- Administer the registration process for the Seacoast Virtual School Consortium.
- Provide a point of contact for families.
- District has control of assessment and grading.
- Provide online courses for English Language Arts, mathematics, science and social studies.
- Elective courses in the following areas:
 - Kindergarten through the fifth grade: art, physical education, Spanish, and technology.
 - Sixth grade through the eighth grade: keyboard, guitar, coding, Spanish, and high school electives.

The Florida Virtual School offers the programs and services as cost effective for the members of the Seacoast Virtual School Consortium.

Special Education

Assignment: Following meeting with Special Education Directors', Nate Byrne will provide information for this section.

Market Opportunity

Market Defined

The target market for the Seacoast Virtual School Consortium are students in grades kindergarten through the eighth grade in the participating school districts that formed the consortium.

Profile of Target Student

The targeted students for the Seacoast Virtual School Consortium are students in kindergarten through the eighth grade who are seeking a virtual school alternative program due to past success with virtual learning or student/family health restrictions that requires a virtual solution.

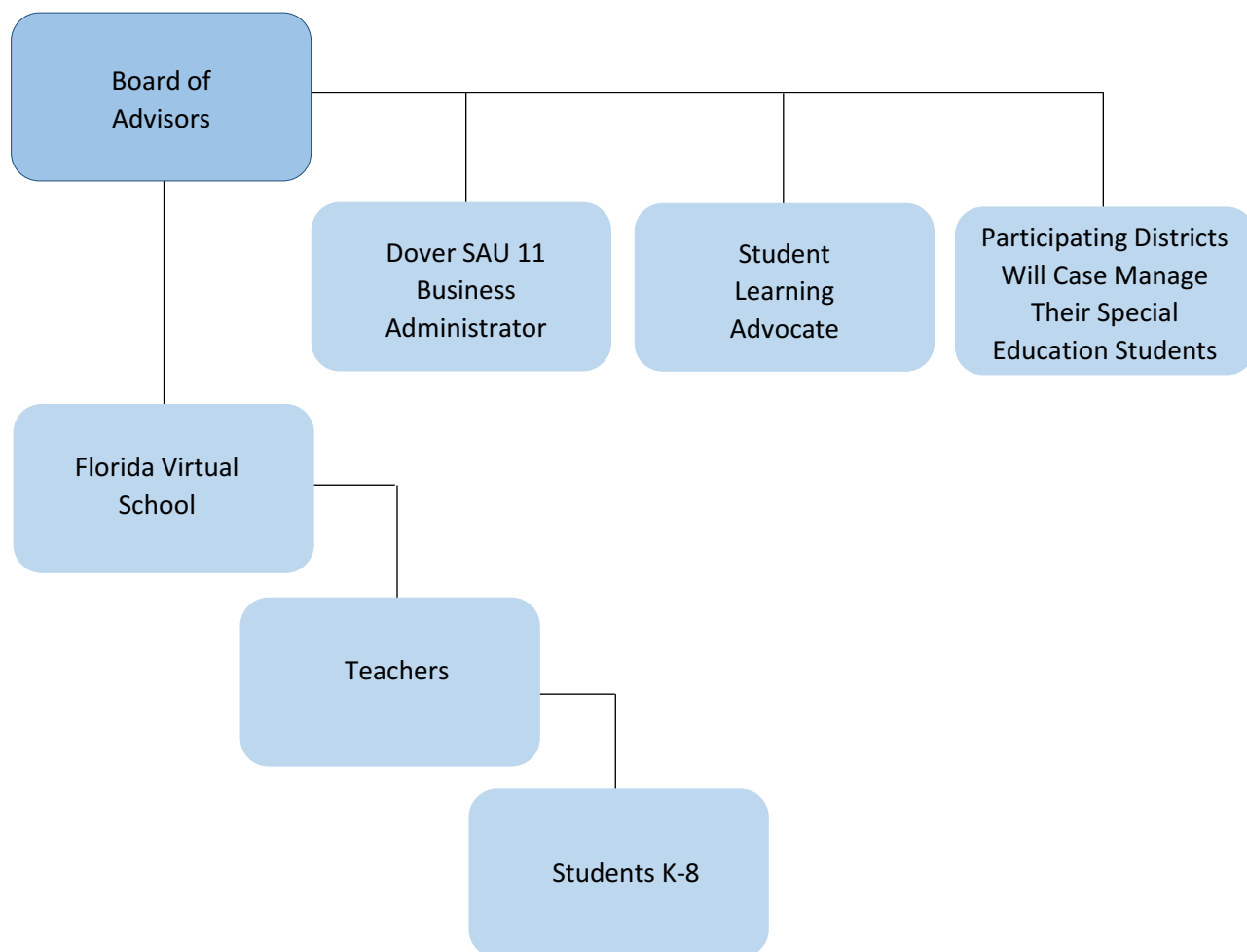
Marketing Plan

The Seacoast Virtual School Consortium will be focused on the recruitment and retention of targeted students who are seeking a virtual school alternative. The school will seek to attract a complete enrollment of 100 students from the districts forming the consortium.

The Seacoast Virtual School Consortium will work in conjunction with the Florida Virtual School to develop and communicate information pertaining to the virtual school opportunity.

Management Plan

Seacoast Virtual School Management Plan:



The Board of Advisors for the Seacoast Virtual School Consortium will consist of the participating districts' Superintendents or Superintendent Designee. With the Dover School District serving as the fiscal agent, the Dover School District SAU 11 Superintendent will serve as the Chair for the Board of Advisors and the Dover School District SAU 11 Business Administrator will serve as the fiscal agent.

The Board of Advisors will be charged with the oversight of the operations of the Seacoast Virtual School Consortium inclusive of the following responsibilities:

1. Monitoring the quality and effectiveness of the Florida Virtual School relationship and educational impact.

2. Developing policies and procedures for the function and operation of the Seacoast Virtual School Consortium.
3. Developing an annual budget for the Seacoast Virtual School Consortium.
4. Developing an information and communication plan for the Seacoast Virtual School Consortium.
5. Determining the staffing of the Seacoast Virtual School Consortium.
6. Identifying the program offerings provided by the Seacoast Virtual School Consortium.

The Dover School District SAU 11 Business Administrator will serve as the fiscal agent for the Seacoast Virtual School Consortium with the following responsibilities:

1. Develop a budget for the Seacoast Virtual School Consortium to be submitted to the Board of Advisors for review and approval.
2. Fiscal management of the budget for Seacoast Virtual School Consortium.
3. Payment of invoices.
4. Provide budget reports to Advisory Board.

Consortium Member Responsibilities

The following are the responsibilities of the participating SAUs:

1. Provide funding in a timely manner to the Dover School District SAU.
2. Promote the Seacoast Virtual School Consortium to homeschooled families within their district and to parents/guardians who wish for their child(ren) to continue their education in a virtual school.
3. Refer families to the Student Learning Advocate for enrollment, school information, and/or problem solving.

Operating Budget

The funding formula will be shared by participating districts based upon their most recent prior average daily membership and residency (NH ADMR) enrollments and “seats” will be assigned proportionately.

Districts may “sell” unused seats to other districts. This will provide a predictable and reliable budget to operate the Seacoast Virtual School Consortium. Dover will act as the alternative school site for the program, assuming operational and budgetary responsibility. A small management fee will be added to the overall budget to cover Dover’s administrative cost.

All grants received will be used to lower the operational costs for all members of the Seacoast Virtual School. In addition, non-member schools may buy seats at a rate established by the Board of Advisors. Any additional tuition will also be used to offset the overall budget.

Tentative Budget Concept:

Florida Virtual School cost for 100 students:	\$ 380,000.00
**Student Learning advocate:	\$ 92,289.20
Sub Total:	\$ 472,289.20
***3% Admin Fee:	\$ 14,168.68
Total Program Cost:	\$ 486,457.88

******Distribution of Costs among members:**

	FY20 ADM-R			
	Total Elem	Seats	%	\$
Dover	2,591.81	25	25.087%	\$ 122,038.83
Somersworth	1,068.50	10	10.342%	\$ 50,311.75
Farmington	551.41	5	5.337%	\$ 25,963.88
Northwood	408.29	3	3.952%	\$ 19,224.88
Oyster River	1,360.04	13	13.164%	\$ 64,039.30
Portsmouth	1,489.05	14	14.413%	\$ 70,113.91
Rochester	2,862.09	27	27.703%	\$ 134,765.33
	10,331.19	97	100.000%	\$ 486,457.88

* Guaranteed seats have been rounded down based on ADMR percentage.

