



DOVER SCHOOL BOARD – AGENDA

Meeting Type: **Regular Session #11**
Meeting Location: **McConnell Center, Room 306**
Meeting Date: **Monday, November 8, 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. Non-Public Meeting #7, October 4, 2021
 - 2. Regular Meeting # 10, October 4, 2021
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Shea Cook / Social Studies Teacher / Dover Middle School / Resignation
 - b. Lesley Allen / Language Arts Teacher / Dover Middle School / Resignation
 - c. Robyn Hayes / Special Education Teacher / Dover Middle School / Resignation
 - d. Maria Rouillard / Administrative Assistant / Woodman Park School / Retirement
 - e. Vicki Cote / Administrative Assistant / Dover High School / Retirement
 - f. Melissa Stein / Science Teacher / Dover Middle School / Retirement
 - g. BarBara Soris / Teacher / Woodman Park School / Retirement
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nomination
 - b. DPA Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** November Donations
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - 1. DAF – Administration of Federal Grant Funds – First Reading (Revisions)
 - 2. DSAF – Student and School Activities Fund Management – First Reading (New Policy)
 - 3. ECAF – Audio & Video Surveillance on School Buses – First Reading (New Policy)
 - 4. EEA – Student Transportation Services – First Reading (Revisions)
 - 5. EEAA – Video and Audio Surveillance on School Property – First Reading (Revisions)
 - 6. EEAB – Establishment of School Bus Routes – First Reading (Revisions)
 - 7. EEAE – School Bus Safety Program – First Reading (Revisions)
 - 8. EEAE-R – Safety Guidelines for Parents/Guardians of Students Using Buses – First Reading (New Policy)
 - 9. EEAEA – Mandatory Drug & Alcohol Testing – School Bus Drivers and Contracted Carriers – First Reading – (Revisions)



**DOVER SCHOOL
DISTRICT**

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10. EEAEA-R – Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers – First Reading (New Policy)
11. EEAEC – School Transportation Policy – First Reading (Withdraw)
12. EEAG – Use of Private Vehicles to Transport Students – First Reading (Revisions)
13. FAA – Annual Facility Plan – First Reading (New Policy)
14. IHCD/LEB – Advanced Course Work/Advanced Placement Courses & Stem Dual & Concurrent Enrollment Program – First Reading (Revisions)
15. IK – Earning of High School Credit – First Reading (Revisions)
16. IKF – High School Graduation Requirements – First Reading (Revisions)
17. IMBC – Alternative Credit Options – First Reading (Revisions)
18. JICC – Student Conduct on School Buses – First Reading (New Policy)
19. JICC-R – School Bus Conduct Rules – First Reading (New Policy)
20. KCDA – Memorials, Dedications and Recognitions (New Policy)
21. KCDA-R – Memorials, Dedications and Recognitions Procedure (New Policy)
22. Safe Messaging Guidelines-SPRC (Supporting documentation for policies KCDA and KCDA-R)

J. POLICY ADOPTION:

1. BA – School Board By-Laws – Second Reading (Revisions)
2. BEC – Non-Public Sessions – Second Reading (New Policy)
3. BEDG – Meeting Minutes – Second Reading (Revisions)
4. EBCA – Crisis Prevention & Emergency Response Plans – Second Reading (Revisions)
5. GBCD – Background Investigation and Criminal History Records Check – Second Reading (Revisions)
6. IGE – Parental Objections to Specific Course Material – Second Reading (Revisions)
7. IGEA – Curriculum Guides and Course Outlines – Second Reading (Revisions)
8. IHBG – Home Education Instruction & Access to Curricular and Co-Curricular Programs – Second Reading (Revisions)
9. JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Second Reading (New Policy)
10. JEC – Change of School or Assignment-Manifest Educational Hardship – Second Reading (Withdrawal)
11. JLCJA – Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Second Reading (New Policy)

K. RESOLUTIONS:

1. Establishment of The Kate Crowell Scholarship Fund

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Food Services Update – Fresh Picks Café
2. Review of COVID-19 Metric and Identify Level of Restrictions
3. COVID-19 Guidelines – Group Usage of School Facilities
4. COVID-19 Guidelines – Dover High School and Dover Middle School - Winter Athletics
5. Quarantine Student Tutor Job Description
6. Bid Award – Fiscal Year 2022 Snow Removal Services
7. Summer Learning Program Update
8. 2020-2021 Dover School District Annual Report
9. Condition of Accounts



DOVER SCHOOL BOARD – AGENDA

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Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, November 8, 2021
Meeting Time:	7:00 p.m.

- 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.

Shea Cook
150 Brackett Rd.
Portsmouth NH, 03801

October 6, 2021

Dover Public Schools
61 Locust Street, Suite 409
Dover, NH 03820

Dear Dr. Harbron,

Please accept this letter as formal notice of my resignation as Eighth Grade Social Studies Teacher at Dover Middle School, effective January 21, 2022.

After a period of consideration, I have decided to return to school to earn my Master's in Nursing. I have truly enjoyed my time at Dover Middle School. Every day I have been inspired by the teachers and administration that are truly dedicated to connecting with students and helping everyone find their strengths through education. After 10 years in the field of education I feel it is time to pursue another professional passion in the field of nursing.

Under your leadership, I have no doubt that Dover Public Schools will continue to flourish.

Sincerely,

Shea Cook

Dover Middle School
16 Daley Drive
Dover, NH 03820

October 28, 2021

Dear Dr. Harbron,

Please accept this letter as formal notification of resignation from my position as a teacher with the Dover School District, and specifically, Dover Middle School. My last day will be Friday, November 12th, 2021.

I've recently accepted an offer to serve as an instructional designer at a hospitality corporation, and I am excited to explore this new path in my career journey.

I will do everything possible to wrap up grades and report card comments by the end of my last day, as that is also the day that grades close for the quarter.

While I am excited by the new opportunities I will be pursuing, I will remember my time at Dover Middle School with affection. Please do not hesitate to contact me if you need further information after I leave.

Kind regards,
Lesley Allen

October 28, 2021

To whom it may concern,

I am writing to inform you that I am resigning my position as Special Educator at Dover Middle School. I am resigning my position because of a variety of reasons; caseload size, lack of communication and consistency, technology, and training. Thank you for the opportunity to work at Dover Middle School.

Sincerely,

Robyn Hayes

October 18, 2021

Dear Dr. Harbron,

This letter is to inform you as of December 31, 2021, I will be retiring from my position as Administrative Assistant at Woodman Park School. (I hope this leaves you enough time to find my re-placement).

For 33 years I have been fortunate to work with such kind, caring, and dedicated professionals that always made each day a pleasure to come to work!

I will miss my "second home". My best wishes to everyone in the years to come.

Sincerely,

A handwritten signature in cursive script, appearing to read "Maria Rouillard", written in dark ink.

Maria Rouillard

Vicki A. Cote
17 Camelot Court
Nottingham, NH 03290
603-371-7203
hbgmom@comcast.net

November 5, 2021

Dr. William Harbron
Superintendent
25 Locust Dr.
Dover, NH 03820

Dear Bill,

I would like to inform you that I will be retiring effective June 20, 2022.

I have truly enjoyed working for the Dover School District and I sincerely appreciate the support provided to me during my 20 years as part of the School District.

While I look forward to enjoying my retirement, I will miss being part of the School District.

If I can be of any assistance before my departure or afterward please let me know. I'd be happy to provide what every assistance I can be to provide a smooth transition to my successor.

Sincerely,

A handwritten signature in cursive script that reads "Vicki A. Cote".

Vicki A. Cote

Melissa Stein
10 Meloon Road
Greenland, NH 03840
m.stein214@gmail.com
(302) 841-9313

October 14, 2021

Dr. William Harbron
Superintendent
Dover School District
61 Locust St. #409
Dover, NH 03820

Dear Dr. Harbron,

Please accept this letter as my formal note of resignation from my position as a seventh grade science teacher at Dover Middle School as of January 1, 2022. I have made the decision to retire so that I can be available to help with family medical issues. I hope you will accept my situation and understand my resignation.

It has been a privilege to work at Dover Middle School for the past 11 years. I am grateful to have had the opportunity to touch the lives of so many children.

Sincerely,

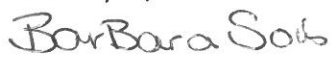
Melissa Stein

October 27, 2021

Dear Dr. Harbron,

In accordance with the CBA, please accept this letter as the notification of my intent to retire at the end of school year 2021-2022.

Thank you,

A handwritten signature in cursive script that reads "Barbara Soris".

Barbara Soris

Woodman Park School

Cc: Patrick Boodey

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

TO: **DOVER SCHOOL BOARD**

DATE: November 8, 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
Gauthier, Parker	Special Education Teacher	Dover High School	Timothy Reynolds	\$40,383	MA, Step 1
Peters, Ashlie	Special Education Teacher	Dover High School	N/A	\$38,951.00	BA Step 2

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

TO: **DOVER SCHOOL BOARD**

DATE: November 8, 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
Clarke, Bethany	Paraprofessional	Dover High School	Kathleen Beske	\$21.19/hr	C3, Step 5
Clinch, Kate	Paraprofessional	Woodman Park School	N/A	\$20.02/hr	C4, Step 1
Lowery, Shannon	Paraprofessional	Horne Street School	Nikki White (transferred to DHS)	\$18.99/hr	C2, Step 7
Pike, Sam	Paraprofessional	Dover High School	Anthony Paradise	\$14.44/hr	C2, Step 1
Pry, Shannon	Paraprofessional	Dover Middle School	Neal Baxter	\$18.99/hr	C2, Step 7
Valentine, Danielle	Paraprofessional	Woodman Park School	N/A	\$18.03/hr	C3, Step 2
Walters, Amanda	Paraprofessional	Dover Middle School	Krystal Hanson	\$14.44/hr	C2, Step 1

**Donation Request List for Approval
November 8, 2021 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
HSS	Hannaford Helps Schools Program	\$1,068.00	Monetary	To purchase items needed throughout the school.
DHS	Hannaford Helps Schools Program	\$1,098.00	Monetary	To purchase items needed throughout the school.

POLICY – CHANGES – PROPOSALS:

FIRST READING

DOVER SCHOOL DISTRICT	POLICY CODE: DAF
DATE OF ADOPTION: AUGUST 12, 2019	PAGE 1 OF 25

Time-Effort Reporting / Oversight ADMINISTRATION OF FEDERAL GRAND FUNDS

First Reading (Revisions)

~~The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.~~

~~As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.~~

~~**A. Compensation:** Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation—fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:~~

- ~~1. Is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and~~
- ~~2. Follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.~~

~~**B. Time and Effort Reports:** Time and effort reports shall:~~

- ~~1. Be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;~~
- ~~2. Be incorporated into the official records of the District;~~
- ~~3. Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;~~
- ~~4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;~~
- ~~5. Comply with the District's established accounting policies and practices;~~
- ~~6. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocations bases, or an unallowable activity and a direct or indirect cost activity.~~

~~The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent or designee is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.~~

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RECOMMENDATIONS

Category: Priority/Required by Law

Related Policies: DI, DID, DJ, DJC, DJE, DJF & DK

See also: ADB, EFAA, EHB, JICI & JRA

This Policy includes “sub-policies” relating to specific provisions of the Uniform Administrative Requirements for Federal Awards issued by the U.S. Office of Budget and Management. Those requirements, which are commonly known as Uniform Grant Guidance (“UGG”), are found in Title 2 of the Code of Federal Regulations (“CFR”) part 200. The sub-policies include:

Please change or delete page numbers according to your own formatting

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NOTICE: Notwithstanding any other policy of the District, all funds awarded directly or indirectly through any Federal grant or subsidy programs shall be administered in accordance with this Policy, and any administrative procedures adopted implementing this Policy.

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the New Hampshire Department of Education (NHDOE) or other applicable pass-through entity.

DOVER SCHOOL DISTRICT	POLICY CODE: DAF
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This policy establishes the minimum standards regarding internal controls and grant management to be used by the District in the administration of any funds received by the District through Federal grant programs as required by applicable NH and Federal laws or regulations, including, without limitation, the UGG.

The Board directs the Superintendent and/or Business Administrator to develop, monitor, and enforce effective administrative procedures and other internal controls over federal awards as necessary in order to provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal and/or state law and regulation and shall be based on best practices.

The Superintendent is directed to assure that all individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award and this policy.

To the extent not covered by this Policy, the administrative procedures and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

DAF-1 ALLOWABILITY

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. Cost Principles: Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.
 - a. To determine whether a cost is “reasonable”, consideration shall be given to:
 - i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;

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- ii. the restraints or requirements imposed by such factors as sound business practices, arm's length bargaining, Federal, State, local, tribal and other laws and regulations;
 - iii. market prices for comparable goods or services for the geographic area;
 - iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and
 - v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the "necessary" element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.
 - b. When determining whether a cost is "necessary", consideration may be given to whether:
 - i. the cost is needed for the proper and efficient performance of the grant program;
 - ii. the cost is identified in the approved budget or application;
 - iii. there is an educational benefit associated with the cost;
 - iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or
 - v. the cost addresses program goals and objectives and is based on program data.
 - c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.
2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
 3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
 4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
 5. Be determined in accordance with generally accepted accounting principles.
 6. Be representative of actual cost, net of all applicable credits or offsets.

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The term “applicable credits” refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.

8. Be adequately documented:

a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;

b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

B. Selected Items of Cost: The District shall follow the rules for selected items of cost at 2 CFR Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

C. Cost Compliance: The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect

1. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

2. “Indirect costs” are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results

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achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R Part 200 pertaining to determining indirect cost allocation).

- E. Timely Obligation of Funds: Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District – when the services are performed.

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3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
4. Public utility services – when the District received the services.
5. Travel – when the travel is taken.
6. Rental of property – when the District uses the property.
7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR Part 200, Subpart E – Cost Principles – on the first day of the project period.