** K-8 administrative liaison - FT Employee, Family Health, \$52K Base

*** State reporting, tuition billing, general bookkeeping, and \$5K stipend for principal - or split with dean - overseeing the program

**** Prior Year ADM-R

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

THE DOVER POLICE DEPARTMENT and **THE DOVER SCHOOL DISTRICT: SAU #11** enter into the following agreement for a *School Resource Officer* to serve the needs of the school district, specifically at the Dover Middle School. The term of this agreement is 2021/2022 school year beginning in September of 2021 and ending in June of 2022.

School Resource Officer Philosophy Statement: The Dover Police Department School Resource Officers work cooperatively with the Dover School Department Administration and Staff to create a healthy and safe environment while building positive relationships with students by providing guidance and mentorship as an integral part of the school community. Activities such as making arrests are not the primary function of the position and are done only when other alternatives are not available.

1.0. Goals and Objectives

It is understood and agreed that Dover School District and the Dover Police Department officials share the following goals and objectives regarding the School Resource Officer (SRO) program in the schools.

1.1. To deter acts of violence, address threats to safety and promote an atmosphere of safety and order for students and faculty members through the use of school discipline and enforcement of local, state and federal laws, and town ordinances.

1.2. To provide opportunities for educational programs and prevention activities found beneficial to promoting good citizenship, health, and welfare, that will increase student knowledge of the criminal justice system and respect for the law and the function of law enforcement agencies and other related topics.

1.3. Establish and maintain collaborative and open communications among key school personnel, i.e. administration, staff, central office.

1.4. To support the SRO's efforts as a positive role model in cultivating positive relationships and strengthening each student's understanding of good citizenship and accountability for their actions.

1.5. To foster and promote a positive understanding, attitude and approach toward the rule of law, a healthy lifestyle, and law enforcement.

1.6. To immediately respond to, mitigate and resolve active and imminent threats to the safety and security of the school by maintaining a visible police presence on

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

campus, assessing threats to school security, reducing and eliminating such threats, and swiftly responding to any immediate threats or breaches of security.

1.7. To recognize the school district as primarily responsible for the administration of discipline and maintaining order within the schools.

1.8. To prevent, deter, and investigate crime or attempted crime on the school campus including the possession and/or use of weapons on campus, the illegal possession, sale and/or distribution of controlled substances, alcohol, contraband and other crimes and/or violations of law.

1.9. To address criminal activity and violations of law by students through the collaborative administration of school discipline and/or referral to the criminal justice system.

2.0. Cooperative Efforts

2.1. The presence of the SRO at the school is not intended to usurp the rights and responsibilities of the principal or designee to enforce the rules of the student conduct code and/or to administer discipline in the school.

2.2. By mutual agreement, the parties acknowledge that not every criminal act or violation of law will be handled through the criminal justice system. There will be times when the administration of typical school discipline will be sufficient to address behaviors that may constitute crimes/violations.

2.3. The existence of any school or school district policies, the student conduct code and any related disciplinary process is not intended to nor shall it usurp the mandates and responsibilities of the SRO as directed by the policies of the Dover Police Department and/or the laws of the State of New Hampshire or Attorney General Guidelines.

2.4. In deciding when to resort to the criminal justice system in lieu of, or in addition to school discipline, the principal or their designee and the SRO shall collaborate about the best path forward in a particular situation.

3.0. Responsibilities and Duties of School Resource Officers

3.1. The Dover Police Department will assign a full-time SRO to the Dover Middle School District. The SRO is a sworn Dover Police Officer assigned to provide the law

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

enforcement expertise and resources to assist school staff in maintaining safety, order, and discipline within their assigned schools. The SRO will be considered an active member of the School community. The SRO will serve by mutual agreement of the school district and the police department.

3.2. The SRO's schedule will be determined by the SRO's supervisor, but will generally be during the school day including peak arrival and departure times before and after school. Whenever possible, the SRO will be visible patrolling the interior and exterior of the school grounds, particularly during the opening and closing of School and during the lunch periods.

3.3. The police department will notify the principal or their designee of the Dover High school when they will be absent from the campus. The SRO should also notify the police department when they leave the school campus.

3.4. The SRO will wear a standard uniform and carry all related authorized and issued police equipment while on duty unless otherwise authorized by a police supervisor for a specific purpose.

3.5. The SRO will assist with training the school administrators in law enforcement related matters. They will also share information about crime trends and changes in laws relevant to schools. Information may be disseminated to the school administration to assist them in effectively establishing and maintaining a safe school environment.

3.6. By mutual agreement between parties, SROs may provide law enforcement, criminal justice, substance use/health, harm reduction, personal safety/security and motor vehicle related instruction that will enhance the student's understanding of the police mission as well as student health, welfare, safety/security and promote good citizenship. During any classroom instruction time a teacher shall remain in the room. Responding to incidents or conducting investigations will always take precedence over instructing in the classroom.

3.7. Programs, classes, speaking engagements, and/or visitations conducted in schools by other members of the Police Department should be coordinated with the SRO to avoid redundant services and to ensure equitable distribution of such programs and services.

3.8. SROs are required to keep the school administration apprised of criminal, to the extent allowable under the law, and non-criminal situations encountered, current crime trends, problem areas, or other areas of concern, which have potential for disruption in the school or within the community. The SRO will work in conjunction with the school administration and/or other police departments and schools, if regional, in developing

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

plans to prevent and counteract such activities at the school.

3.9. The SRO will not be primarily responsible for the enforcement of school and/or administrative rules or regulation violations. However, the SRO should maintain familiarity with the Dover School District's Student Code of Conduct. Unless requested by a school administrator the SRO will not attend disciplinary meetings with students or parents.

3.10. The SRO will be responsible for maintaining custody of illegal substances and/or contraband pending proper disposal in accordance with police department regulations.

3.11. Illegal, illicit controlled substances/drugs or other illegal/illicit items such as but not limited to weapons, dangerous and or illegal devices, items or instruments of destruction or harm or that poses or may pose a threat to public health and safety including the fruits and or instrumentalities of a crime obtained or observed by school staff will be immediately surrendered to or brought to the attention of an SRO or other Dover Police Department official.

3.12. Information of any nature obtained or observed by school staff in connection with their official school duties and responsibilities as employees of the Dover School District including but not limited to digital information contained on a mobile device, displayed via any social media application or information obtained directly or indirectly from a student or other person that constitutes a crime under NH law or that may impact life safety shall be provided to an SRO or other appropriate Dover Police Department official as soon as practical. School staff shall only obtain the minimal facts and information necessary to determine whether information regarding a crime or potential crime should be reported to an SRO or other Dover Police Department official. School staff shall not conduct inquiries beyond minimal facts in cases that involve a crime or potential or alleged criminal acts. Once information is developed regarding a crime or possible crime or an allegation of a crime is developed by school staff no further inquiry shall be made by school staff pending an official investigation by the Dover Police Department except in exigent circumstances when it is necessary to protect a person from imminent serious bodily injury.

3.13 The SRO will coordinate the Dover Police Department's DARE program, teach DARE classes, and provide anti-bullying and cyber safety programming to students, staff and parents.

4.0. Supervision of SRO

4.1. SRO's shall abide by the rules, regulations and policies of the Dover Police

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

Department. School administration should contact the SRO Supervisor to report commendable performance, discuss issues or report concerns involving SRO's.

4.2 SROs shall complete and file Dover Police Department incident reports, offense reports, arrest reports and/or accident reports consistent with Dover Police Department policy and procedure.

4.3 SROs may be reassigned at the direction of the Chief of Police or his/her designee during times that school is closed and/or on days when students are not attending school.