F. Period of Performance: All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

Pre-award costs are those incurred prior to the effective date of the Federal award or subaward directly pursuant to the negotiation and in anticipation of the Federal award where such costs are necessary for efficient and timely performance of the scope of work. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the initial Federal awarding agency or of the NHDOE or other pass-through entity.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

DAF-2 CASH MANAGEMENT AND FUND CONTROL

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

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The District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 1. The District receives less than \$120,000 in Federal awards per year.
 2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 4. A foreign government or banking system prohibits or precludes interest bearing accounts.
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on

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Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System ("PMS") through an electronic medium using either Automated Clearing House ("ACH") network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

DAF-3 PROCUREMENT

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

Procurement of all supplies, materials equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, District policies, and procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-327) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall also conform to the provisions of the District's documented general purchase Policy {**}DJ.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made to lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

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To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

- A. Competition: All procurement transactions shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

1. unreasonable requirements on firms in order for them to qualify to do business;
2. unnecessary experience and excessive bonding requirements;
3. noncompetitive contracts to consultants that are on retainer contracts;
4. organizational conflicts of interest;
5. specification of only a “brand name” product instead of allowing for an “or equal” product to be offered and describing the performance or other relevant requirements of the procurement; and/or
6. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms or products to acquire goods and services, the pre-qualified list must include enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list as requested.

- B. Solicitation Language: The District shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The

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specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

C. Procurement Methods: The District shall utilize the following methods of procurement:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000¹. To the extent practicable, the District shall distribute micro-purchase equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

2. Small Purchases (Simplified Acquisition)

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property which is acquired above the aggregate dollar micro-purchase threshold and not exceeding the competitive bid threshold of \$250,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

3. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$250,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$250,000.

a. In order for sealed bidding to be feasible, the following conditions shall be present:

- i. a complete, adequate, and realistic specification or purchase description is available;**
- ii. two (2) or more responsible bidders are willing and able to compete effectively for the business; and**

¹ [REMOVE FOOTNOTE PRIOR TO ADOPTION] The 2020 UGG amendments (see 2 CFR 200.320) set the micro-purchase threshold at \$10,000, but allow a district, as a "Non-Federal entity" to "self-certify" a micro-purchase threshold above the default amount of \$10,000 up to \$50,000 under certain conditions. The non-Federal entity must establish the higher threshold on an annual basis, and would be required to maintain documentation available to the Federal awarding agency and auditors in accordance with 2 CFR 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of the following: (A) a qualification as a low-risk auditee, in accordance with the criteria in 2 CFR 200.520 for the most recent audit; (B) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; and (C) a higher threshold consistent with State law. Additionally, §200.320 allows a non-public entity to request a micro-purchase limit above \$50,000. NHSBA strongly encourages any school board wishing to establish a higher micro-purchase threshold to consult with its BA and private counsel.

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- iii. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

b. When sealed bids are used, the following requirements apply:

- i. Bids shall be solicited in accordance with the provisions of State law and ~~(**)DJE~~. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- ii. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
- iii. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- iv. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
- v. The Board reserves the right to reject any and all bids for sound documented reason.
- vi. Bid protests shall be handled pursuant to the process set forth in DAF-3.I.

4. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

- a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
- b. Proposals shall be solicited from an adequate number of sources.
- c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
- d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby

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competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- a. the item is available only for a single source;
- b. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; and/or
- d. after solicitation of a number of sources, competition is determined to be inadequate.

D. Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms: The District must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

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- E. Contract/Price Analysis: The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000 (i.e., the Simplified Acquisition/Small Purchase limit), including contract modifications. (See 2 CFR 200.324). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

- F. Time and Materials Contracts: The District shall use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiently. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls, and otherwise performs in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

- G. Suspension and Debarment: The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (See 2 CFR Part 180 Subpart G).

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Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (See 2 CFR Part 180 Subpart H).

The District shall not subcontract with or award sub-grants to any person or company who is debarred or suspended. For contracts over \$25,000 the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management ("SAM"), which maintains a list of such debarred or suspended vendors at www.sam.gov (which replaced the former Excluded Parties List System or EPLS); or collecting a certification from the vendor. (See 2 CFR Part 180 Sub part C).

Documentation that debarment/suspension was queried must be retained for each covered transaction as part of the documentation required under {**}DAF-3, paragraph J. This documentation should include the date(s) queried and copy(ies) of the SAM result report/screen shot, or a copy of the or certification from the vendor. It should be attached to the payment backup and retained for future audit review.

H. Additional Requirements for Procurement Contracts Using Federal Funds:

1. Clause for Remedies Arising from Breach: For any contract using Federal funds under which the contract amount exceeds the upper limit for Simplified Acquisition/Small Purchases (see DAF-3.C.2), the contract must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and must provide for sanctions and penalties. (See 2 CFR 200, Appendix II(A)).
2. Termination clause: For any contract using Federal funds under which the contract amount exceeds \$10,000, it must address the District's authority to terminate the contract for cause and for convenience, including the manner by which termination will be affected and the basis for settlement. (See 2 CFR 200, Appendix II (B)).
3. Anti-pollution clause: For any contract using Federal funds under which the contract amount exceeds \$150,000, the contract must include clauses addressing the Clean Air Act and the Federal Water Pollution Control Act. (See 2 CFR 200, Appendix II (G)).
4. Anti-lobbying clause: For any contract using Federal funds under which the contract exceeds \$100,000, the contract must include an anti-lobbying clause, and require bidders to submit Anti-Lobbying Certification as required under 2 CFR 200, Appendix II (I).
5. Negotiation of profit: For each contract using Federal funds and for which there is no price competition, and for each Federal fund contract in which a cost analysis is performed, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of the contractor's past performance, and industry profit rates in the surrounding geographical area for similar work. (See 2 CFR 200.324(b)).

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6. “Domestic Preference” Requirement: The District must provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States, to the greatest extent practicable. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District’s behalf (e.g. subcontractor, food service management companies, etc.). It also generally applies to all purchases, even those below the micro-purchase threshold, unless otherwise stipulated by the Federal awarding agency. See also additional “Buy American” provisions in {**}DAF-4.C regarding food service procurement.

7. Huawei Ban: The District may not use Federal funds to procure, obtain, or enter into or renew a contract to procure or obtain equipment, services, or systems which substantially use telecommunications equipment or services produced by Huawei Technologies Company or ZTE Corporation, or any of their subsidiaries.

I. Bid Protest: The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

J. Maintenance of Procurement Records: The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and records regarding debarment/suspension queries or actions. Such records shall be retained consistent with District Policy {**}EHB and District Administrative Procedures {**}EHB-R.

DAF-4 PROCUREMENT – ADDITIONAL PROVISIONS PERTINENT TO FOOD SERVICE PROGRAM

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

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A. Mandatory Contract Clauses: The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts:

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or
3. The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
4. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
5. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
6. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
7. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

B. Contracts with Food Service Management Companies: Procedures for selecting and contracting with a food service management company shall comply with guidance provided by the NHDOE, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts.

C. "Buy American" Requirement: NOTE - See  DAF-3.H.6 regarding "domestic preference" requirements for procurements other than for food service.

Under the "Buy American" provision of the National School Lunch Act (the "NSLA"), school food authorities (SFAs) are required to purchase, to the maximum extent practicable, domestic commodity or product. As an SFA, the District is required to

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comply with the “Buy American” procurement standards set forth in 7 CFR Part 210.21(d) when purchasing commercial food products served in the school meals programs. This requirement applies whether the District is purchasing the products directly or when the products are purchased by third parties on the District’s behalf (e.g., food service management companies, group purchasing cooperatives, shared purchasing, etc.).

Under the NSLA, “domestic commodity or product” is defined as an agricultural commodity or product that is produced or processed in the United States using “substantial” agricultural commodities that are produced in the United States. For purposes of the act, “substantial” means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowable under this provision as territories of the United States.

1. Exceptions: The two main exceptions to the Buy American requirements are:
 - a. The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
 - b. Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.
2. Steps to Comply with Buy American Requirements: In order to help assure that the District remains in compliance with the Buy American requirement, the Superintendent and/or Food Service Director shall
 - a. Include a Buy American clause in all procurement documents (product specifications, bid solicitations, requests for proposals, purchase orders, etc.);
 - b. Monitor contractor performance;
 - c. Require suppliers to certify the origin of the product;
 - d. Examine product packaging for identification of the country of origin; and
 - e. Require suppliers to provide specific information about the percentage of U.S. content in food products [optional: {from time-to-time} OR {state some other standard}].

DAF-5 CONFLICT OF INTEREST AND MANDATORY DISCLOSURES

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, board member, or agent of the school system who is engaged in the selection, award or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Superintendent who, in turn, shall disclose in writing any such potential conflict of interest to NHDOE or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of those parties has a financial or other interest in or received a tangible personal benefit from a firm considered for a contract. A covered individual who is required to

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disclose a conflict shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Superintendent shall timely disclose in writing to NHDOE or other applicable pass-through-entity, all violations of federal criminal law involving fraud, bribery, or gratuities potentially effecting any federal award. The Superintendent shall fully address any such violations promptly and notify the Board with such information as is appropriate under the circumstances (e.g., taking into account applicable disciplinary processes).

DAF-6 INVENTORY MANAGEMENT - EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award until such property is disposed in accordance with applicable laws, regulations and Board policies:

- A. “Equipment” and “Pilferable Items” Defined: For purposes of this policy, “equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, regardless of cost, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.
- B. Records: The Superintendent or designee shall maintain records that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
- C. Inventory: No less than once every two years, the Superintendent or designee shall cause a physical inventory of all equipment and pilferable items to be taken and the results reconciled with the property records. Except as otherwise provided in this policy {**}DAF-6, inventories shall be conducted consistent with Board Policy {**}DID.
- D. Control, Maintenance and Disposition: The Superintendent or designee shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:

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1. prevent loss, damage, or theft of the property; any loss, damage, or theft must be investigated;
2. to maintain the property and keep it in good condition; and
3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DAF-7 TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials shall be determined by the Superintendent or designee.

Travel costs shall be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the Superintendent or designee shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

DAF-8 ACCOUNTABILITY AND CERTIFICATIONS

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All fiscal transactions must be approved by the Superintendent who can attest that the expenditure is allowable and approved under the federal program. The Superintendent submits all required certifications.

DAF-9 TIME-EFFORT REPORTING / OVERSIGHT

The Superintendent will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

As a recipient of Federal funds, the District shall comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Section 200.430 of the Code of Federal Regulations requires certification of effort to document salary expenses charged directly or indirectly against Federally-sponsored projects. This process is intended to verify the compensation for employment services, including salaries and wages, is allocable and properly expended, and that any variances from the budget are reconciled.

A. Compensation: Compensation for employment services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation for personal services may also include fringe benefits, which are addressed in 2 CFR 200.431 Compensation – fringe benefits. Costs of compensation are allowable to the extent that they satisfy the specific requirements of these regulations, and that the total compensation for individual employees:

1. is reasonable for the services rendered, conforms to the District's established written policy, and is consistently applied to both Federal and non-Federal activities; and
2. follows an appointment made in accordance with the District's written policies and meets the requirements of Federal statute, where applicable.

B. Time and Effort Reports: Time and effort reports shall:

1. be supported by a system of internal controls which provide reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. be incorporated into the official records of the District;
3. reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of the compensated activities;
4. encompass both Federally assisted and other activities compensated by the District on an integrated basis;
5. comply with the District's established accounting policies and practices;
6. support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award, a

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Federal award and non-Federal award, an indirect cost activity and a direct cost activity, two (2) or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity.

The District will also follow any time and effort requirements imposed by NHDOE or other pass-through entity as appropriate to the extent that they are more restrictive than the Federal requirements. The Superintendent or designee is responsible for the collection and retention of employee time and effort reports. Individually reported data will be made available only to authorized auditors or as required by law.

DAF-10 GRANT BUDGET RECONCILIATION AND GRANT CLOSEOUT

- A. Budget Reconciliation: Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

- B. Grant Closeout Requirements: At the end of the period of performance or when the Federal awarding agency determines the District has completed all applicable administrative actions and all required work under the grant, the agency will close out the Federal award. If the award passed-through the State, the District will have 90 days from the end of the period of performance to submit to the State all financial, performance, and other reports as required by the terms and conditions of the award.

Failure to submit all required reports within the required timeframe will necessarily result in the Federal awarding agency reporting the District's material failure to comply with the terms of the grant to the Office of Management and Budget (OMB), and may pursue other enforcement actions.

The District must maintain all financial records and other documents pertinent to the grant for a period of three years from the date of submission of the final expenditure report, barring other circumstances detailed in 2 CFR 200.344.

DAF-11 SUB-RECIPIENT MONITORING AND MANAGEMENT

When entering agreements involving the expenditure or disbursements of federal grant funds, the District shall determine whether the recipient of such federal funds is a "contractor" or "subrecipient", as those terms are defined in 2 CFR §200.23 and §200.93, respectively. See also guidance at 2 CFR §200.330 "Subrecipient and contractor determinations". Generally, "subrecipients" are instrumental in implementing the applicable work program whereas a "contractor" provides goods and services for the District's own use. Contractors will be subject to the District's procurement and purchasing policies (e.g., {**}DAF-3 relative to federal grant funds, {**}DJE relative to bidding

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requirements for non-federal money projects, etc.). Subrecipients are subject to this Policy.

Under the UGG, the District is considered a "pass-through entity" in relation to its subrecipients, and as such requires that subrecipients comply with applicable terms and conditions (flow-down provisions). All subrecipients of Federal or State funds received through the District are subject to the same Federal and State statutes, regulations, and award terms and conditions as the District.

A. Sub-award Contents and Communication.

In the execution of every sub-award, the District will communicate the following information to the subrecipient and include the same information in the sub-award agreement.

1. Every sub-award will be clearly identified and include the following Federal award identification:
 - a. Subrecipient name
 - b. Subrecipient's unique ID number (DUNS)
 - c. Federal Award ID Number (FAIN)
 - d. Federal award date
 - e. Period of performance start and end date
 - f. Amount of federal funds obligated
 - g. Amount of federal funds obligated to the subrecipient
 - h. Total amount of the Federal award
 - i. Total approved cost sharing or match required where applicable
 - j. Project description responsive to FFATA
 - k. Name of Federal awarding agency, pass through entity and contact information
 - l. CFDA number and name
 - m. Identification of the award is R&D
 - n. Indirect cost rate for the Federal award
2. Requirements imposed by the District including statutes, regulations, and the terms and conditions of the Federal award.
3. Any additional requirements the District deems necessary for financial or performance reporting of subrecipients as necessary.
4. An approved indirect cost rate negotiated between subrecipient and the Federal government or between the pass-through entity and subrecipient.
5. Requirements that the District and its auditors have access to the subrecipient records and financial statements.
6. Terms and conditions for closeout of the sub-award.

B. Subrecipient Monitoring Procedures.

The Superintendent is responsible for having all the District project managers monitor subrecipients. The District will monitor the activities of the subrecipient to ensure the sub-award is used for authorized purposes. The frequency of monitoring review will be specified in the sub-award and conducted concurrently with all invoice submission.

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Subrecipient monitoring procedures include:

1. **At the time of proposal, assess the potential of the subrecipient for programmatic, financial, and administrative suitability.**
2. **Evaluate each subrecipient's risk of noncompliance prior to executing a sub-award. In doing so, the District will assess the subrecipient's:**
 - a. **Prior experience with the same or similar sub-awards.**
 - b. **Results of previous audits and single audit (if applicable).**
 - c. **New personnel or new or substantially changed systems.**
 - d. **The extent and results of Federal awarding agency monitoring.**
3. **Confirm the statement of work and review any non-standard terms and conditions of the sub-award during the negotiation process.**
4. **Monitor financial and programmatic progress and ability of the subrecipient to meet objectives of the sub-award. To facilitate this review, subrecipients are required to submit sufficient invoice detail and a progress report. The District project managers will encourage subrecipients to submit regular invoices.**
5. **Invoices and progress reports will be date stamped upon receipt if received in hard copy. A record of the date of receipt will be maintained for those invoices sent electronically.**
6. **In conducting regular oversight and monitoring, the District project managers will:**
 - a. **Verify invoices that include progress reports.**
 - b. **Review progress reports to ensure project is progressing appropriately and on schedule.**
 - c. **Compare invoice to agreement budget to ensure eligibility of costs and that costs do not exceed budget.**
 - d. **Review invoice to ensure supporting documentation is included and invoices costs are within the scope of work for the projects being invoiced.**
 - e. **Obtain report, certification and supporting documentation of local (non-federal)/in-kind match work from the subrecipient.**
 - f. **Review subrecipient match tasks for eligibility.**
 - g. **Initial the progress report and invoice confirming review and approval prior to payment.**
 - h. **Raise any concerns to the Superintendent.**
7. **The Superintendent upon recommendation from the project's manager, will approve the invoice payment and will initial invoices confirming review and approval prior to payment.**
8. **Payments will be withheld from subrecipients for the following reasons:**
 - a. **Insufficient detail to support the costs billed;**
 - b. **Unallowable costs;**
 - c. **Ineligible costs; and/or**
 - d. **Incomplete work or work not completed in accordance with required specifications.**

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9. Verify every subrecipient is audited in accordance with 2 CFR §200 Subpart F – Audit Requirements.

C. Subrecipient Project Files. Subrecipient project files will contain, at a minimum, the following:

1. Project proposal;
2. Project scope;
3. Progress reports;
4. Interim and final products; and
5. Copies of other applicable project documents as required, such as copies of contracts or MOUs.

D. Audit Requirements.

All subrecipients are required to annually submit their audit and Single Audit report to the District for review to ensure the subrecipient has complied with good accounting practices and federal regulations. If a deficiency is identified, the District will:

1. Issue a management decision on audit findings pertaining to the Federal award.
2. Consider whether the results of audits or reviews indicate conditions that necessitate adjustments to pass through entity's own records.

E. Methodology for Resolving Findings.

The District will work with subrecipients to resolve any findings and deficiencies. To do so, the District may follow up on deficiencies identified through on-site reviews, provision of basic technical assistance, and other means of assistance as appropriate.

The District will only consider taking enforcement action against non-compliant subrecipients in accordance with 2 CFR 200.339 when noncompliance cannot be remedied. Enforcement may include taking any of the following actions as appropriate:

1. Temporarily withhold cash payments pending correction of the deficiency;
2. Disallow all or part of the cost of the activity or action not in compliance;
3. Wholly or partly suspend or terminate the sub-award;
4. Initiate suspension or debarment proceedings;
5. Withhold further Federal awards for the project or program; and/or
6. Take other remedies that may be legally available.

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STUDENT AND SCHOOL ACTIVITIES FUND MANAGEMENT

First Reading (New Policy)

Activity funds are funds generated and accumulated by the school from the collection of student fees, school-approved fund raising, and other activities. These funds are held in trust by the school and are used to promote the general welfare of the school and educational development and morale of all students.

There are two main categories of activity funds:

Student Activity Funds (SAF) are funds generated by specific student groups, not by the district or school. Decisions about the expenditure of student activity funds are made by the students with the assistance of a school district employee sponsor, but always at the direction of students. All club and student funds are accounted for in this grouping. These funds are accounted for as fiduciary trust funds not owned by the district (7000 fund series of accounts).

School Activity Funds (CAF) are special revenue funds raised locally at the school or donated to the school and include school office and departmental accounts. The expenditure of these funds must comply with state and board policy and with district regulations. These funds are accounted for with the special revenue governmental funds of the district (2000-3000 fund series of accounts).

The principal of the school shall be responsible for the proper administration of the financial activities of the student and school activities fund in accordance with state law and appropriate accounting practices and procedures.

Accounting Standards:

1. Student activity funds shall utilize a computerized fund accounting system, maintaining separate funds for each activity.
2. Funds shall only be used in accordance with the stated general purposes of the supporting activity.
3. All school classes or clubs engaging in financial transactions must maintain its account with the student activity fund of the school.
4. Senior class accounts shall be released to the class president or treasurer within one year of the date of class graduation.
5. Scholarship funds shall be held in custody and administered by the Trustees of the Town Trust Funds as required by New Hampshire RSA 31:31.

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6. All Payments generated from the activity checking account will be approved through the District's electronic purchase ordering system with centralized check printing out of the business office like all other purchasing transactions handled by the District.
7. Student activity funds shall not be used as a substitute for the School District's normal purchasing process.

The Dover School District Business Administrator shall have oversight responsibility of all Dover School District student activity fund accounts. Student activity accounts are subject to auditing at any time by the Business Administrator or designee, and by the School District external auditors on an annual basis.

OTE: Booster clubs, PTAs, and other associated groups may not use the District's tax exemption certificate or employer identification number. By law, these groups must obtain their own tax exemption status and employer identification number.

Statutory Reference:

RSA 31:31, Trust Funds for Districts

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AUDIO & VIDEO SURVEILLANCE ON SCHOOL BUSES

First Reading (New Policy)

General Authorization

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2.

NOTE CONCERNING AUDIO RECORDINGS: Recordings that include audio must also comply with the limitations of RSA 570-A:2, II (k)(2), which provides in pertinent part: "In no event, however, shall the recording be retained for longer than 10 school days unless the school district determines that the recording is relevant to a disciplinary proceeding, or a court orders that it be retained for a longer period of time. An audio recording shall only be reviewed if there has been a report of an incident or a complaint relative to conduct on the school bus, and only that portion of the audio recording which is relevant to the incident or complaint shall be reviewed."

Notification

This policy constitutes notification that audio and video recordings may be made on school buses used in the district.¹ See also Board policy {**}JICK - Pupil Safety and Violence Prevention.

The Superintendent or designee shall ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring. Notification of such video and audio recordings on the bus will also be included in the Student-Parent/Guardian Handbook as well as the District and school websites.

Procedures Concerning Usage and Retention of Audio Recordings.

The Superintendent is charged with establishing additional administrative procedures consistent with this policy to address the length of time which any audio recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings. Video recordings without audio may be used, retained or destroyed as provided in Board policy {**}EEAA.

Recordings may be viewed/heard only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Transportation Coordinator
- Investigators or attorneys retained by district

¹ [Delete footnote.] For districts that have not previously recorded on school buses, RSA 570-A:2 requires that the School Board publicly authorize such recordings after public hearing, in addition to appropriate notification of parents/guardians. Districts that have previously authorized audio recordings on buses do not need to hold another public hearing.

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- Business Administrator
- Building Administrator
- Law Enforcement Officers
- Parent/guardian of any student involved in disciplinary proceedings and present on the recording.

The Superintendent is authorized to consult with the District's attorney relative to the use and retention of an audio and video recording either generally or in reference to a particular occurrence.

Student Records

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy {**}JRA shall apply.

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STUDENT TRANSPORTATION SERVICES

First Reading (Revisions)

~~The Dover School District shall provide transportation for pupils to schools in the district consistent with provisions of RSA 189:6, 189:9, provided they live one mile or more from the school. The following policies shall apply.~~

GENERAL OPERATING POLICY

- ~~A. Bus routes shall be established by the Superintendent, subject to review by the School Board. Routes will be developed annually and posted.~~
- ~~B. Private school transportation will be integrated where possible and when required by law.~~
- ~~C. Bus stops shall be established under the direction of the Superintendent. A bus stop so established will be designated as authorized when the School Board has approved its designation as such. Drivers may not load or unload pupils at other than authorized bus stops.~~

STUDENT CONDUCT ON SCHOOL BUSES

~~The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the student's principal in writing. Video and audio devices may be used on buses to support the bus driver's reports of unacceptable conduct. Such devices will be used in compliance with policy EEAA, Video and Audio Surveillance on School Property. The Superintendent or his/her designee will have the authority delegated by the Superintendent to suspend the riding privileges of students who are disciplinary problems on the bus by failing to conform to the rules and regulations promulgated by the School Board. Parents of children whose pattern of behavior and conduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of school bus riding privileges in accordance with the student discipline code. Suspensions to continue beyond twenty (20) days must be approved by the School Board (RSA 189:9a).~~

RESOLUTION OF CONFLICTS

~~A parent who wishes to request a change or exemption from any of the student transportation policies shall direct that request first to the SAU transportation coordinator. If the parent is not satisfied by the ruling of the SAU transportation coordinator, he or she may appeal the ruling within five days to the Superintendent or his/her designee. If the parent is again not satisfied by the ruling, he or she may appeal to the Superintendent within the next five-day period. As a last appeal the parent may request to appear before the School Board's Transportation Committee.~~

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RECOMMENDATIONS

A. General Policy, Transportation Coordinator and Determination of Residency.

The District will, make available transportation services to all regular education resident students grades K-12¹, grades K-12, who live at least 2 miles from their assigned school.

The Superintendent, or designee, will fulfill the duties of Transportation Coordinator as described in this and other applicable Board policies.

Residency is determined under RSA 193:12. For children with parent/guardians residing in separate households, residency will be determined pursuant to RSA 193:12, I (a)(2) and, when applicable, parenting plans established under RSA 461-A. In such circumstances, the District is not required to provide transportation beyond the designated attendance area for the school to which the child is assigned, or beyond the geographical limits of the school district in which the child resides. Parents/guardians in such circumstances should contact the Superintendent's office with any questions or requests for special accommodations.

Pupils who attend chartered public or non-public schools shall be entitled to the same transportation privileges within the District as are provided for pupils in public school using the same routes and termination points as are established for students attending the District's schools. Drivers may not load or unload pupils at other than authorized bus stops.

The District shall also provide transportation to, and pay transportation costs for, all students who reside in the District and attend a regional career and technical education center, or who attend an alternative program at a regional career and technical education center or other comprehensive high school. The Superintendent is responsible for recovering such transportation costs per RSA 199-E:8.

B. Establishment and Appeal of Routes, Schedules and Stops

The Transportation Coordinator will establish bus routes, schedules and stops pursuant to Board policy ~~EEAB~~EEAB. Routes will be developed annually and posted.

¹ [Delete footnote.] The statutory minimum is 2 miles for grades K-8 (RSA 189:6), with an additional requirement that children eligible for transportation must have an available stop within 1 mile of home. Most districts provide transportation beyond the statutory minimum. It is good practice, and in some instances, can limit litigation exposure to have the parameters set by Board policy. This policy should describe those general standards (Example: *The District will, make available transportation services to all regular education resident students all students K-12 who reside more than 1.5 miles from their assigned school. Additionally, there shall be a "late bus" provided for middle and high school students who participate in after-school activities. The late bus will only provide transportation to a single location in each of the District's constituent towns.* Note that unilateral changes by the board might interfere with existing transportation contracts.

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Parents who wish to request a change or exemption from any of the Board transportation policies, including bus routes or bus stops, may engage in the request and appeal process detailed in Policy {**}EEAB.

C. Authorized Transportation Providers

The District authorizes students to be transported to school or school activities via school bus drivers, and to school activities via contracted carriers. See Policy {**}EEAE for details.

All other authorized transportation of students must be in accordance with Policy {**}EEAG.

D. Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report, in writing, misconduct to the student's Principal.

Student conduct while on District transportation is regulated in accordance with Board policy {**}JICC, and any District or school rules implementing the same. See the District's School Bus Conduct Rules (administrative procedures {**}JICC-R).

Students who violate regulations for student conduct within those policies may have bus riding privileges suspended. Such suspensions are in addition to other interventions or disciplinary consequences provided under the Student Code of Conduct *[or other such rules as termed by the district]* and such other applicable Board policies and District or school rules and regulations. Parents/guardians may appeal transportation suspensions per Board policy {**}JICC and accompanying administrative procedures.