4.4 The SRO Supervisor should encourage open lines of communication between the school and the Police Department. The SRO Supervisor should meet with the school principal(s) at least three times during each school year. If possible, the initial SRO supervisor/principal meeting should be held prior to the start of the school year and be devoted to reviewing school/Police Department expectations and clarifying any policies/procedures that might be in question. The second meeting should occur mid-year and involve evaluating the SRO's performance as well as identifying and resolving of any concerns.

4.5 The principal and Police Department will collaborate while selecting a new SRO to discuss any special needs or concerns at their school.

5.0 Responsibilities and Duties of School Principal

5.1 It is the responsibility of the principal or his/her designee to facilitate effective communications between the SRO and the school staff. The principal of the school or his/her designee shall meet on a regular basis with the assigned SRO.

5.2 The principal or his/her designee is responsible for immediately reporting to the SRO; acts of theft, destruction, or violence as defined in New Hampshire R.S.A. 193-D entitled "Safe School Zones." In addition to the requirements of 193-D, the principal shall immediately report the following conduct to the SRO; any conduct involving firebombs, explosive or incendiary materials or devices, hoax or otherwise, or chemical bombs on a school bus, on school property, or at a school sponsored activity; any threats or false threats to bomb made against school personnel or involving school property and/or school buses.

5.3 In an emergency situation, the school should notify the SRO or call the Police Department if the SRO is not available. Information that is not of an emergency nature

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Dover Police Department AND The Dover School District: SAU #11

may be held for action by the SRO upon his or her return to duty.

5.4 Any criminal enforcement action taken by the SRO which results in the charging of a student with a crime will be supported by the principal and/or school employees by their appearance in court when necessary to provide testimony relevant to the case.

5.5 The principal or school staff person shall relinquish to a police representative all illegal substances and/or contraband as soon as discovered/seized.

5.6 The principal shall meet with the SRO Supervisor and the school shall provide information to the SRO Supervisor to assist in preparing for the annual evaluation of the SRO's performance.

6.0. Investigation and Questioning of Students

6.1. When it becomes necessary for an SRO or any other law enforcement officer to interview a student on school premises, the principal (or designee) should be contacted whenever practicable. The interview will be conducted pursuant to state law and attorney general guidelines.

7.0 Arrest Procedures

7.1 SROs are expected to be familiar with school rules and their application with the school. Routinely, rule infractions will not be handled as violations of law, but instead referred to the principal (or designee) for action. Any questions related to the enforcement of rules versus laws within the school should be discussed with the principal. This specifically applies to general standards of conduct.

7.2 The arrest of a student or employee of the school with a warrant or petition should be coordinated with the principal and accomplished after school hours, whenever practical. The Dover Police Department will strive to avoid the arrest of any student or staff on school property when school is in session; however, both parties recognize situations may occur when the arrest of a student or school employee must occur on school property while school is in session.

7.3 The SRO will enforce the laws of the State of New Hampshire through the application of discretion and in cooperation with school administration to reach a resolution which provides the best outcome for the school community. School level administrative discipline such as detention or suspension for violations of school policy

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Dover Police Department AND The Dover School District: SAU #11

shall not be handed down by the School Resource Officer

8.0 Search and Seizure

8.1 School officials may conduct searches of student's property and person under their jurisdiction when reasonable suspicion exists that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. The standard for the search is reasonable suspicion.

8.2 The SRO should not become involved in administrative (school related) searches unless specifically requested by the school for security, protection, or handling of contraband. These searches must be at the direction and control of the school official. At no time shall the SRO request an administrative search be conducted for law enforcement purposes or have the administrator act as his/her agent.

9.0 Administrative Hearings

9.1 The SRO will attend suspension and/or expulsion hearings upon request of the school principal. He/she will be prepared to provide testimony on any actions that were taken by the officer and any personally observed conduct witnessed by the officer.

9.2 The SRO shall provide police department documents and juvenile records pursuant to department policy and state law.

9.3 When a subpoena for official records, reports, or documents for an administrative school hearing, is received by the Police Department, any action will be coordinated by the office of the Police Chief, the Dover City Attorney, the County Attorney, and the School Department.

10.0 Sharing Information

10.1 Consistent with the basic tenets of the relationship between the school principal and the SRO described in this Memorandum of Understanding, open communication is essential to effectiveness. SROs should exchange information with the school principal regarding students' involvement in criminal activity when the safety of any students and/or staff is at risk in and around the school. This may be limited to that which relates to and contributes to the safety of the school, the

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

student, and/or the community.

10.2 The school should confer with the police department prior to their release of any shared police information.

11.0 Equipment

11.1 The Dover Middle School Resource Officer will operate out of a designated office space within the facility. Access to computer information services through designated networks between the school and city will be provided as allowed by state law. The School Resource Officer will be provided access to all areas through the use of the school's internal key systems program

11.2 Whenever practicable, the School District should authorize access of video surveillance systems inside the school district to the Police Department. The access will allow the SRO to monitor activity within the school for security and investigative purposes. The SRO should be allowed to make copies of any videos for security, investigative and for evidentiary purposes as allowed by law.

12.0 Conclusion

12.1 This policy represents mutually agreed upon goals and objectives of the Dover Police Department and the Dover School district for the Middle School Resource Officer Program.

12.2 This endeavor is a partnership between education and law enforcement to support a collaborative multi-faceted approach to prevent crime and to intervene in the acts of such in schools as well as provide more security and safety to both students and staff. Regular meetings shall be conducted between the Police Department and School Officials to support this partnership.

12.3 This agreement shall be reviewed annually and amended as necessary to meet the needs of the signatory agencies.

12.4 This Memorandum of Understanding shall not be construed to create

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Dover Police Department AND The Dover School District: SAU #11

or substantiate any right or claim on the part of any person or entity, which is not party hereto.

12.5 Payment in the amount of \$46,640.00 will be made to the Dover Police Department prior to June 30, 2022 for the services described within this agreement.

Signed:

William M. Breault
Chief of Police

Dr. William Harbron
Superintendent of Schools

Date

Date

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

THE DOVER POLICE DEPARTMENT and **THE DOVER SCHOOL DISTRICT: SAU #11** enter into the following agreement for a *School Resource Officer* to serve the needs of the school district, specifically at the Dover High School. The term of this agreement is 2021/2022 school year beginning in September of 2021 and ending in June of 2022.

School Resource Officer Philosophy Statement: The Dover Police Department School Resource Officers work cooperatively with the Dover School Department Administration and Staff to create a healthy and safe environment while building positive relationships with students by providing guidance and mentorship as an integral part of the school community. Activities such as making arrests are not the primary function of the position and are done only when other alternatives are not available.

1.0. Goals and Objectives

It is understood and agreed that Dover School District and the Dover Police Department officials share the following goals and objectives regarding the School Resource Officer (SRO) program in the schools.

1.1. To deter acts of violence, address threats to safety and promote an atmosphere of safety and order for students and faculty members through the use of school discipline and enforcement of local, state and federal laws, and town ordinances.

1.2. To provide opportunities for educational programs and prevention activities found beneficial to promoting good citizenship, health, and welfare, that will increase student knowledge of the criminal justice system and respect for the law and the function of law enforcement agencies and other related topics.

1.3. Establish and maintain collaborative and open communications among key school personnel, i.e. administration, staff, central office.

1.4. To support the SRO's efforts as a positive role model in cultivating positive relationships and strengthening each student's understanding of good citizenship and accountability for their actions.

1.5. To foster and promote a positive understanding, attitude and approach toward the rule of law, a healthy lifestyle, and law enforcement.

1.6. To immediately respond to, mitigate and resolve active and imminent threats to the safety and security of the school by maintaining a visible police presence on campus, assessing threats to school security, reducing and eliminating such threats, and

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Dover Police Department AND The Dover School District: SAU #11

swiftly responding to any immediate threats or breaches of security.

1.7. To recognize the school district as primarily responsible for the administration of discipline and maintaining order within the schools.

1.8. To prevent, deter, and investigate crime or attempted crime on the school campus including the possession and/or use of weapons on campus, the illegal possession, sale and/or distribution of controlled substances, alcohol, contraband and other crimes and/or violations of law.

1.9. To address criminal activity and violations of law by students through the collaborative administration of school discipline and/or referral to the criminal justice system.