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VIDEO AND AUDIO RECORDING SURVEILLANCE ON SCHOOL PROPERTY

First Reading (Revisions)

~~The Board authorizes the use of video cameras and/or audio recording ("recording equipment") on District property to ensure the health, welfare, and safety of all staff, students, and visitors and to safeguard District buildings, grounds, and equipment. The Superintendent will approve appropriate use and/or locations of such recording equipment as set forth herein.~~

~~Placement and/or use of recording equipment will be based upon the belief that students, staff and visitors have no reasonable expectation of privacy in public areas or at public events that occur on school property. Under no circumstances shall recording equipment be used or placed in bathrooms or locker rooms.~~

~~Recording equipment may be placed or used on district property in accordance with the following requirements:~~

- ~~1. If a teacher intends to create a recording in a classroom, including one or more students, prior written consent must be obtained from the parent/legal guardian of each affected student in the class.~~
- ~~2. If a student, parent, administrator or member of the public wishes to create a classroom recording of a teacher, student or a class, prior written consent must be obtained from the affected teacher and the parent/legal guardian of each affected student.~~
- ~~3. Written consent is not required from the teacher or other affected students for the use of recording equipment pursuant to a student's IEP or 504 Plan, when the IEP or 504 Team determines that such recording is necessary for the delivery of a free appropriate public education (FAPE). In such cases, the IEP or 504 Team is expected to establish reasonable conditions and limitations reasonably necessary for the student to receive a FAPE. These recordings are not intended to be used for teacher evaluation or discipline.~~
- ~~4. The use of recording equipment is also authorized in non-classroom locations/settings including, but not limited to, hallways, offices, libraries, vestibules, doorways, buses, vans, walkways, parking lots, maintenance areas, lawns, fields, roadways, arenas, rinks, sporting venues, and gymnasiums.~~

~~Signs will be posted on school buildings to notify students, staff and visitors that video cameras may be in use. At the Superintendent's discretion, parents and students may also be notified through the student handbook and/or the District's FERPA Annual Notice. Students will be responsible for any violations of school rules or state/federal law caught on tape by cameras.~~

~~The district will retain copies of video recordings until they are erased in accordance with the district's practices relative to the retention or reuse of video tapes/files/storage. The Superintendent will consult with the necessary personnel to determine how and when such records should be deleted.~~

~~Whenever possible, videos containing evidence of a violation of student conduct rules and/or state or federal law will be retained until the issue of misconduct is no longer subject to review~~

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or appeal as determined by board policy or applicable law. Any release or viewing of the video will be in accordance with law and shall respect the privacy interest of others.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's educational record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply.

This policy is not intended to circumvent provisions of any collective bargaining agreement between the District and its employees.

Legal References

20 U.S.C.1232g, Family Educational Rights and Privacy Act (FERPA)

RSA 189:65 Definitions

RSA 189:68 Student Privacy

RSA 570-A:2

34 C.F.R Part 99, Family Educational Rights and Privacy and Act Regulations

RSA 189:6, Transportation of Pupils

RSA 189:8, Limitations and Additions

RSA 189:9, Pupils in Private Schools

Also see Dover School District Policies EEA, EEAE-R, EEAE, EEAE-C

RECOMMENDATION

The Board authorizes the use of video and/or audio devices consistent with applicable law and School Board policies. Notwithstanding other Board policies, the Superintendent is authorized to allow video and/or audio recordings to the extent either required or prohibited by law.

A. Surveillance.

Video surveillance is authorized on District property, including, without limitation, school buses and other district provided transportation, to ensure the health, welfare, and safety of all students, staff, and visitors to District property and to safeguard District buildings, grounds, and equipment.

1. Audio Surveillance.

Although video surveillance is permissive, surveillance with audio recording is only permitted on school buses – whether such buses are operated by the District or not - in accordance with RSA 570:A-2, II (k) and Board policy {}ECAF. Audio recordings are also authorized in classrooms per Section D below.**

2. Video Surveillance.

The Superintendent or designee will approve appropriate locations for surveillance cameras. Placement of cameras will be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view. However, such devices are not to be placed in bathrooms, or dressing or locker rooms.

Signs will be posted on school property to notify students, staff, and visitors that video recording devices may be in use. (More specific notice is required for audio recordings on school buses as provided under Board policy ECAF.) At the

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Superintendent's discretion, parents/guardians and students may also be notified through the Student-Parent/Guardian Handbook as well as the District and school websites. All persons will be responsible for any violations of school rules recorded by cameras.

The district will retain copies of video recordings until they are erased, which may be accomplished by either deletion or copying over with a new recording.

B. Video and Audio Recordings Used for Student Discipline Matters.

Video/audio recordings in District possession, whether or not recorded by District equipment, that contain evidence of a violation of student conduct rules, school board policy, and/or state or federal law, will be retained until the issue of the misconduct is no longer subject to review or appeal, as determined by board policy or applicable law. Any release or viewing of the recording will be in accordance with the law. Notwithstanding this paragraph, use of video/audio surveillance on school buses shall be in accordance with Policy {**}ECAF.

In the event any audio or video recording (from whatever source) is used as part of a student discipline proceeding, such video may become part of a student's education record. If recording does become part of a student's education record, the provisions of Policy {**}JRA shall apply. (In accordance with RSA 570:A-2 and Board policy {**}ECAF, retention and use of audio recordings gathered via bus surveillance have stricter requirements than video only or recordings from non-District sources.)

C. Video and Audio Recordings Used for Special Education Purposes.

Video and audio recordings may be used for special education or Section 504 purposes, when a student's individualized education program or accommodation plan includes audio or video recording as part of the child's education. All such recordings will be maintained in accordance with the Family Education Rights and Privacy Act, 20 U.S.C. section 1232g, and other applicable law(s).

D. Additional Video and Audio Recordings Authorized.

The school board permits the video and audio recording of the following school-related activities. The following purposes is not intended to be exhaustive and may be expanded or contracted by either administrative determination or school board action.

- Extracurricular/co-curricular activities
- Musical performances, band, concert band, ensemble, orchestra, choir
- Drama activities
- Club events
- Sporting events, including both inter and intra-scholastic
- Other activities such as student senate, yearbook, school pride, ROTC
- Ceremonies, orientation, presentations, school assemblies or meetings, or any school events which occur outside of the physical classroom.

E. Consultation with Counsel.

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The Superintendent (and other administrators if the Superintendent is unavailable) is specifically authorized to seek and obtain legal advice from the School Board/District's attorney with respect to any new use of surveillance or audio recordings, and/or relative to the use, sharing, ownership, retention and/or destruction of video or audio recordings.

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~~NO IDLING POLICY~~ ESTABLISHMENT OF SCHOOL BUS ROUTES

First Reading (Revisions)

~~The safety and welfare of students will be the first consideration in all matters pertaining to transportation. In an effort to protect students, staff, and drivers from excessive exposure to exhaust emissions, the School Board mandates that all vehicles, including all passenger vehicles and delivery trucks in a school zone, follow the guidelines restricting engine idling time.~~

- ~~1. School bus drivers will shut off bus engines upon reaching destination, and buses will not idle for more than five minutes while waiting for passengers. This rule applies to all bus use, including daily route travel, field trips, and transportation to and from athletic events. School buses will not be restarted until they are ready to depart and there is a clear path to exit the pick-up areas.~~
- ~~2. All passenger vehicles and delivery trucks are prohibited from idling for more than five minutes.~~
- ~~3. School bus companies and drivers will limit idling time during early morning warm-up to manufacturer's recommendations, generally five minutes in all but the coldest weather and for pre-trip safety inspections~~
- ~~4. School bus companies will evaluate and shorten bus routes whenever possible, particularly for older buses with the least effective emissions control.~~
- ~~5. All bus drivers will receive a copy of the School District's No Idling Policy at the beginning of every school year.~~
- ~~6. Exceptions to this policy are appropriate only to meet state regulations or when running an engine is necessary to operate required safety equipment or perform other functions that require engine-assisted power, e.g. waste-hauling vehicles, handicap accessible vehicles, etc.~~

~~The School District or independent contractor will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements known to bus drivers.~~

RECOMMENDATION

A. General Policy.

The Transportation Coordinator designated by the Superintendent pursuant to Board policy []EEA, in consultation with the Principal(s) and transportation provider shall establish bus routes, schedules and stops for all students eligible for transportation pursuant to Board policy [**]EEA. Routes will be over the most direct roads practicable for bus travel. Where an alternate route may be selected without sacrifice to efficiency or economy, preference will be given to that route serving the larger number of students more directly. Routes will be designed to employ as nearly as practicable the full carrying capacity of each bus trip. New routes will be established only when full capacity of the trips on existing routes has been reached or is imminent.**

The purpose of bus scheduling shall be to achieve maximum service with a minimum

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fleet of buses consistent with rendering equitable service to all eligible students. The measure of service rendered shall be the total time between leaving a bus stop in the morning and returning thereto in the afternoon on a regular bus trip. To the greatest extent possible, routes, schedules and stops will minimize and balance the time students spend on buses. However, priority in distance to stops will be given to younger children.

Authorized bus stops shall be located at convenient intervals in places where students can be loaded or unloaded, cross highways and await arrival of buses with the utmost safety permitted based upon highway conditions, terrain, and visibility. Bus stops will be situated so that no student is required to walk more than 1 mile to reach a stop. Per RSA 189:8, the maximum distance to stops can be extended to 1 ½ miles for students residing in areas which are inaccessible by the District's established mode of transportation, provided that the vehicle, route and schedule have been approved by the commissioner of education. The number of bus stops on each trip shall be limited, consistent with the policy, so as to enable buses to maintain a reasonable timetable and schedule.

B. Process for Establishing Bus Routes and Stops.

1. Transportation coordinator obtains student enrollment list in early July.
2. Transportation Coordinator and building Principal(s), evaluate past year's routes and stops, find houses of new students, and draft a route/stop proposal.
3. Proposed route and stop schedule is reviewed with Superintendent and/or designee.
4. In August Superintendent approves final route and stop schedule.¹
5. Routes and stops are posted on the District and school websites.
6. Late enrollments and other factors may necessitate alteration of approved and publicized routes and stops.

C. Parent/Guardian Requests for Changes and Appeals.

1. Change Requests. Students entitled to transportation service will be assigned to a school bus and stop and will be expected to adhere to the assignment. Parent requests for changes in a child's regular bus assignment should be sent to the Transportation Coordinator. Bus assignment changes will be made based on the following criteria:
 - a. Request must be written by parent or guardian.
 - b. Space must be available.

¹ [Delete footnote]. Some districts involve the School Board, while within Board authority, this can be problematic depending on Board availability. Boards could appoint sub-committee to carry out this function. For board or board committee, consider: "In August, the Superintendent or Transportation Coordinator presents the proposed route and stop schedule to the Board [Transportation Committee] for approval or revision."

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- c. Change in a student's regular bus assignment may be approved for the year, the half year, or the quarter. Changes for shorter periods will not be honored by the coordinator.
- d. Emergency situations or one-day changes may be authorized on a case-by-case basis by the Principal or designee. Any such one-time change must be requested in writing and in advance by the parent/guardian. The Principal/designee will coordinate the change directly.

2. Appeals of Change Requests.

- a. Appeals under C.1 must be presented in writing to the Superintendent within 10 calendar days of the Transportation Coordinator's decision.
- b. The Superintendent will review relevant information and consult with the parent/guardian, Principal and transportation contractor.
- c. If the Superintendent perceives a safety concern or if there is agreement that a change or addition to the route/stop is justified, the Superintendent will immediately make the change on a temporary basis. Changes will be brought to the Board for confirmation at its next scheduled meeting].
- d. If the Superintendent does not approve the request, the parent/guardian may request a review by the School Board. To initiate the review/appeal the parent/guardian must request review/appeal in writing to the Superintendent within 10 calendar days from the date of the Superintendent's decision.
- e. The Board will hear the appeal as part of its next available agenda subject to the availability of the parent/guardian.
- f. The Board will make its decision after hearing all appropriate information.

District Policy History:

First reading: _____

Second reading/adopted: _____

District revision history:

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SCHOOL BUS SAFETY PROGRAM

First Reading (Revisions)

A. **School Bus Safety Program.** The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. ~~Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.~~ **The Transportation Coordinator will assure that students using District transportation are provided annual instruction as to the proper procedure for boarding and exiting from a school bus, and in proper and safe conduct while aboard. See School Bus Conduct Rules at ~~(**)JICC-R.~~ Additionally, the Transportation Coordinator will assure that emergency evacuation drills from school buses will be conducted at least two times a year to acquaint student riders with procedures in emergency situations (See RSA 189:6-a, I & II). Additionally, the Transportation Coordinator, is encouraged to establish guidelines for families relative to safe practices for students in between home and bus stops.¹**
2. ~~Emergency evacuation drills will be conducted at least two times a year (Oct.-May) to acquaint student riders with procedures in emergency situations.~~
3. All vehicles used to transport children will be inspected on a regular schedule to see that they meet applicable safety regulations.
4. ~~All drivers will be screened before employment for physical condition, proper license, and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed.~~ **All drivers, whether employed by the District or a contracted vendor, and whether certified school bus drivers or contracted carriers under RSA 376:2, VII, will be screened before employment for physical condition, proper license, criminal records background check (per Board policy ~~(**)GBCD,~~ and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed. All checks and screenings will be conducted in accordance with Board policy ~~(**)EEAEA~~**
5. ~~The Board authorizes use of video and/or audio surveillance on school buses to ensure the health, welfare, and safety of all students while riding on school buses.~~ **To help ensure the health, welfare, and safety of students, passengers and others relative to District provided transportation, the School Board has authorized use of video and/or audio surveillance on school buses. Conducting such surveillance, and the use of any subsequent recordings in student disciplinary proceedings, will be in accordance with Board policy ~~(**)ECAF.~~**

¹ ~~[Delete footnote.]~~ See NEW sample guidelines EEAE-R "Safety Guidelines for Parents/Guardians of Students Using School Buses."

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~~6. In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of Policy JRA shall apply. The Superintendent is authorized to contact the District's attorney for a full legal opinion relative in the event of such an occurrence.~~

7. The School District or independent contractor will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements known to bus drivers. It will also cooperate with local safety officials in formulating and accomplishing its school bus safety program.

B. Student Conduct on School Buses. Student conduct on District transportation shall be regulated in accordance with Board policy {}JICC and School Bus Conduct Rules {**}JICC-R. See also Board policy {**}EEA.**

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SAFETY GUIDELINES FOR PARENTS/GUARDIANS OF STUDENTS USING SCHOOL BUSES

First Reading (New Policy)

The following guidelines outline parent/guardian responsibilities relative to families using District school buses and transportation services.

1. Riding the school bus is a privilege. This privilege may be temporarily suspended or permanently revoked if a student's misconduct violates School Bus Conduct Rules, jeopardizes the safe operations of the school bus or the safety of the children riding this bus. See Board policies **EEA** and **JICC**, and District regulations **JICC-R**.
2. Parents/guardians are responsible for the safety of their children from the time they leave home in the morning until the time they board the school bus; and at the end of the school day from the time the school bus departs the loading/unloading area and the children reach home. Once the child enters the school bus, the authority lies with the bus driver and the school.
3. Students should leave home early enough so that they arrive at the designated school bus stop point five (5) minutes before the scheduled arrival time of the school bus.
4. Parents/guardians should be aware of their responsibility not only for their child's behavior while on the school bus, but also their responsibility for damage caused by their child(ren) to the property of others, including the school bus. When a child walks to and from the bus stop, and while they wait at the school bus stop, and when they walk home from the school bus stop at the end of the school day, they must show consideration and respect for the property of those citizens whose homes and places of business are located along these routes.
5. Parents/guardians, together with the child, should develop a route to and from the school bus stop, or school, which minimizes the exposure of the child to vehicular traffic. Shortcuts through isolated fields and woods or across streams or railroad tracks can often be dangerous. Entering of abandoned houses or deserted buildings by children on their way to or from school should not be condoned. The route should be direct and uninterrupted.
6. Parents/guardians should walk with younger children to and from the school bus stop, using this opportunity to teach the child(ren) proper pedestrian practice. If the parents/guardians cannot accompany their child(ren), arrangements should be made, if possible, for older children (brother, sister, or neighbor) to escort the younger children to and from the school bus stop or school.
7. Parents/guardians should develop in their child(ren) an awareness of the molestation (personal harassment) problem. Encourage children not to accept candy, soft drinks, money, toys or rides from strangers or to associate with anyone they do not know. If your child is confronted with these problems on their way to or from school, they should tell you or their teacher as soon as possible. This is a situation that should be referred to the police.
8. Parents/guardians should realize that weather determines how a child is to be

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dressed. Encourage your child to wear the type clothing that will not only keep them warm and enable them to see where they are going, but also permit them to be seen. If the child(ren) cannot be seen by the drivers of vehicles, they are in danger. For example, white clothing is difficult to see in snow, but makes one clearly visible at night. If the weather is inclement, the child should be dressed for the occasion and leave a few minutes earlier than their normal starting time in order to reach the school bus stop or school safely, and on time.

9. In inclement weather, announcements regarding the closing of schools or delayed opening begin at approximately 6:00 a.m. During severe weather conditions, pertinent information concerning the transportation program will be announced on the radio.
10. The application of common sense is the best method of determining the role of the parents/guardians regarding the safety of children traveling to and from school, either as a passenger on a school bus or as a pedestrian.

District Policy History:

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DATE OF ADOPTION: DECEMBER 9, 2013	PAGE 1 OF 2

MANDATORY DRUG AND ALCOHOL TESTING—SCHOOL BUS DRIVERS AND CONTRACTED CARRIERS

First Reading (Revisions)

1. Statement of Policy

The School Board believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the vehicle. ~~To fulfill such a responsibility, each driver, as well as others who perform safety sensitive functions with commercial vehicles that transport students, must be mentally and physically alert at all times while on duty. To that end, the Board has established this policy related to the fitness for duty of transportation personnel.~~

This policy applies to two categories of drivers:

- a. **school bus drivers (see RSA 189:13-b; 263:29 & 29-a);**
- b. **“contracted carriers”: drivers of vehicles designed to transport 16 or more passengers, including the driver, which are a contract carrier of passengers that has been contracted by the school (see RSA 376:2).**

Each driver, as well as others who perform safety-sensitive functions with commercial vehicles that transport students, must be mentally and physically alert at all times while on duty. To that end, the Board has established this policy related to the fitness for duty of transportation personnel.

The Superintendent or designee shall adopt and enact any procedures necessary or appropriate to assure compliance with applicable state and federal laws and regulations.

2. Medical Examination of School Bus Operators

In accordance with RSA 200:37, before employing any person as a school bus operator **driver**, directly or through a vendor, the School District shall require that such persons submit a certificate signed by a licensed physician setting forth the physician's findings as a result of the examination to determine the physical condition of drivers in accordance with the requirements of 49 C.F.R. Part 391.41-391.49. Such certificate shall be submitted to the School District prior to the commencement of such employment and the District shall retain a copy of such certification. Every 2 years thereafter, either prior to the commencement of the school year or prior to the reemployment of such persons as a school bus operator **driver**, the School District shall require submission of a like certificate, except that school bus operators attaining the age of 70 shall be required to undergo an annual examination and to submit a certificate annually. **This provision does not apply to contracted carriers.**

3. School Bus Driver's Certificate Certification

No person shall be employed as a school bus operator **driver**, directly or through a vendor, unless the person has received a School Bus Driver's Certificate from the NH Department of Motor Vehicles as required by RSA 263:29.

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Contracted carriers shall comply with all applicable provisions of RSA 376:2, as well as have a valid commercial driver's license and operate a vehicle with a valid state inspection sticker.

4. Criminal Background Investigation

Before employing any person as a school bus operator ~~driver~~, directly or through a vendor, **or as a contracted carrier**, the School District shall require a criminal background investigation as set forth in RSA 189:13-a and School District policy ~~{**}~~ **GBCD**. ~~If the school bus operators are~~ **For a school bus driver** employed directly by **or who volunteers for** the District, then the employee will pay for the investigation. If the District contracts with a vendor to provide ~~student~~ transportation services, either the vendor or the bus operator **driver** will pay for the investigation at the discretion of the vendor.

5. Mandatory Drug and Alcohol Testing

In compliance with the United States Department of Transportation's Title 49 Code of Federal Regulations, Part 391, all **commercial driver's license** (CDL) holders and personnel performing safety-sensitive functions related to the transportation of the students of this School District will be required to submit to drug and alcohol testing. Testing procedures and facilities used for the tests shall conform to the requirements of the 49 C.F.R. Part 40. **The District and any transportation contractor transporting students on behalf of the District shall utilize the Drug and Alcohol Clearinghouse to comply with all requirements for drug and alcohol testing and reporting, in accordance with 49 C.F.R. Parts 382 and 391.**

The term "CDL holder" means someone who is required as part of their job duties to hold a Commercial Driver's License. The term "safety-sensitive function" refers to all tasks associated with the operation and maintenance of commercial vehicles. A "commercial vehicle" is any vehicle capable of carrying 16 or more passengers including the driver.

If the School District employs the transportation personnel directly, the District will be responsible for ensuring compliance with the Mandatory Drug and Alcohol Testing requirements. If the School District contracts with a vendor to provide student transportation services, the vendor shall be the employer and provide assurance to the District on an annual basis that they are in compliance with the Mandatory Drug and Alcohol Testing requirements.

The Drug and Alcohol Testing will include pre-employment, random, reasonable suspicion and post-accident testing as defined by Department of Labor Regulations. The School District supports a zero-tolerance policy related to substance abuse. Therefore, any personnel who have a confirmed positive test for drugs or a confirmed alcohol concentration of 0.02 ¹ **or greater will be terminated from employment.**

¹ **[Delete footnote.]** In adopting and altering this policy, the recommended blood alcohol concentration maximum of 0.02 should not be raised past the threshold of 0.04, which is the regulatory maximum under 49 C.F.R. 391.21(e)(3)(i).

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DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS

First Reading (New Policy)

School bus and commercial vehicle drivers shall be subject to a drug and alcohol testing program that fulfills the requirements of the Title 49 of the Code of Federal Regulations Part 382.

Other persons who drive vehicles designed to transport 16 or more passengers, including the driver, are likewise subject to the drug and alcohol testing program.

Testing procedures and facilities used for the tests shall conform with the requirements of Title 49 of the Code of Federal Regulations, §§ 40, et seq.

Drug and Alcohol Clearinghouse.

The District will comply with the requirements of the Drug and Alcohol Clearinghouse, in accordance with 49 C.F.R. 391.23. Among other things, the rules provide that school districts that employ their own school bus drivers, or that otherwise employ or authorize the volunteer service of any CDL drivers, are required to:

1. Establish a user account that will enable appropriate personnel to access the clearinghouse database.
2. Report information related to drug and alcohol program violations into the database, as required by the federal regulations.
3. Query the database as part of their obligation to identify prospective drivers who have committed drug and alcohol program violations and who are not legally permitted to operate or perform other “safety-sensitive functions” related to school buses or other commercial motor vehicles.
4. Query the database at least annually for every CDL driver that is currently subject to the employer’s DOT testing program.

Pre-Employment Tests

Tests shall be conducted before the first time a driver performs any safety-sensitive function for the District.

Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work, until they are relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising, performing, or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driver requirements related to accidents; and performing any other work for the District or paid work for any entity.

The tests shall be required of an applicant only after they have been offered the position.

Exceptions may be made for drivers who have had the alcohol test required by law within the previous 6 months and participated in the drug testing program required by law within the previous 30 days, provided that the District has been able to make all verifications required by law.

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Post-Accident Tests

Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable on any driver:

who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; or

who receives a citation under state or local law, for a moving traffic violation arising from the accident.

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention.

No such driver shall use alcohol for 8 hours after the accident, or until after they undergo a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within 2 hours or if a drug test is not administered within 32 hours, the District shall prepare and maintain records explaining why the test was not conducted. Tests will not be given if not administered within 8 hours after the accident for alcohol or within 32 hours for drugs.

Tests conducted by authorized federal, state, or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

Random Alcohol and Drug Tests

Tests shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions. The number of random tests annually based upon the average number of driver positions must equal the greater of the respective rates determined annually by the United States Department of Transportation, or 15% for alcohol and 50% for.¹ Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made.

Reasonable Suspicion Tests

Tests shall be conducted when a supervisor or District official trained in accordance with law has reasonable suspicion that the driver has violated the Districts alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the drivers appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must

¹ Federal law governs the testing requirements for school transportation drivers. Under 49 CFR 382.305(c), the Federal Motor Carrier Safety Administration (FMSCA) sets an annual rate based on rates of incidents within a given industry. There's a website (<https://www.transportation.gov/odapc/random-testing-rates>) that updates the annual rates for each industry. For 2021, the rates are 50% for drugs, and 10% for alcohol.

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comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within 2 hours of a determination of reasonable suspicion, the District shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after 8 hours.

A supervisor or District official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

Enforcement

Any driver who refuses to submit to a post-accident, random, reasonable suspicion, or follow-up test shall not perform or continue to perform safety-sensitive functions.

Drivers who test positive for alcohol or drugs shall be subject to disciplinary action up to and including dismissal.

A driver who violates District prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help, if any, the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which they have a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that they have properly followed the prescribed rehabilitation program and shall be subject to unannounced follow-up tests after returning to duty.

Return-to-Duty Tests

A drug or alcohol test shall be conducted when a driver who has violated the District's drug or alcohol prohibition returns to performing safety-sensitive duties.

Employees whose conduct involved drugs cannot return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and District standards.

Follow-Up Tests

A driver who violates the District's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during, or just after the time when the driver is performing safety-sensitive functions.

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Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to their use of drugs or alcohol, including any records pertaining to their drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. the person designated by the District to answer driver questions about the materials;
2. the categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the workday the driver is required to comply with Part 382;
4. specific information concerning driver conduct that is prohibited by Part 382;
5. the circumstances under which a driver will be tested for drugs and/or alcohol under Part 382;
6. the procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct driver;
7. the requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. the consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
10. the consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and
11. information concerning the effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the drivers or a coworkers); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral

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to an employee assistance program, and/or referral to management.

Drivers shall receive notice that certain personal information that is collected and maintained as part of the district's DOT testing program must be reported to the DOT's secure, online clearinghouse database. This includes, for example, verified positive test results, refusals to submit to any DOT-mandated test, any alcohol or controlled-substance use that is prohibited by federal regulation, and information about a driver's follow-up and return-to-duty tests.

Drivers shall also receive information about legal requirements, District policies, disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials.

Before any driver operates a commercial motor vehicle, the District shall provide them with post-accident procedures that will make it possible to comply with post-accident testing requirements.

Before drug and alcohol tests are performed, the District shall inform drivers that the tests are given pursuant to the Code of Federal Regulations, Title 49, Part 382. This notice shall be provided only after the compliance date specified in law.

The District shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of their employment application.

The District shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District shall also tell the driver which controlled substance(s) were verified as positive.

Drivers shall inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect their ability to safely operate a commercial motor vehicle.

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SCHOOL TRANSPORTATION POLICY

First Reading (Withdrawn)

The District will provide pupil transportation services consistent with applicable law.