2.0. Cooperative Efforts

2.1. The presence of the SRO at the school is not intended to usurp the rights and responsibilities of the principal or designee to enforce the rules of the student conduct code and/or to administer discipline in the school.

2.2. By mutual agreement, the parties acknowledge that not every criminal act or violation of law will be handled through the criminal justice system. There will be times when the administration of typical school discipline will be sufficient to address behaviors that may constitute crimes/violations.

2.3. The existence of any school or school district policies, the student conduct code and any related disciplinary process is not intended to nor shall it usurp the mandates and responsibilities of the SRO as directed by the policies of the Dover Police Department and/or the laws of the State of New Hampshire or Attorney General Guidelines.

2.4. In deciding when to resort to the criminal justice system in lieu of, or in addition to school discipline, the principal or their designee and the SRO shall collaborate about the best path forward in a particular situation.

3.0. Responsibilities and Duties of School Resource Officers

3.1. The Dover Police Department will assign a full-time SRO to the Dover High School District. The SRO is a sworn Dover Police Officer assigned to provide the law enforcement expertise and resources to assist school staff in maintaining safety, order,

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Dover Police Department AND The Dover School District: SAU #11

and discipline within their assigned schools. The SRO will be considered an active member of the School community. The SRO will serve by mutual agreement of the school district and the police department.

3.2. The SRO's schedule will be determined by the SRO's supervisor, but will generally be during the school day including peak arrival and departure times before and after school. Whenever possible, the SRO will be visible patrolling the interior and exterior of the school grounds, particularly during the opening and closing of School and during the lunch periods.

3.3. The police department will notify the principal or their designee of the Dover High school when they will be absent from the campus. The SRO should also notify the police department when they leave the school campus.

3.4. The SRO will wear a standard uniform and carry all related authorized and issued police equipment while on duty unless otherwise authorized by a police supervisor for a specific purpose.

3.5. The SRO will assist with training the school administrators in law enforcement related matters. They will also share information about crime trends and changes in laws relevant to schools. Information may be disseminated to the school administration to assist them in effectively establishing and maintaining a safe school environment.

3.6. By mutual agreement between parties, SROs may provide law enforcement, criminal justice, substance use/health, harm reduction, personal safety/security and motor vehicle related instruction that will enhance the student's understanding of the police mission as well as student health, welfare, safety/security and promote good citizenship. During any classroom instruction time a teacher shall remain in the room. Responding to incidents or conducting investigations will always take precedence over instructing in the classroom.

3.7. Programs, classes, speaking engagements, and/or visitations conducted in schools by other members of the Police Department should be coordinated with the SRO to avoid redundant services and to ensure equitable distribution of such programs and services.

3.8. SROs are required to keep the school administration apprised of criminal, to the extent allowable under the law, and non-criminal situations encountered, current crime trends, problem areas, or other areas of concern, which have potential for disruption in the school or within the community. The SRO will work in conjunction with the school administration and/or other police departments and schools, if regional, in developing plans to prevent and counteract such activities at the school.

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Dover Police Department AND The Dover School District: SAU #11

3.9. The SRO will not be primarily responsible for the enforcement of school and/or administrative rules or regulation violations. However, the SRO should maintain familiarity with the Dover School District's Student Code of Conduct. Unless requested by a school administrator the SRO will not attend disciplinary meetings with students or parents.

3.10. The SRO will be responsible for maintaining custody of illegal substances and/or contraband pending proper disposal in accordance with police department regulations.

3.11. Illegal, illicit controlled substances/drugs or other illegal/illicit items such as but not limited to weapons, dangerous and or illegal devices, items or instruments of destruction or harm or that poses or may pose a threat to public health and safety including the fruits and or instrumentalities of a crime obtained or observed by school staff will be immediately surrendered to or brought to the attention of an SRO or other Dover Police Department official.

3.12. Information of any nature obtained or observed by school staff in connection with their official school duties and responsibilities as employees of the Dover School District including but not limited to digital information contained on a mobile device, displayed via any social media application or information obtained directly or indirectly from a student or other person that constitutes a crime under NH law or that may impact life safety shall be provided to an SRO or other appropriate Dover Police Department official as soon as practical. School staff shall only obtain the minimal facts and information necessary to determine whether information regarding a crime or potential crime should be reported to an SRO or other Dover Police Department official. School staff shall not conduct inquiries beyond minimal facts in cases that involve a crime or potential or alleged criminal acts. Once information is developed regarding a crime or possible crime or an allegation of a crime is developed by school staff no further inquiry shall be made by school staff pending an official investigation by the Dover Police Department except in exigent circumstances when it is necessary to protect a person from imminent serious bodily injury.

4.0. Supervision of SRO

4.1. SRO's shall abide by the rules, regulations and policies of the Dover Police Department. School administration should contact the SRO Supervisor to report commendable performance, discuss issues or report concerns involving SRO's.

4.2 SROs shall complete and file Dover Police Department incident reports, offense reports, arrest reports and/or accident reports consistent with Dover Police

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Dover Police Department AND The Dover School District: SAU #11

Department policy and procedure.

4.3 SROs may be reassigned at the direction of the Chief of Police or his/her designee during times that school is closed and/or on days when students are not attending school.

4.4 The SRO Supervisor should encourage open lines of communication between the school and the Police Department. The SRO Supervisor should meet with the school principal(s) at least three times during each school year. If possible, the initial SRO supervisor/principal meeting should be held prior to the start of the school year and be devoted to reviewing school/Police Department expectations and clarifying any policies/procedures that might be in question. The second meeting should occur mid-year and involve evaluating the SRO's performance as well as identifying and resolving of any concerns.

4.5 The principal and Police Department will collaborate while selecting a new SRO to discuss any special needs or concerns at their school.

5.0 Responsibilities and Duties of School Principal

5.1 It is the responsibility of the principal or his/her designee to facilitate effective communications between the SRO and the school staff. The principal of the school or his/her designee shall meet on a regular basis with the assigned SRO.

5.2 The principal or his/her designee is responsible for immediately reporting to the SRO; acts of theft, destruction, or violence as defined in New Hampshire R.S.A. 193-D entitled "Safe School Zones." In addition to the requirements of 193-D, the principal shall immediately report the following conduct to the SRO; any conduct involving firebombs, explosive or incendiary materials or devices, hoax or otherwise, or chemical bombs on a school bus, on school property, or at a school sponsored activity; any threats or false threats to bomb made against school personnel or involving school property and/or school buses.

5.3 In an emergency situation, the school should notify the SRO or call the Police Department if the SRO is not available. Information that is not of an emergency nature may be held for action by the SRO upon his or her return to duty.

5.4 Any criminal enforcement action taken by the SRO which results in the charging of a student with a crime will be supported by the principal and/or school employees by their appearance in court when necessary to provide testimony relevant to the case.

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

5.5 The principal or school staff person shall relinquish to a police representative all illegal substances and/or contraband as soon as discovered/seized.

5.6 The principal shall meet with the SRO Supervisor and the school shall provide information to the SRO Supervisor to assist in preparing for the annual evaluation of the SRO's performance.

6.0. Investigation and Questioning of Students

6.1. When it becomes necessary for an SRO or any other law enforcement officer to interview a student on school premises, the principal (or designee) should be contacted whenever practicable. The interview will be conducted pursuant to state law and attorney general guidelines.

7.0 Arrest Procedures

7.1 SROs are expected to be familiar with school rules and their application with the school. Routinely, rule infractions will not be handled as violations of law, but instead referred to the principal (or designee) for action. Any questions related to the enforcement of rules versus laws within the school should be discussed with the principal. This specifically applies to general standards of conduct.

7.2 The arrest of a student or employee of the school with a warrant or petition should be coordinated with the principal and accomplished after school hours, whenever practical. The Dover Police Department will strive to avoid the arrest of any student or staff on school property when school is in session; however, both parties recognize situations may occur when the arrest of a student or school employee must occur on school property while school is in session.

7.3 The SRO will enforce the laws of the State of New Hampshire through the application of discretion and in cooperation with school administration to reach a resolution which provides the best outcome for the school community. School level administrative discipline such as detention or suspension for violations of school policy shall not be handed down by the School Resource Officer

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

8.0 Search and Seizure

8.1 School officials may conduct searches of student's property and person under their jurisdiction when reasonable suspicion exists that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. The standard for the search is reasonable suspicion.

8.2 The SRO should not become involved in administrative (school related) searches unless specifically requested by the school for security, protection, or handling of contraband. These searches must be at the direction and control of the school official. At no time shall the SRO request an administrative search be conducted for law enforcement purposes or have the administrator act as his/her agent.

9.0 Administrative Hearings

9.1 The SRO will attend suspension and/or expulsion hearings upon request of the school principal. He/she will be prepared to provide testimony on any actions that were taken by the officer and any personally observed conduct witnessed by the officer.

9.2 The SRO shall provide police department documents and juvenile records pursuant to department policy and state law.

9.3 When a subpoena for official records, reports, or documents for an administrative school hearing, is received by the Police Department, any action will be coordinated by the office of the Police Chief, the Dover City Attorney, the County Attorney, and the School Department.

10.0 Sharing Information

10.1 Consistent with the basic tenets of the relationship between the school principal and the SRO described in this Memorandum of Understanding, open communication is essential to effectiveness. SROs should exchange information with the school principal regarding students' involvement in criminal activity when the safety of any students and/or staff is at risk in and around the school. This may be limited to that which relates to and contributes to the safety of the school, the student, and/or the community.

10.2 The school should confer with the police department prior to their

Memorandum of Agreement

Dover Police Department AND The Dover School District: SAU #11

release of any shared police information.

11.0 Equipment

11.1 The Dover High School Resource Officer will operate out of a designated office space within the facility. Access to computer information services through designated networks between the school and city will be provided as allowed by state law. The School Resource Officer will be provided access to all areas through the use of the school's internal key systems program

11.2 Whenever practicable, the School District should authorize access of video surveillance systems inside the school district to the Police Department. The access will allow the SRO to monitor activity within the school for security and investigative purposes. The SRO should be allowed to make copies of any videos for security, investigative and for evidentiary purposes as allowed by law.

12.0 Conclusion

12.1 This policy represents mutually agreed upon goals and objectives of the Dover Police Department and the Dover School district for the High School Resource Officer Program.

12.2 This endeavor is a partnership between education and law enforcement to support a collaborative multi-faceted approach to prevent crime and to intervene in the acts of such in schools as well as provide more security and safety to both students and staff. Regular meetings shall be conducted between the Police Department and School Officials to support this partnership.

12.3 This agreement shall be reviewed annually and amended as necessary to meet the needs of the signatory agencies.

12.4 This Memorandum of Understanding shall not be construed to create or substantiate any right or claim on the part of any person or entity, which is not party hereto.

Memorandum of Agreement

**Dover Police Department
AND
The Dover School District: SAU #11**

12.5 Payment in the amount of \$46,640.00 will be made to the Dover Police Department prior to June 30, 2022 for the services described within this agreement.

Signed:

William M. Breault
Chief of Police

Dr. William Harbron
Superintendent of Schools

Date

Date

Renaming Committee Report

Chairwoman Russell, Dr. Harbron, and Dover School Board:

I write on behalf of the Renaming Committee, which consists of myself, Dr. Carolyn Mebert, and School Board Secretary, Kathleen Morrison.

I am writing to inform you that the Committee took action on August 5, and voted to Horne Street School include the name of Frances Hopkins who, by all accounts, went well above and beyond in her service and love for the community.

On the evening of August 5, the Committee met in public session at the McConnell Center to an audience of around 30 people. All comments and correspondence were positive and urged us to approve the renaming of Horne Street School.

We do, however, not have a recommendation on the name. We believed the best path forward would be for the Administration to discuss and bring it forward to the whole School Board for a final vote. We also respectfully ask the Administration to investigate the cost for the new marquee and sign changes.

After our vote, we informed those in attendance that to follow our policy, a fundraising effort needs to happen to fund the work that needs to be done at the school. The family of Fran Hopkins informed us that they intend to pay for the cost.

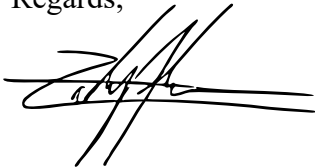
Dr. Mebert and I discussed that any excess money donated to this cause should help fund the multitude of initiatives that Fran started.

We also were asked to discuss the naming of the Dover High School gym and basketball court. At this time, we do not recommend that the court be named for Mr. Kageleiry. There is no doubt that he was a valued and important member of the district, but the policy passed last October is clear that the naming of a building or part of a building after a person can only be considered at least one year after that person's passing.

We support the naming of the high school gym to the Oliver J. Adams Gymnasium, as it was in the old Dover High School.

If you have any questions, feel free to reach out to me.

Regards,

A handwritten signature in black ink, appearing to read 'Zachary Koehler', with a horizontal line extending to the right.

Zachary Koehler
Dover School Board, Ward 4

DOVER SCHOOL DISTRICT
Condition of Accounts - August 9, 2021

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 22,133,254	\$ 28,304	\$ 22,104,950	\$ 22,010,567	\$ 94,383
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,109,962	\$ 311,185	\$ 14,798,777	\$ 13,381,281	\$ 1,417,495
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,560,813	\$ 29,479	\$ 2,531,334	\$ 1,779,564	\$ 751,769
1400	OTHER EDUCATIONAL PROGRAMS	\$ 737,493	\$ 31,919	\$ 705,574	\$ 455,276	\$ 250,298
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 225,968	\$ 23,874	\$ 202,094	\$ 203,737	\$ (1,643)
2100	SUPPORT SERVICES - Students	\$ 4,930,014	\$ 36,438	\$ 4,893,575	\$ 4,345,288	\$ 548,288
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,644,755	\$ 45,171	\$ 1,599,584	\$ 894,444	\$ 705,140
2300	SUPPORT SERVICES - General Admin.	\$ 1,544,747	\$ 125,465	\$ 1,419,282	\$ 1,045,150	\$ 374,132
2400	SUPPORT SERVICES - School Admin.	\$ 3,117,989	\$ 275,406	\$ 2,842,583	\$ 2,567,270	\$ 275,313
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 4,877,079	\$ 67,663	\$ 4,809,416	\$ 4,491,049	\$ 318,367
2700	SUPPORT SERVICES - Student Transportation	\$ 3,374,104	\$ 721	\$ 3,373,383	\$ 2,405,664	\$ 967,720
2800	SUPPORT SERVICES - Centralized Services	\$ 1,389,702	\$ 190,626	\$ 1,199,076	\$ 613,477	\$ 585,599
2900	SUPPORT SERVICES - Other	\$ 24,342	\$ 4,196	\$ 20,146	\$ -	\$ 20,146
5200	FUND TRANSFERS OUT	\$ 14,573	\$ -	\$ 14,573	\$ -	\$ 14,573
47190	SCHOOL DEBT - Principal & Interest	\$ 6,439,335	\$ -	\$ 6,439,335	\$ 6,439,335	\$ -
TOTAL GENERAL FUND EXPENDITURES:		\$ 68,124,130	\$ 1,170,448	\$ 66,953,682	\$ 60,632,102	\$ 6,321,580
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 3,782	\$ 1,646,218	\$ 1,570,531	\$ 75,686
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 4,663,932	\$ 576,063	\$ 4,087,869	\$ 3,173,258	\$ 914,610
Summarized Condition of District Expenditures:		\$ 74,438,062	\$ 1,750,294	\$ 72,687,768	\$ 65,375,891	\$ 7,311,877