~~Pupils are expected to conduct themselves properly while riding the buses. Students who violate accepted standards for proper conduct will be reported for proper disciplinary action. Parents will be notified by the school of any violation, including verbal warnings. Any violation may subject the student to suspension from riding the bus. In the event of such action, notice of this action will be sent to the parent in writing, stating the reason and duration of the restriction. In no case will such action be taken without prior notification by the school to the child and parent.~~

~~Students are provided with a temporary bus pass for the start of the school year. Permanent school identification passes are created for Middle School and High School students in October or November of each year. Middle and High School students are required to carry a bus pass in order to ride on a district bus. Drivers may ask students to produce identification once a week (usually on Wednesday) in order to maintain accurate student bus ridership. This is necessary to eliminate overcrowding on buses and as a safety measure to identify students belonging on the bus in the event of an emergency.~~

~~It is important that all parents/guardians understand that the school's main concern is for the safety and welfare of all students and to ensure that students are transported in an efficient, timely, and safe manner to and from school. Since this should be the concern of parents also, we need parent support and cooperation. Should any parent/guardian feel the need to discuss any situation, concern, or problem relative to his/her child, the parent should feel free to contact the Business Administrator at 516-6800.~~

A. Who is a Bus Student and What Should a Student and Parent Know? **Riding the bus is a privilege!**

1. A student is considered a bus student if the student is a Dover resident:

- ~~a. In kindergarten through grade four who lives more than one mile from school~~
- ~~b. Beginning in the 2017-2018 school year, in grades five through eight who lives more than one and one-half miles from school~~
- ~~c. In grades nine through twelve who lives more than two miles from school~~
- ~~d. Identified as having a disability with transportation included in an IEP or 504 plan~~
- ~~e. Resides in an area designated hazardous by the Dover School Board~~
- ~~f. Attending a Dover private or charter school, with transportation to be provided as required by law.~~

~~The method for determining actual walking distance will be posted on the Dover School District website~~

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~~There will be a three-tier bus system whenever possible. Those students in kindergarten through grade 4 will ride together; students in grades 5 through 8 will ride together; and students in grades 9 through 12 will ride together. At times it will be necessary to combine tiers to address factors that affect the School District's ability to safely and/or efficiently transport students. Parents will be officially notified by the School District if that occurs.~~

- ~~2. For students who meet the above criteria, transportation will be provided to and from school.~~
- ~~3. For safety reasons, we encourage parents of kindergarten aged children to wait with their child at their morning bus stop.~~
- ~~4. Parents of kindergarten aged children (or other person as designated below) are required to be waiting at the child's afternoon bus stop or the child will not be released from the bus. The bus driver will return the child to his or her school until a parent can be contacted to pick up the child.~~
- ~~A parent may submit a request to waive this policy to the school's principal. Other appropriate arrangements may be made for the child's safe travel to their home or afterschool care (e.g., walk with older siblings, childcare provider, or other responsible adult). An approved waiver must be on file with the school, the bus company, and the bus driver or the child will not be released.~~
- ~~5. Special accommodations for transportation of students to other than their normal pick up or delivery will be allowed only if the student is a current rider and the accommodation is on the student's regular bus run. In cases when a student lives with two parents part time, accommodations may be made to pick up and drop off on a regular schedule at two Dover addresses.~~

B. The Purpose and Goal of Student Disciplinary Regulations Are as Follows:

- ~~1. To provide an atmosphere in which safety and welfare of all students are primary.~~
- ~~2. To promote an attitude of respect for public property and school transportation personnel.~~
- ~~3. To provide fair and reasonable treatment of students with regard to expected behavior.~~

C. School Bus Driver Responsibilities Toward Student Behavior:

- ~~1. The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the transportation provider.~~
- ~~2. The bus driver has the authority to reprimand, warn, and/or take initial action to acquire such control, as necessary, prior to notification of the transportation provider as long as it is carried out according to the transportation policy.~~

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- 3. — ~~After such action is taken, the bus driver will report any and all infractions to the transportation provider for further disciplinary action.~~
- 4. — ~~The bus driver will, upon request, attend any meeting or conference held with regard to a specific problem that occurs on the driver's school bus.~~
- 5. — ~~If a problem is creating an unsafe condition and a driver believes that the bus cannot continue in a safe manner, the transportation provider should be contacted immediately.~~
- 6. — ~~The bus driver will deal with individual students involved in misconduct while on the school bus and not penalize everyone on the bus.~~

D. — Student Behavior

~~Students are expected to demonstrate school-wide expectations on the bus.~~

At Bus Stops, Students Should:

- 1. — ~~Wait and ride only if approved by the school~~
- 2. — ~~Be orderly and safe~~
- 3. — ~~Arrive at least 5 minutes before the bus is scheduled to arrive. Schedules do not allow time for drivers to wait for students who are not ready.~~
- 4. — ~~Wait clear of traffic and back 6-10 feet from the road~~
- 5. — ~~Wait to approach only after the bus has stopped~~
- 6. — ~~Cross the street only in front of bus after the driver has put on the flashing lights and signaled to cross~~

Once on the Bus, Students Should:

- 1. — ~~Go directly to an available seat or assigned seat~~
- 2. — ~~Remain seated during the bus ride~~
- 3. — ~~Keep hands, heads, arms, and legs inside~~
- 4. — ~~Stay clear of emergency exit equipment~~
- 5. — ~~Keep any object(s) they have carried on the bus in their possession~~
- 6. — ~~Leave personal items in their bags (e.g., toys, etc.) Students can use electronic devices to listen to music and communicate.~~
- 7. — ~~Carry on only items that they can hold on their laps. Aisles must be kept free from books, lunch boxes, and other objects. Band Instruments and athletic equipment are allowed on the bus as long as they are placed on the student's lap or between their knees.~~
- 8. — ~~Not eat or drink food items. Water IS allowed on school busses.~~
- 9. — ~~Not willfully damage or deface any part of the school bus~~
- 10. — ~~Not carry living creatures on the bus (anything that eats or breathes)~~

For the Driver to Keep Attention to the Bus Operation and the Traffic, Students Must:

- 1. — ~~Not carry or use hazardous materials, nuisance items, such as laser lights, or aerosols~~
- 2. — ~~Not have or carry on weapons of any kind~~

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3. ~~Not use or carry tobacco products, drugs, alcohol, or any other controlled substance~~
4. ~~Not use profanity or make obscene gestures~~
5. ~~Observe all other school rules and policies~~
6. ~~Show respect for the driver and other students~~
7. ~~Not be involved in unsafe behavior of any kind~~

E. Procedure for Handling School Bus Discipline

Guidelines:

1. ~~Based on the severity of the violation, the first and second steps may be bypassed.~~
2. ~~Any revocation of student bus privileges may be appealed to the school administrator~~
3. ~~Suspension or revocation of riding privileges shall be in school days.~~
4. ~~Cases of criminal acts will be referred to the proper authorities.~~

1. First Offense (Grades K-12)

~~**Grades K-12:** The student is given a written warning.~~

~~When a student receives his/her first offense warning, a notice shall be sent by the school to the parent or legal guardian within two school days of the infraction.~~

2. Second Offense (Grades 5K-12)

~~Upon written receipt of a second complaint, an attempt will be made by the school to contact the parent(s)/legal guardian that day. A notice shall be sent by the school to the parent or legal guardian within two days of the infraction. The student will be suspended from bus privileges as outlined below:~~

~~_____ Grades 9-12 — Ten days~~

~~_____ Grades 5-8 — Three days~~

~~_____ Grades K-4 — The student may be suspended off the bus for one (1) day. The student will meet with Support Staff in a Bus Safety Group and may develop an Individual Bus Support Plan. Parent(s)/legal guardian will be notified by telephone that day by the school. All second offense notices will be sent to parent(s) or legal guardian.~~

3. Third Offense (Grades 5-12)

~~Upon written receipt of a third complaint, an attempt will be made by the school to contact the parent(s)/legal guardian that day. A notice shall be sent the school to the parent or legal guardian within two school days of the infraction, as well as the Office of the Superintendent. The student will be suspended from bus privileges as outlined below:~~

~~**Grades 9-12 — Twenty (20) days**~~

~~_____ Pending the decision of the Discipline Committee,
REVOCATION OF BUS PRIVILEGES for the remainder of
the school year or sixty school days, whichever is greater.~~

~~**Grades 5-8 — Ten (10) days**~~

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Grades K-4

~~Student may be suspended off the bus for five (5) days. Parent(s)/guardian will be notified that day by the school administration who will also notify the transportation provider. Upon student's return, he/she may have random supervised bus rides to reinforce appropriate behaviors. The school will reevaluate the Individual Bus Support Plan which may include assigned seating. All third offense notices will be sent by the school to the parent(s)/legal guardian within two school days of infraction.~~

4. ~~Fourth Offense (Grades K-8)~~

~~Upon written receipt of a fourth complaint, an attempt will be made by the school to contact the parent(s)/legal guardian that day. A notice shall be sent by the school to the parent or legal guardian within two school days of the infraction. The student will be suspended from bus privileges as outlined below:~~

Grades K-8 Twenty (20) days

~~Pending the decision of the Discipline Committee,~~
REVOCATION OF BUS PRIVILEGES ~~for the remainder of the school year or sixty school days, whichever is greater.~~

~~All fourth offense notices shall be sent by the school to the parent or legal guardian and the Office of the Superintendent within two school days of the infraction.~~

- 5. ~~Riding during Suspension:~~** ~~Suspension shall begin the next school day following verbal notification of the parent or legal guardian. Any student found to be riding any district bus during the period of suspension may have his/her bus privilege revoked for the remainder of the school year or sixty school days, whichever is greater.~~

F. ~~Appeal Process for Revocation of Bus Privileges:~~

~~(RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons.)~~

- ~~1. If the Dover School Board Discipline Committee has revoked a pupil's right to ride a school bus for disciplinary reasons, the parent or legal guardian of that pupil has the right of appeal within ten (10) days of the revocation to the Dover School Board. An appeal may be made verbally or in writing and must include specific reason(s) for the appeal.~~
- ~~2. All hearings for discipline held by the Dover School Board and all written and personal appeals shall be heard in nonpublic session.~~
- ~~3. Until the appeal is heard, or if the revocation of the pupil's right to ride the school bus is upheld, it shall be the parents' or legal guardians' responsibility to provide transportation to and from school for that pupil for the period of the revocation.~~

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G. Notification

1. ~~Building administrators shall be responsible for reviewing the transportation policy with students at the beginning of the school year and with any transferring students during the year.~~
2. ~~A notice shall appear in all student handbooks identifying that the transportation policy exists, and behavior on the bus will become part of the student's record that may cause a loss of bus privileges.~~
3. ~~The School Board has authorized the use of video cameras, with audio, on school buses as an aid to drivers in enforcing discipline. Audio and video evidence may be used to corroborate or refute alleged incidents of misconduct. Any video so used is to be kept in the office of the Superintendent of Schools until the opportunity for appeal has passed.~~
4. ~~Inclement weather announcements regarding the opening of schools begin at approximately 6 a.m. During severe weather conditions, pertinent information concerning school closing or a delayed opening will be announced on the following radio and TV stations: —~~
 - ~~WTSN 1270AM~~
 - ~~WOKQ~~
 - ~~WHEB~~
 - ~~Channel 6~~
 - ~~Channel 9~~

DOVER SCHOOL DISTRICT	POLICY CODE: EEAG
DATE OF ADOPTION: JUNE 10, 2019	PAGE 1 of 1

USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS

First Reading (Revised)

Any use of private vehicles to transport students to or from school, field trips, athletic events, or other school functions, must have prior authorization by the Superintendent or his/her designee. The Board specifically forbids any employee to transport students, except the teacher's own children, for school purposes without prior written authorization by the Superintendent or his/her designee. Individuals providing unauthorized student transportation do so at their own expense and liability.

Any employee or private citizen using their own or a rented vehicle to provide school-authorized student transportation must have automobile liability insurance of not less than \$500,000 Combined Single Limit and provide a Certificate of Insurance naming the District as an Additional Insured. The District will maintain liability insurance, which will be in excess of the owner's primary insurance for authorized student transportation.

Persons under contract with the school district to provide school transportation services must have a valid School Bus Driver Certificate/License in accordance with applicable rules and laws. All vehicles must be approved by the New Hampshire Department of Safety as meeting all applicable school bus safety standards. **If operating a vehicle owned by a contracted carrier of passengers and designed to transport 16 or more passengers (including the driver), the provisions of Policy EEAE apply in place of this paragraph.** Parents transporting their own children are exempt from this requirement, per Department of Safety regulations.

Persons providing transportation on an incidental basis, i.e., not specifically as part of a contract to transport, must have a valid driver's license, and the vehicle used must have a current New Hampshire inspection sticker. A commercial license is required for any vehicle that has a capacity of 16 or more.

No student shall be sent on school errands using any automobile. No student will transport another student for school authorized transportation.

Reimbursement for use of private vehicles may be made, but only if the employee or other person has prior approval of the designated administrator.

Policy Adopted: June 10, 2019

DOVER SCHOOL DISTRICT	POLICY CODE: FAA
DATE OF ADOPTION:	PAGE 1 OF 1

ANNUAL FACILITY PLAN

First Reading (New Policy)

- A. Drafting and Adoption. Each year, the School Board shall adopt an updated Facility Plan.¹ The first Facility Plan shall be adopted no later than November 15, 2021², with an updated plan approved by the Board by June 1 of 2023 and each year thereafter.

The Facility Plan shall be developed and drafted by the Superintendent or designee, and it shall be proposed to the School Board for comment and adoption at least 30 days prior to the adoption deadlines articulated above.

- B. Contents of Facility Plan. The Facility Plan shall account for each facility owned by the District and document the use of each such facility. For each then unused facility, the plan shall specify any uses intended within the next two years of the annual plan approval relative to academic purposes, extracurricular activities, administrative functions, and/or sports. Facilities for which no current or intended use is included on the plan shall be referred to in this policy as “Unused Facilities”.
- C. Annual Report to N.H. Department of Education. The Superintendent shall submit a report of Unused Facilities to the New Hampshire Department of Education, with the first such report due January 1, 2022 and subsequent reports due July 1 each year thereafter. Pursuant to RSA 194:61, such Unused Facilities are then encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. The specifics of the ROFR are described in RSA 194:61, III-VII.

District Policy History:

¹ [Delete footnote] This policy and the “Annual Facility Plan” is not intended to replace or even serve the same purpose of a capital improvement or strategic plan. Rather, it is to help assure compliance with newly enacted 194:61. Existing capital improvement, strategic or other such plans should inform the Annual Facility Plan.

² [Delete footnote] Under RSA 194:61, the District is required to submit a list of “unused facilities” to the DOE no later than January 1, 2022, and updated plans each July 1 thereafter. The dates used in this policy for the local board to approve/adopt a plan are intended to give Districts ample time to meet the statutory reporting time. Districts may use other dates to best suit their local needs.