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 40,417	\$ -	\$ 40,417	\$ -	\$ 40,417
01321.3390	TUITION - BARRINGTON	\$ 2,596,147	\$ -	\$ 2,596,147	\$ -	\$ 2,596,147
01321.3390	TUITION - NOTTINGHAM	\$ 1,881,216	\$ -	\$ 1,881,216	\$ -	\$ 1,881,216
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000
01321.3390	TUITION - BELLAMY ACADEMY	\$ 81,690	\$ -	\$ 81,690	\$ -	\$ 81,690
01322.3390	TUITION - SPED AIDES	\$ 275,000	\$ -	\$ 275,000	\$ -	\$ 275,000
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 115,000	\$ -	\$ 115,000	\$ -	\$ 115,000
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ 30,000
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ -	\$ 104,000	\$ -	\$ 104,000
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 9,656,286	\$ -	\$ 9,656,286	\$ -	\$ 9,656,286
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ -	\$ 389,462	\$ -	\$ 389,462
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 604,936	\$ -	\$ 604,936	\$ -	\$ 604,936
03241.3700	CTE TUITION AID	\$ 364,552	\$ -	\$ 364,552	\$ -	\$ 364,552
03242.3700	CTE TRANSPORTATION AID	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ 2,500
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ -	\$ -	\$ -	\$ -
04210.3599	INDIRECT COST ALLOCATION	\$ 85,000	\$ -	\$ 85,000	\$ -	\$ 85,000
04220.3599	ABE ALLOCATION	\$ 45,918	\$ -	\$ 45,918	\$ -	\$ 45,918
04310.3311	IMPACT AID	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ 6,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 28,405	\$ 221,595	\$ -	\$ 221,595
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 16,617,624	\$ 28,405	\$ 16,589,219	\$ -	\$ 16,589,219
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ -	\$ 1,650,000	\$ -	\$ 1,650,000
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 4,555,098	\$ 5,000	\$ 4,550,098	\$ -	\$ 4,550,098
Summarized Condition of District Revenue:		\$ 22,822,722	\$ 33,405	\$ 22,789,317	\$ -	\$ 22,789,317

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 16,617,624	\$ 28,405
State Wide Property Tax:	\$ 7,093,652	\$ 7,093,652
Local Property Tax:	\$ 44,412,854	\$ 44,412,854
TOTAL GF Revenue:	\$ 68,124,130	\$ 51,534,911
TOTAL GF Expenditure:	\$ (68,124,130)	\$ (61,802,550)
Ending GF Fund Balance:	\$ -	\$ (10,267,638)
TOTAL FS Revenue:	\$ 1,650,000	\$ -
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,574,314)
Ending FS Fund Balance:	\$ -	\$ (1,574,314)
TOTAL Other SR Fund Revenue:	\$ 4,555,098	\$ 5,000
TOTAL Other SR Fund Expenditures:	\$ (4,663,932)	\$ (3,749,322)
Ending Grant Fund Balance:	\$ (108,834)	\$ (3,744,322)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, August 9, 2021

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 approving the resignations/retirements as listed.

Leaves of Absence – I recommend you approve the leave of absence as listed.

Job Shares – None

Nominations – I recommend approving the nominations as listed for (a) DTU Nominations, (c) DPA Nominations, Non-Union Nominations and (d) Coaching Nominations.

Extended Trips – None

Donations – None

I. POLICY – CHANGES – PROPOSALS: None

J. POLICY ADOPTION: None

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **Dover School District Re-Entry Plan for 2021-2022** – The Board has been presented with a redraft of the 2021-2022 Re-Entry Plan. Modifications made in the plan are as follows:
 - Data on virtual students and data on home schoolers was removed.
 - Schedules were removed from the plan. The plan will follow the normal operational hours of a typical school day.
 - The document is designed with the intent of returning all students for in-person learning.
 - Under the heading *Background Information* is references information from NH DHHS & CDC. This is the most current information that was available for you to use as a reference to items in the plan.
 - The principals were realistic about what can be done with social distancing. Note the reference to what is reasonable and practical.
 - If the community and/or school spread is minimal – masking will be highly recommended. If the community and/or school spread is substantial or high, masking will be required.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, August 9, 2021

- ✓ With an increase of the COVID-19 variant, Dr. Megan Harvey and Dr. Dan Schumacher are highly recommending that universal masking be required indoors. If the transmission rate is high, Dr. Harvey has recommended masking be encouraged outdoors. In speaking with Dr. Harvey and Dr. Schumacher, masking is most effective in preventing the spread. **If the aim of the school district is to maintain in-person learning throughout the school year, the masking issue must be addressed from a scientific perspective.** This is the most effective preventive measure.

I recognize that the wearing of a mask can be a divisive and political issue. Following my conversations and review of the information, I strongly recommend the Board require universal masking. As indicated earlier, if our aim is to have our students present for in-person learning, I believe this can only succeed with universal masking. In addition, the District can start school with universal masking and evaluate at the monthly meetings in October, November, December, January, February, March, and April to see what adjustments need to be made. **As of Friday, August 6, Strafford County was measuring as substantial due to the number of cases in 14 days being over 100.**

- ✓ The following is from a letter that Dr. Megan Harvey wrote for the Oyster River School Board pertaining to their decision on requiring masking.

Dr. Megan Harvey's Letter to Oyster River Board:

I am happy to continue to help the district however I can. I've answered your questions below:

1. *Can you point us to any research that differentiates the benefit or effectiveness of mask wearing in these scenarios?*
 - a. *When an infected person is wearing a mask and an uninfected person is not;*
 - b. *When an infected person is not wearing a mask and an uninfected person is;* and
 - c. *When both the uninfected and the infected person are wearing masks.*

Masks prevent viral particles from entering the environment. This means that when an infected person who is symptomatic or not symptomatic (feels perfectly fine) is wearing a mask, everyone around them is at lower risk of becoming infected with COVID-19. There are many pieces of peer-reviewed science that substantiate this, but here is one recent and well-done manuscript: Leung NHL, Chu DKW, Shiu EYC, et al. Respiratory virus shedding in exhaled breath and efficacy of face masks. Nature medicine. Apr 03 2020;26(5):676-680. doi: <https://dx.doi.org/10.1038/s41591-020-0843-2>

Masks prevent viral particles in the environment from being inhaled. This means that when an uninfected person is wearing a mask, they have increased protection against COVID-19 infection because they will inhale fewer viral particles in the environment. Again, there are many pieces of peer-reviewed science that substantiate this, but here is a good recent manuscript: Ueki H, Furusawa Y, Iwatsuki-Horimoto K, et al. Effectiveness of Face Masks in Preventing Airborne Transmission of SARS-CoV-2. mSphere. Oct 21 2020;5(5)doi:10.1128/mSphere.00637-20

When everyone wears a mask, infected people put fewer viral particles out into the environment and all mask wearers have a layer of protection against whatever viral particles are in the air. Therefore, there is the potential for an exponential benefit to universal mask wearing.



DOVER SCHOOL DISTRICT

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This is a nice list of many of the peer-reviewed manuscripts on the subject of masking. https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/masking-science-sars-cov2.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fmore%2Fmasking-science-sars-cov2.html

The CDC website was updated recently, and I think addresses mask wearing well with graphics. It also clearly states that there is no carbon dioxide harm related to mask wearing. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

The specific answers to your questions are:

- a) When an infected person is wearing a mask and an uninfected person is not, there are fewer viral particles in the environment than there otherwise would be (if the infected person was unmasked) and the uninfected non-mask wearer has some level of protection against infection.
- b) When an infected person is not wearing a mask and an uninfected person is, there are many viral particles in the environment and the uninfected person wearing a mask has some protection against infection because they will inhale fewer of those particles than they would if they were not wearing a mask.
- c) **When both the uninfected and the infected person are wearing masks, the uninfected person has the greatest level of protection against infection. This is likely more protection than just 1 + 1. It's a case of 1 + 1 = 3. Along with other mitigation measures (physical distance, air filtration / good ventilation), this is the "swiss cheese" approach and is absolutely recommended in general and especially for unvaccinated folks of any age.**

In short: universal masking causes no harm to the mask wearer and provides a great deal of risk reduction for a disease that has serious short- and long-term impacts.

- 1) Michael is also interested in how the scientific literature has changed regarding the potential for children to transmit SAR-cov-2 to other children and adults, whether symptomatic or not.

The delta variant is 200% more transmissible than the "wild type" (the original strain) and 50% more transmissible than our last "more transmissible" variant. It's not good! It's highly infectious and people who are exposed without mitigation strategies in place (universal masking, physical distance, ventilation, vaccine) are at high risk of infection. Even if nothing else about the virus has changed, other than transmissibility, this means children are more susceptible than they were to the "wild type" and they are able to spread it more efficiently to others. At this point, our understanding is that the delta variant causes a far greater viral load in the nasal passages, allowing for more virus to be shed with every exhale.