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DATE OF ADOPTION: MARCH 9, 2020	Page 1 of 2

ADVANCED COLLEGE PLACEMENT
ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES
AND STEM DUAL AND CONCURRENT ENROLLMENT PROGRAM

First Reading (Revisions)

A. Advanced Course Work/Advanced Placement Courses

Any student who is ~~recommended~~ **capable of** and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and school counselors will aid students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, **at a different public school, a private school,** through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be earned **given**, provided the course comports are applicable with District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10, 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH"), **and/or career and technical education courses.**

The Superintendent or their designee shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent or designee shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;

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2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. ~~Provide criteria for student eligibility to participate in the program as established by CCSNH;~~ **Establish criteria for student eligibility to participate in the program;**
5. ~~Provide standards for course content as established by CCSNH;~~ **Establish standards for course content;**
6. ~~Provide standards for faculty approval as established by CCSNH;~~ **Establish standards for faculty approval;**
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities; **and**
10. **Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.**

Policy Adopted – March 12, 2018
Policy Revised – March 9, 2020

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DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 2

ACADEMIC ACHIEVEMENT EARNING OF HIGH SCHOOL CREDIT

First Reading (Revisions)

~~The philosophy of the School Board concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.~~

~~Therefore, the School Board feels it important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs and growth and to make instructional plans for the student. Thus, a sharing of information among parent, teacher, and student is essential.~~

~~The School Board supports staff efforts in finding better ways to measure and report student progress. It shall expect that:~~

- ~~1. Parents be informed regularly as to the progress their children are making in school.~~
- ~~2. Parents shall be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.~~
- ~~3. Insofar as possible, distinctions shall be made between a student's attitude and his/her academic performance.~~
- ~~4. At comparable levels, the school system shall strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.~~
- ~~5. When grades are given, the school staff shall take particular care to explain the meaning of marks and symbols to parents.~~
- ~~6. When no grades are given, and the student is evaluated informally in terms of his/her own improvement, the school staff shall provide a realistic appraisal of the student's progress.~~

A. Demonstration of Mastery

Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined in Board policy ILBAA as "a high level of demonstrated proficiency with regard to a competency."

Student assessment of mastery outside of normal classwork is the responsibility of the building Principal.

Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district-specified curriculum and assessment standards.

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B. Transfer Credits from Other Approved Schools

Students can receive credits toward graduation for courses from another approved school subject to this Section.

1. Awarding of Credit for Similar Courses from an Approved School. The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. For the purposes of this paragraph B, when reviewing the issue of whether a course or program is “similar”, the Principal shall consider District course descriptions and curricula, course syllabi, District and graduation competencies per Board policy ILBAA, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.

Approved schools include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.

2. Denial of Award Credit for Courses from Another School

The building Principal will provide a timely and written notification of denial to award credit. The written denial shall include a justification for denial, including discussion of criteria set out in paragraph B.1 and any other factors that support the Principal’s denial.

Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal’s denial. Any further review shall be subject to the provisions of Board policy BAAA.

District Policy History:

DOVER SCHOOL DISTRICT	POLICY CODE: IKF
DATE OF ADOPTION: 12/14/15	PAGE 1 OF 4

HIGH SCHOOL GRADUATION POLICY REQUIREMENTS

First Reading (Revisions)

~~The normal program of instruction for seniors may be modified to make adequate preparations for graduation exercises.~~

- ~~a. It is expected that graduation preparations will not dominate the operation of the school during the last few days of the school year.~~
- ~~b. If local conditions necessitate the holding of graduation exercised prior to the completion of the standard school year, in no case shall graduation be scheduled prior to the 172 day of instruction. No school day shall be modified for preparation activities prior to the 172th day.~~
- ~~c. It is understood that modifications in the schedule for the last few days of school shall apply only to seniors. All other classes shall complete 177 days of instruction and maintain their normal class schedules.~~

~~The above is in accordance with the State Board of Education policy on graduation.~~

Students generally earn a high school diploma through a combination of high school credit and proficiency or mastery of required District and Graduation competencies. Methods for earning credit are discussed in Board policy IK, while competencies are discussed in Board policy ILBAA. This policy outlines the specific courses, competencies and other specific requirements before a student will receive a diploma or other graduation credential. The Board reserves the right to impose additional academic requirements necessary to graduate and or receive a diploma.

A. Credit Requirements.

1. Awarding of Credit. Credit will be awarded in accordance with Board policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the Principal, and will be in accordance with Board policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.
2. Required Subjects and Credits. A minimum of twenty (20) credits are required to graduate and earn a high school diploma. The required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2) are:

Arts education: ½ credit

Information and communications technologies: ½ credit

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<u>English:</u>	<u>4 credits</u>
<u>Mathematics:</u>	<u>3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)</u>
<u>Physical sciences:</u>	<u>1 credit</u>
<u>Biological sciences:</u>	<u>1 credit</u>
<u>US and NH history:</u>	<u>1 credit</u>
<u>US and NH government/civics:</u>	<u>½ credit</u>
<u>Economics, including personal finance:</u>	<u>½ credit</u>
<u>World history, global studies, or geography”:</u>	<u>½ credit</u>
<u>Health education:</u>	<u>½ credit</u>
<u>Physical education:</u>	<u>1 credit</u>
<u>Open electives:</u>	<u>6 credits</u>
<u>Totals:</u>	<u>20 credits</u>

3. Alternative Credit Options. The Superintendent or Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Board policy IMBC, Alternative Credit Options and other applicable Board policies.

B. Required Graduation Competencies by Content Areas Credit(s).

In addition to the credits listed above required to graduate and earn a high school diploma, the district also requires students to demonstrate proficiency in competencies from the following content areas (including the requirements of Ed 306.27, Table 306-3):

Arts education

Information and communications technologies

English

Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis

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Physical sciences

Biological sciences

US and NH history

US and NH government/civics

Economics, including personal finance

World history, global studies, or geography

Health education

Physical education

Open electives

Totals

C. Passage of Civics Exam.

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

Effective for students graduating in 2024, the district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

D. Federal Student Aid Application.

Effective for students graduating in 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:

1. file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or

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2. file a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.

The District shall provide to each student and, if applicable, the parent/guardian, any support or assistance necessary to comply with the requirement above.

The District shall award a high school diploma to any student who is unable to meet the requirement above if the student has met all other graduation requirements and the building Principal attests that the District has made a good faith effort to assist the student or parent/guardian in filing an application or waiver.

The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if they determine that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.

E. Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Board policy IHBI, Alternative Learning Plans, shall apply in such an event.

District Policy History:

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DATE OF ADOPTION: DECEMBER 9, 2013	PAGE 1 OF 2

ALTERNATIVE CREDIT OPTIONS

First Reading (Revisions)

Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:

The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.

- The plan includes clear expectations for performance.
- The plan includes clearly defined methods and expectations for assessment.
- Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.

The Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.

Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.

The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:

- Definitions of allowable alternative learning opportunities
- Reasonable limits on the number of approved alternative courses that can be administered each school year – school-wide and per student
- The number of alternative credits each student may use toward graduation requirements
- Application and approval process
- Criteria for determining which requests satisfy a particular subject area requirement
- Identification of person(s) responsible for approval, supervision, and monitoring progress
- Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery
- Assurance of student safety including physical and technological
- Assurance of equal access for all students
- Assurance that approved alternative learning opportunities are consistent with all policies of this board
- The procedure will be made available to the public

It is the policy of the Board that alternative methods for the awarding of credit may include:

- Competency testing in lieu of enrollment under the provisions of Policy ILBAA
- Interdisciplinary credit

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- Satisfactory completion of course requirements at another ~~public school district, an approved private school or a home schooling experience~~
 - **an approved school under the provisions of Board policy IK;**
 - **an approved home education program (see Board policies IK and Board policy IHBG, and N.H. Dept. of Education Rule Ed 315).**
- ~~Transfer of credits earned by students before enrolling in the district, such as students moving into New Hampshire from another state or country~~
- **Demonstration of mastery of required coursework and material, pursuant to Board policy IK.**
- Extended learning opportunities under the provisions of Policy IHBH
- Online/virtual learning opportunities under the provisions of Policy IMBA
- ~~College Credit/Dual Credit~~ **College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD/LEB**
- Early Graduation **under Board policy IKFA**
- ~~Middle school acceleration to the extent that the course work exceeds the requirements for seventh or eighth grade, is consistent with the related high school course(s), and the student achieves satisfactory standards of performance.~~ **7th and 8th grade coursework meeting the standards of Board policy IMBD**

If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.

Funding

Unless otherwise recommended by the Superintendent and approved by the Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.

Policy History:

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STUDENT CONDUCT ON SCHOOL BUSES

First Reading (New Policy)

Students using school buses and other District transportation are under the jurisdiction of the School from the time they board the bus until they exit the bus. Additionally, Board policy {**}JICDD applies to “out-of-school” student conduct, including, but not limited to, conduct at or near school bus stops.

The Superintendent or designee will develop rules and regulations for conduct on buses. See District administrative School Bus Conduct Rules {**}JICC-R and these shall be printed in the Parent-Student Handbook, made available on the District and/or school website, and provided in other languages as needed.

Failure to abide by the School Bus Conduct Rules Continued, disorderly conduct or persistent refusal to submit to the authority of the driver may result in a student to be denied or suspended from the privilege of transportation in accordance with the RSA 189:9-a, and applicable District rules and procedures. See {**}JICC-R. Additionally, conduct on District transportation is subject to additional interventions, supports or consequences as provided in the Student Code of Conduct.

If a student is to lose the privilege of riding the bus (“transportation suspension”), advance warning will be given, except for misconduct that threatens or the health, safety or welfare of other students, staff or any other person. Parents/guardians of students who have had bus privileges suspended have a right to appeal the suspension within 10 calendar days to the person who issued the original suspension. Transportation suspensions exceeding 20 days must be approved by the Board. Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil’s parent/guardian. The Superintendent shall include such appeal and review procedures in the School Bus Conduct Rules referenced in the preceding paragraph. Transportation suspensions may extend to all District transportation according to the Student Bus Conduct Rules.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. The driver of the bus, along with the bus monitor, if applicable, is responsible for the orderly conduct of the students transported. Each driver and monitor has the support of the Board in maintaining good conduct on the bus.

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SCHOOL BUS CONDUCT RULES

First Reading (New Policy)

In order to ensure the safety of all students riding District provided school buses, appropriate behavior is required for all students. Transportation to and from school is an extension of the classroom and should be considered part of the school day. The issue of safety requires students to be on their best behavior while on school buses or vehicles.

The [Student Code of Conduct]¹ applies to students at all times when being transported on school buses or other District provided transportation to and from school or school activities. Thus, while students may lose the privilege to ride the bus or other District transportation due to students' failure to maintain the behavioral expectations, students may also be subject to interventions and/or disciplinary consequences for the same behaviors according to the Student Code of Conduct.

A. Behavioral Expectations & Rules for School Buses and Other District Provided Transportation.

1. Students should arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
2. Students shall wait in a safe place, clear of traffic until the bus stops, door is open, red flashing lights are on, and the driver has directed students to get on the bus.
3. Students shall wait in an orderly line and avoid horseplay.
4. Students may cross the road or street only in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Students shall go directly to an available or assigned seat when entering the bus and move in toward the window.
6. Students shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency door will be used for emergencies only.
7. Students shall observe normal classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and their decisions and requests must be followed.
8. Students shall not engage in verbal abuse and/or use abusive language to others.

¹ [Delete footnote.] Name of consolidated behavioral and disciplinary rules which establish the District's "system of supports and consequences" per RSA 193:13, XI. For further information see NHSBA samples JIC and JICD.

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9. Students may carry only objects that can be held safely on their own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
10. Students shall refrain from throwing or passing objects on, from or into buses.
11. Students shall refrain from eating and drinking on the bus.
12. Students shall respect the rights and safety of others.
13. Students may ride only the bus that they have been assigned, and students may only board or exit at their assigned stops. (Exceptions will only be made with a note from a Principal or Principal's designee.)
14. Students are prohibited from extending head, arms or objects out of the bus windows, and are not allowed to open windows without permission of the driver.
15. Only authorized riders are permitted on the bus.
16. When necessary, students will be expected to sit three passengers to a seat.
17. Students are strictly prohibited from possessing or using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules or the **[Student Code of Conduct]**,² The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
18. Students shall not use profane language or obscene gestures and shall make any excessive noises while on the bus.
19. Fighting, wrestling or acts of physical aggression are strictly prohibited.
20. Students shall not deface or otherwise damage the bus, the driver's or any other students belongings while on the bus. Students/Parents will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.
21. Pupil shall not carry hazardous material, nuisance items or animals onto the bus.
22. Students are prohibited from hitching rides via bumper or other parts of the bus.

B. Response and Consequences for Misconduct on School Buses.

Students not adhering to the above expectations may receive consequences as described below. However, when a student engages in any conduct that threatens or impacts the health or safety of students, staff or others, the Principal, Transportation Coordinator or Superintendent may impose more significant and immediate consequences including lengthier transportation suspensions.

The following will generally apply to violations of expectations **2 through 16**:³

² [Delete footnote.] See footnote 1.

³ [Delete footnote.] Adjust numbers if adding/subtracting expectations.

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First Referral: will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.

Second Referral: will result in one (1) hour after school detention. Parents/guardians must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange other transportation for their children home after a detention.

Third Referral: will result in an immediate five (5) day suspension from District transportation to and from school.

The following will generally apply to violations of expectations **2 through 16**⁴:

First Referral: will be an immediate five (5) day from all District transportation.

Second Referral: will be an immediate ten (10) day from all District transportation.

Third Referral: will result in the immediate suspension from all District transportation. "RSA 189:9 – Pupils prohibited for Disciplinary Reasons.

C. General Provisions Relating to Transportation/Bus Suspensions.

All transportation suspensions are measured by school days, not calendar days. Repeat transportation suspensions or suspensions over five (5) days will apply to all District transportation, including to and from school, as well as any school sponsored activity or program (e.g., field trips, athletic competitions, etc.).

Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian.

Any suspension to beyond twenty (20) school days must be approved by the school board.

If a pupils transportation privileges have been suspended for violations of the behavior rules or other disciplinary reasons, the parent or guardian of that pupil has right of appeal within ten (10) days of suspension to the authority who issued the suspension.