As for current data on children, the outcome is clear: more children are infected and the percentage of cases that are children is increasing. A peer-reviewed manuscript of the recent super spreader event among children at a camp is one such example of the increased transmission among children. <https://pediatrics.aappublications.org/content/147/4/e2020046524> Or this older example of increased transmission among children at a gymnastics center. <https://www.cdc.gov/mmwr/volumes/70/wr/mm7028e2.htm>



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Notably: we do not yet fully understand if the delta variant causes a more severe version of COVID-19. There is some evidence that infections with the delta variant are more likely to cause hospitalization than the wild type, but really, the jury is still out because there is also some evidence that it's equally severe as the wild type. We'll know much more about this in the coming months. Epidemiologists would suggest a harm reduction approach to a situation like this, which means assuming it's more severe until we know for sure.

Finally, do you have a clear recommendation on mask policy for unvaccinated students?

Yes. Unvaccinated students should be universally masked.

Anyone they come in contact with, vaccinated or not, should also be masked. Ideally all K-12 students and educators / staff will be masked this fall. When will this end? I don't know. When we have control of the delta variant and other future variants of concern.

- **Virtual School Option** – The Seacoast Virtual School Consortium did meet on Wednesday, August 5. There are two issues that need to be resolved: (1) how to serve students with special needs and (2) securing funds from the NH DOE. It is our hope to have answers the week of August 9. If the consortium is not able to form, the District will need to seek other alternatives for K-8 students. Restrictions may need to be put in place for those students with significant health risks, personally or within their family. For high school students, the option will be VLACS. With the formation of the consortium, students continue to be enrolled in the Dover School District.
- **Metric for Mitigation Responses** – Dr. Meghan Harvey has reviewed the proposed District Metric for Mitigation Responses. She has presented a revised draft of the metric. The following is noted in the metric:

INDICATORS

Original:

INDICATOR	MINIMAL TRANSMISSION GREEN	MODERATE TRANSMISSION YELLOW	SUBSTANTIAL TRANSMISSION RED
New cases over the last 14 days per 100,000 population	Less than 50	Between 50 and 99	100 or more
Test positivity rate over last 7 days	Less than 5%	Between 5% and 9.99%	10% or more

Dr. Harvey's Recommendation:

INDICATOR	MINIMAL TRANSMISSION BLUE	SUBSTANTIAL TRANSMISSION YELLOW	HIGH TRANSMISSION RED
New cases over the last 14 days per 100,000 population	Less than 100	Between 100 and less than 200	200 or more
Test positivity rate over the last 7 days	Less than 8%	Between 8% and 9.99%	10% or more



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report
Monday, August 9, 2021

MITIGATION RESPONSES

Original:

STRATEGY	GREEN	YELLOW	RED
Mask on Bus	Mask - Federal Law Requirement	Mask - Federal Law Requirement	Mask - Federal Law Requirement
Mask Indoors	Highly Recommended	Highly Recommended	Required
Mask Outdoors	NO	NO	NO
Physical Distancing	Strive for 3 feet if reasonable & practical	Strive for 3 feet if reasonable & practical	Minimum of 3 feet
Class Cohorting	NO	NO	YES
Cleaning	YES	YES	YES
Handwashing	YES	YES	YES
Respiratory Hygiene	YES	YES	YES
Daily Health Assessment Prior to Arrival	SELF MONITOR	SELF MONITOR	SELF MONITOR
Illness	If ill, stay home	If ill, stay home	If ill, stay home
Co-Curricular Activities/ Athletics	Normal participation follows protocols from appropriate professional associations such as NHIAA	Normal participation follows protocols from appropriate professional associations such as NHIAA	If a temporary decision must be made prior to a School Board meeting, Administration will evaluate level of risk and make recommendation to the Board. The Superintendent, with Principals and Athletic Director (if Athletic related), has authority to make and implement decisions.
Field Trips/Travel	Principal/Superintendent evaluate risk level for proposed trip to determine approval	Principal/Superintendent evaluate risk level for proposed trip to determine approval	No field trips
Common Spaces	Open	Open	Evaluate if a need to shift to classrooms
Arrival/Dismissal	Normal	Normal	Implement physical distancing measures
Visitors	Open - Health assessment prior to entry	Open - Health assessment prior to entry	NO
Facilities used by Outside Organizations	YES	YES	NO



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, August 9, 2021

Dr. Harvey's Recommendation

STRATEGY	MINIMAL	SUBSTANTIAL	HIGH
Vaccine	Strongly Encouraged	Strongly Encouraged	Strongly Encouraged
Masking: Bus Indoors Outdoors	Required (Federal Law) Universal No	Required (Federal Law) Universal No	Required (Federal Law) Universal Encouraged for high risk
Physical Distancing Classroom Cohorting	3+ feet if possible No	3+ feet if possible No	3+ feet if possible Yes
Surveillance Testing	None	Weekly, unvaccinated	Weekly, unvaccinated
Ventilation	As much as possible	As much as possible	As much as possible
Handwashing / Respiratory Etiquette	Yes / Often	Yes / Often	Yes / Often
Symptoms of Illness	Stay home	Stay home	Stay home
Contact Tracing	Yes	Yes	Yes
Cleaning / Disinfecting	Once a day / after exposure	Once a day / after exposure	Once a day / after exposure
Other Daily Health Assessment High Risk Activities Low Risk Activities Field Trips Common Spaces Arrival / Dismissal Visitors Facility Use by Outside Orgs	Self-monitor Test weekly Normal participation Admin approval Open Normal Allowed Allowed	Self-monitor Test weekly Test weekly Admin approval Open Normal Allowed Allowed	Self-monitor Cancel Test weekly Cancel Evaluate Physical Distancing Not Allowed Not Allowed

- Dover School District – Code of Conducts** – The Deans, working with the Task Force, have developed a Code of Conduct to align with Policy JIC and Policy JICD. The Board needs to review and to act on the school's Code of Conduct. Code of Conducts were developed for the elementary schools, middle school, and high school. The three elementary schools have developed a universal Code of Conduct to be used by the Garrison School, Horne Street School, and Woodman Park School. Principals will be available to answer questions pertaining to the school's Code of Conduct. I recommend the Board approve the Code of Conducts that have been presented.
- Dover Schools Student Handbook Revisions** – Dover High School, Dover Middle School, Dover elementary schools, and Dover Adult Learning Center have submitted their revisions for the handbooks for the 2021-2022 school year. Principals will be available to answer questions pertaining to the listed revisions. I recommend the Board approve the revised handbooks.
- Woodman Park School (Before School) and Dover Middle School (After School) S.O.A.R.** – Ms. Brandy Barshaw has presented a proposal for proving a before school program at Woodman Park School and an after school program at Dover Middle School. These services were available for the school year 2019-2020. I



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request the Board approve the proposals with the condition the District will need to have copies of the licenses and proof of insurance before the programs are permitted to operate at the schools. In addition, the approval needs to be for the school year 2021-2022 only.

5. **Seacoast Virtual School Consortium** - The Seacoast Virtual School Consortium did meet on Wednesday, August 5. There are two issues that need to be resolved: (1) how to serve students with special needs and (2) securing funds from the NH DOE. It is our hope to have answers the week of August 9. A draft copy of the proposal is provided. The special education section has not been completed. This will be developed following further discussion with the Florida Virtual School. This is an information and discussion item for the Board. At this time, your feedback is needed. The Dover School District will serve as the facilitator and fiscal agent for the Seacoast Virtual School Consortium. The next meeting of the consortium members will be on Thursday, August 12, 2021.

6. **Memorandum of Understanding with the Dover Police Department** – Annually the District enters into an agreement with the Dover Police Department to provide a School Resource Officer for Dover High School and Dover Middle School. The philosophy of the programs is:

The Dover Police Department School Resource Officers work cooperatively with the Dover School District Administration and staff to create a healthy and safe environment while building positive relationships with students by providing guidance and mentorship as an integral part of the school community. Activities such as making arrests **are not** the primary function of the position and are done when other alternatives are not available.

The two resource officers are included in the FY22 budget. Dover Middle School Officer is \$46,640 and Dover High School Resource Officer is \$46,640.

The relationship with the Dover Police Department and the Dover School District has been positive and constructive. The Resource Officers have been able to provide a vital service to the two schools. In addition, the Dover Police Department has also responded to the needs of the schools.

7. **Renaming of Horne Street School and Dover High School Basketball Court** – Zachary Koehler will be present a recommendation to the Board.
8. **Condition of Accounts** – Michael Limanni, Business Administrator will present the Condition of Accounts.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

The following is for the month of July 2021:

- **Weekly Review for Monday, June 28 through Friday, July 2:**
 - ✓ Summer projects related to the close of the school year are underway as well as the planning for the 2021-2022 school year.



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- ✓ Final planning and details were completed for the summer learning program with the opening day being Tuesday, July 6. Ashley Mowatt will serve as the Director of the Summer Learning program for grades K through 4. Currently, there are 270 students registered for the program, Kasey Lewis will serve as the Director of Summer Learning program for grades 5 through 8.
- ✓ The ESY summer program started on Monday, June 28 at Garrison School. Nettie Vaughn serves as the Director for the ESY program. There are 250 students enrolled in the program.
- ✓ There are two Right to Know requests that the District is working closely with Josh Wyatt City Attorney to address.
- ✓ On Thursday, July 1, the second negotiation session was held with the DPA. The next session will be held on Wednesday, July 14, 2 p.m. The District did present a proposal to the DPA for their consideration.
- ✓ The draft of the 2021-2022 Re-Entry Plan has been posted on the district's Website for review and comment through a survey. This is required to qualify for the ESSER III Funds.

LINK:

https://www.dover.k12.nh.us/apps/pages/index.jsp?uREC_ID=1280352&type=d&pREC_ID=2193111

- ✓ Interviewing continues for the filling of current vacancies. As of Friday, July 2, there are currently 11 DTU positions that remain vacant.
 - **Weekly Review for Monday, July 5 through Friday, July 9:**
 - ✓ On Tuesday, July 6, the summer learning program for students started. Ashley Mowatt is serving as the Director of the Summer Learning program for grades K through 4. Currently, there are 270 students registered for the program, Kasey Lewis is serving as the Director of Summer Learning program for grades 5 through 8. Overall, the program got off to a positive start. As with any start up there are logistical issues that must be navigated. Each day there was improvement moving towards more of the daily routines being established.
- The ESY summer program started on Monday, June 28 at Garrison School. Nettie Vaughn serves as the Director for the ESY program. There are 250 students enrolled in the program. This is the second week of the ESY program.
- ✓ Interviewing continues for the filling of current vacancies.
 - ✓ I continue to work through the items listed on my summer plan. The plan contains a variety of close out projects as well as planning for the 2021-2022 school year.
 - ✓ On Wednesday, July 7, the Virtual School Consortium held its second meeting. The Commissioner has indicated that he will provide \$1.5 million in charter funding to get the consortium started. There were several meetings that were identified for next week to continue the planning process as well as to finalize



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the support the Commissioner is willing to provide. There are many moving parts and there remains much work to be completed to be prepared to serve students for during the 2021-2022 school year.

▪ **Weekly Review for Monday, July 12 through Friday, July 16:**

- ✓ This is the second week of the summer learning program. Things are starting to fall into a routine. It has been a challenge with parents having the option to select weeks as well as morning and afternoon sessions. This has required additional time and effort to handle the logistics. In addition, it results in fluctuation with daily attendance. In the K-4 program, 160 students were in attendance the first week and 190 students the second week. Ashley Mowatt has indicated that staff working with the elementary program have done amazing work at pivoting and being flexible.

The 5-8 program is running smoothly and has also fallen into a routine. I will have additional information on the middle school program next week.

There will be many lessons learned from this experience that can help to improve the summer of 2022 program.

- ✓ The workings of the development of a virtual school consortium continues. On Friday, Michael Limanni and I had the opportunity to meet with Caitlyn Davis and her team from the NH Department of Education. In addition, Nate Byrne and I had a meeting with the FLVS representative to vet their proposal. The hope is to have this operational for the 2021-2022 school year. There are still many details that must be worked through.
- ✓ The third session of negotiations with the DPA was held on Wednesday, July 14. A final proposal has been presented to the DPA. If accepted, it will restore 9 kindergarten paraeducator positions.
- ✓ I continue to work through the summer project list. My focus was to complete the leadership team members' summative evaluations for the 2021-2022 school year.
- ✓ Ted Hall has completed his interview of the leadership team members in relationship to my evaluation. Ted and I had the opportunity to meet this week to review his preliminary findings. He will provide a written summary that I will share with the Board.

▪ **Weekly Review for Monday, July 19 through Thursday, July 22:**

- ✓ This is the third week of the summer learning program. The following is information shared by the directors from this week:

K-4 Program – Ashley Mowatt, Director:

I don't have any changes or reminders today, but I thought I would share some exciting things I've seen in classrooms...

- We had a guest pilot come to talk about aviation and then as a follow up activity the students made airplanes and had a competition.



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- We had a group read a book about a dream car and then created their own sketches of a dream car. They took it a step further and are building them using cardboard.
- We had a few groups of students doing an ocean theme and created cool jellyfish with coffee filters and ocean layers out of jello.
- We've had an enrichment group explore magnetic slim and make their own slim.
- One group made geometric shapes out of marshmallow and toothpicks.
- Another group listens to 6min pod casts and is using inferencing and context clues to solve the mystery.
- One class is making their own books based off a trip they want to take.

These are just some of the amazing work everyone is doing to engage our students... thank you!

6-8 Program – Kasey Lewis, Director:

I wanted to let you know that we've been getting lots of great feedback from families on the summer program. The students are having a great time!

The literacy curriculum from Voyager is AMAZING! I'm thinking of restocking the consumable supplies next summer (yarn, glue, paper, etc), and making it the curriculum for the Title I summer program. It's got awesome assessments, engaging project-based learning (with intervention!) components, and the students are loving it. I didn't get the 8th grade curriculum, though, since we combined groups, and I'm wondering if there's a way we might be able to get it for summer next year (I know it's a while off, but I'd rather ask now then forget later!).

I hope the summer is going great! We're having a blast here.

- ✓ Work continues of the development of the Seacoast Virtual School Consortium. A proposal is being developed to present to the Board at the August 9 Regular Board Meeting. If the Board approves the proposal, it will be forwarded to the NH DOE for approval. Seacoast Virtual Consortium is targeted for students in kindergarten through the eighth grade. Florida Virtual School will provide the online curriculum and teachers. The Seacoast Virtual Consortium will be an alternative program. Following consultation with the NH DOE representatives Caitlyn Davis and Nate Greene, this was identified as the best route to be operational for the 2021-2022 school year. Caitlyn Davis and Nate Greene are working to find seed funds to assist with the initial startup cost. The charter school process would require a year. The charter school can be considered by the consortium for the future. Potential participating districts will need to make a final determination.
- ✓ Last week, the Board Negotiations Team did provide the DPA a proposal. On Wednesday, July 21, the Board Negotiations Team received a counter proposal.
- **Weekly Review for Monday, July 26 through Friday, July 30**
 - ✓ I was on vacation in Cincinnati, Ohio.
 - ✓ On Tuesday, July 27 and Wednesday, July 28, I did participate with the members of the Leadership Team professional development provided by Research for Better Teaching -*Building a Stronger Adult Professional Culture*. The third session of the professional development will be on Wednesday, September 29. I found the program to be informative and thought provoking. The program emphasizes the development of 12 norms of adult professional culture:



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1. Frequent teaching in the presence of other adults (public teaching)
2. Safety to take risks, be vulnerable in front of colleagues
3. Constant learning about High-Expertise Teaching
4. Deep collaboration and deliberate design for interdependent work and joint responsibility for student results
5. Non-defensive self-examination of teaching
6. Constant use of data to refocus teaching
7. Environment of Reflection with Habits of Mindful Inquiry
8. Urgency and press to reach all students and do better for our disadvantage students
9. Commitment to implement "smart is something you can get" in classroom practices, class structures and school policies and procedures
10. Application and recognition
11. Demanding and high standards for teaching expertise for all teachers
12. Honest, open communication and ability to have difficult conversations