The Board should consult with counsel regarding the procedures to apply at any Board review or appeal regarding suspension of an individual's transportation privileges.

Until any appeal is heard, or if the suspension of pupil's privileges to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that pupil for the period of the suspension.

D. Audio and Video Surveillance on School Buses.

⁴ **[Delete footnote.]** Adjust numbers if adding/subtracting expectations.

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Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2. See Board policy {**}ECAF – Audio & Video Surveillance on School Buses.

E. Students with Disabilities:

Students with disabilities will be discipline in accordance with federal state law including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as set forth in the procedures developed by the administration.

District Policy History:

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MEMORIALS, DEDICATIONS AND RECOGNITIONS

First Reading (New Policy)

The loss of a student or staff member deeply impacts the school and larger community. Decisions made in the aftermath of a crisis or death can be filled with emotion and should not be made without the full consideration of potential implications. The Dover School Board has developed this policy to provide a process for memorial decision-making and to provide guidelines surrounding them.

General Statement of Policy

In recognition that schools are designed primarily to support learning, it is best that Dover schools should not serve as venues for memorializing students and staff. Memorial activities expressed at school need to be appropriate in scope and duration and serve the purpose to help the community grieve and heal.

The administration of the school in consultation with the crisis response team will assist students and families in selecting memorial activities that are appropriate for school and assist students and staff in healthy bereavement. It is further recognized that the building administration should have discretion in these situations to make professional judgments in consultation with the crisis response team and the superintendent.

Cross Reference: KCDA-R – Memorials, Dedications and Recognitions Procedure

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MEMORIALS, DEDICATIONS AND RECOGNITIONS PROCEDURE

First Reading (New Policy)

Flags: Flying a flag at half-staff can only be ordered by the President or Governor.

Assemblies: Large memorial assemblies should not be convened at school and funerals should not be held on school grounds. When spontaneous assemblies of grieving persons occur, they should be managed by allowing reasonable time to assemble in the individual or group's natural school setting (e.g. classroom, common area, etc.), then asking students and staff to continue with their school day and routine. It is important to provide a place for people to process individually or in small groups with professional support.

Moments of Silence: A moment of silence may be used following the death of a student or staff member to honor their memory. School wide moments should be limited to the time immediately following the death. If a Moment of Silence is used in the school setting it will be conducted in small groups and controlled settings immediately following the notification announcement to students and or staff. No school wide or PA announcements will be used. Moments of silence at an event may be used at the discretion of the organizer of the event but should not be prolonged nor repeated.

Spontaneous Memorials: Spontaneous memorials such as banners, pictures, collections of objects or notes are discouraged. A memory book where students can write personal and lasting remembrances is preferred. This book can then be given to the family. Any temporary memorial that is spontaneously created cannot alter district-owned property. All temporary memorials should be removed within a reasonable amount of time following a death (ex. 5 days) or within two days of a funeral recognizing that death.

Yearbooks, Graduations and Award Assemblies: Deceased students may be recognized as individuals in yearbooks as any other student or graduate would be. Students must have been currently enrolled students at the time of their death. A photograph of equal size to other students will be included in the yearbook in the appropriate order being used (ex. Alphabetical). If the student died while in high school this can include a photograph (same size as other students) in what would have been their graduating year edition of the yearbook with a notation of any activities or sports as appropriate. If a senior photograph is not available, one will be requested from the parents/guardians and the photo will follow all current requirements of submission to the yearbook. Students can be recognized at graduation by a general moment of silence for all students and or staff who have died. Individual students or staff will not be named. An example of this would be an announcement at the graduation to have attendees pause for a moment of silence "to recognize the members of the class of 2021 who are no longer with us" and follow this with a moment of silence. Soliciting input from the school crisis response team and the involved families in planning these tributes is encouraged.

Individual Speech: This policy does recognize individual right to speech and the right of individuals to display symbols memorializing people. However, the policy does allow administrators to regulate time, place and manner of expression to best meet the overall

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needs of all students, staff, parents and community. The administrator must balance the right to speech with the possible disruption to the educational environment when making decisions on individual memorials.

Permanent Memorials: The district does not accept permanent memorials. Factors pertaining to discouraging permanent memorials, based on best practices, were considered and include but are not limited to:

1. Re-traumatization - Erecting memorials may have the potential for re-traumatizing both students and staff who knew the victim, as well as families and possibly the surrounding community depending on the scope of the event.
2. Design - When designing a memorial, it is important to consider how students and staff will perceive the death of the individual(s) in the future.
3. Maintenance resources - Permanent school memorials may require long-term ongoing maintenance.

Alternative to Permanent Memorials

As best practices discourage the establishment of permanent memorials in schools, temporary and timely memorial activities are suitable encouraged alternatives. Memorial activities provide an opportunity for people to express emotions and to be supported by the school community. Activities symbolize that every student and staff member is important and help to unite and strengthen those impacted by the death(s). The activities provide a forum for a collective grief and bring people together to reduce feelings of isolation and vulnerability and illustrate the universality of grief. Memorial activities can serve a larger purpose as well – to promote positive action toward a cause, such as safety, mental health services, or health and wellness.

Planning a variety of activities offers people options for remembrance. Options for memorial activities include but are not limited to: holding a day of community service or creating a school-based community service program in honor of the deceased; putting together a team to participate in an awareness or fundraising event sponsored by a national health awareness organization; sponsoring awareness events specific to the nature of the loss; purchasing books related to the loss for the school library; and volunteering for a related cause.

Living Memorials: A living memorial is a non-tangible memorial designed to be sustained over time such as named endowments, scholarships or sponsorship of events. Such donations must be approved by the superintendent. Designated donations such as to a library or co-curricular program in the name of a deceased person, but not having an enduring naming right, will be accepted under policy KCD.

Existing Memorials: Existing living or physical memorials established prior to the adoption of this policy will remain intact as originally accepted. Existing memorials are

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generally the sole responsibility of the entity providing the memorial; district staff or finances may only be used to maintain current memorials as part of the regular maintenance process and to ensure safe conditions. The district reserves the right to remove a memorial if it is not or cannot be maintained or is contrary to the overall educational needs of students.

Any memorial item may be moved, relocated, replaced or removed at the discretion of the school board. The superintendent shall make reasonable efforts to notify the original donor or representatives of such considerations.

Prohibited Memorial Activities

Selling and or fundraising for memorial items during the school day is prohibited. District accounts including student activity accounts cannot be used to support, finance, or fundraise for memorialization. Proceeds from district events cannot be donated to agencies for memorialization. However, fundraising at district events can be done for organizations in the name of deceased persons, limited to a single event. Utilizing formal all-school events including (e.g. Graduation, Prom or other thematic events or weeks) to memorialize deceased students or staff is prohibited. Commemorative items or events can be sponsored by community-based agencies and promoted outside of the school day.

Cross Reference: KCDA – Memorials, Dedications and Recognitions

Safe and Effective Messaging for Suicide Prevention

This document offers evidence-based recommendations for creating safe and effective messages to raise public awareness that suicide is a serious and preventable public health problem. The following list of “Do’s” and “Don’ts” should be used to assess the appropriateness and safety of message content in suicide awareness campaigns. Recommendations are based upon the best available knowledge about messaging.^{1,2,3} They apply not only to awareness campaigns, such as those conducted through Public Service Announcements (PSAs), but to most types of educational and training efforts intended for the general public.

These recommendations address message content, but not the equally important aspects of planning, developing, testing, and disseminating messages. While engaged in these processes, one should seek to tailor messages to address the specific needs and help-seeking patterns of the target audience. For example, since youth are likely to seek help for emotional problems from the Internet, a public awareness campaign for youth might include Internet-based resources.⁴ References for resources that address planning and disseminating messages can be found in SPRC’s Online Library (<http://library.sprc.org/>) under “Awareness and Social Marketing”.

The Do’s—Practices that may be helpful in public awareness campaigns:

- **Do emphasize help-seeking and provide information on finding help.** When recommending mental health treatment, provide concrete steps for finding help. Inform people that help is available through the National Suicide Prevention Lifeline (1-800-273-TALK [8255]) and through established local service providers and crisis centers.
- **Do emphasize prevention.** Reinforce the fact that there are preventative actions individuals can take if they are having thoughts of suicide or know others who are or might be. Emphasize that suicides are preventable and should be prevented to the extent possible.⁵
- **Do list the warning signs, as well as risk and protective factors of suicide.** Teach people how to tell if they or someone they know may be thinking of harming themselves. Include lists of warning signs, such as those developed through a consensus process led by the [American Association of Suicidology \(AAS\)](#).⁶ Messages should also identify protective factors that reduce the likelihood of suicide and risk factors that heighten risk of suicide. Risk and protective factors are listed on pages 35-36 of the [National Strategy for Suicide Prevention](#).
- **Do highlight effective treatments for underlying mental health problems.** Over 90 percent of those who die by suicide suffer from a significant psychiatric illness, substance abuse disorder or both at the time of their death.⁷⁻⁸ The impact of mental illness and substance abuse as risk factors for suicide can be reduced by access to effective treatments and strengthened social support in an understanding community.⁹

The Don’ts—Practices that may be problematic in public awareness campaigns:

- **Don’t glorify or romanticize suicide or people who have died by suicide.** Vulnerable people, especially young people, may identify with the attention and sympathy garnered by someone who has died by suicide.¹⁰ They should not be held up as role models.
- **Don’t normalize suicide by presenting it as a common event.** Although significant numbers of people attempt suicide, it is important not to present the data in a way that makes suicide seem common, normal or acceptable. Most people do not seriously consider suicide an option; therefore, suicidal ideation is not normal. Most individuals, and most youth, who seriously

Continued >>

Safe and Effective Messaging for Suicide Prevention

- consider suicide do not overtly act on those thoughts, but find more constructive ways to resolve hem. Presenting suicide as common may unintentionally remove a protective bias against suicide in a community.¹¹
- **Don't present suicide as an inexplicable act or explain it as a result of stress only.** Presenting suicide as the inexplicable act of an otherwise healthy or high-achieving person may encourage identification with the victim.¹² Additionally, it misses the opportunity to inform audiences of both the complexity and preventability of suicide. The same applies to any explanation of suicide as the understandable response to an individual's stressful situation or to an individual's membership in a group encountering discrimination. Oversimplification of suicide in any of these ways can mislead people to believe that it is a normal response to fairly common life circumstances.¹³
- **Don't focus on personal details of people who have died by suicide.** Vulnerable individuals may identify with the personal details of someone who died by suicide, leading them to consider ending their lives in the same way.¹⁴
- **Don't present overly detailed descriptions of suicide victims or methods of suicide.** Research shows that pictures or detailed descriptions of how or where a person died by suicide can be a factor in vulnerable individuals imitating the act. Clinicians believe the danger is even greater if there is a detailed description of the method.¹⁵

Acknowledgment

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¹² Fekete, S., & A. Schmidtke. op. cit.

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POLICY ADOPTION:

SECOND READING

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**BYLAWS OF THE
DOVER SCHOOL BOARD
CITY OF DOVER, NEW HAMPSHIRE**

Second Reading (Revised)

ARTICLE I: Name

Section 1. The name of the School Board shall be the Dover School Board.

ARTICLE II: Members

Section 1. The School Board shall be composed of seven members in accordance with Section C4.2 of the City Charter.

ARTICLE III: Officers

Section 1. The officers of the School Board shall be a chairperson, a vice-chairperson, and a secretary. These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by this School Board.

Section 2. Officers shall serve a ~~one-year~~ **two-year** term. Officers shall be elected in accordance with Section C4-2 of the City Charter.

Section 3. These officers shall be elected as prescribed in Article IV, Section C4-3, of the City Charter.

Section 4. Any officer may be removed from their office by a majority vote of the School Board at any regularly scheduled, monthly, public meeting.

ARTICLE IV: Meetings

Section 1. All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section C4.3 of the Charter.

Section 2. The School Board shall hold its regular monthly meeting on the second Monday of each month. Changes may be made in this schedule due to conflicts with holidays. Regular meetings shall begin at 7 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

The School Board shall meet on the fourth Monday of each month in workshop session if there is business to be conducted. Workshop sessions shall begin at 6:30 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

Nonpublic sessions may be held consistent with the provisions of RSA 91-A:3. The contents of these meetings shall conform to governing state law, RSA 91-A.

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Section 3. Additional meetings shall be called by the chairperson at any time or upon written request of three members. Each call for an additional meeting shall distinctly specify the purpose for which the meeting is called. No other than such specific matters shall be considered at such special meetings except for emergency in accordance with RSA 91-A. At least twenty-four hours' notice shall be given for such special meetings.

Section 4. A majority of the members of the School Board shall constitute a quorum.

Section 5. The meetings of the School Board shall be called to order promptly on the hour and then should proceed as follows:

- A. CALL TO ORDER
- B. ROLL CALL
- C. PLEDGE OF ALLEGIANCE
- D. AGENDA APPROVAL
- E. CITIZENS' FORUM
- F. APPROVAL OF MINUTES
- G. CONSENT AGENDA
- H. STUDENT REPORT
- I. POLICIES-CHANGES-PROPOSALS
- J. POLICY ADOPTION
- K. RESOLUTIONS
- L. OLD BUSINESS
- M. NEW BUSINESS
- N. SUBMISSION AND PAYMENT OF BILLS
- O. SUPERINTENDENT'S REPORT
- P. COMMITTEE REPORTS, INCLUDING LEGISLATIVE UPDATE
- Q. SCHOOL BOARD MATTERS OF INTEREST
- R. ADJOURNMENT

Section 6. The following shall appear on all meeting agendas, except nonpublic meetings.

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.

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Section 7. All items for the agenda from School Board members shall be submitted in writing to the Superintendent's office before noon on the Tuesday preceding the regular meeting. The chairperson shall determine the order of the agenda for each meeting.

Section 8. The School Board shall be comprised of seven members. Every member present, when a question is put, shall vote for or against the same, unless he or she abstains.

Section 9. The ayes and nays upon all questions of appropriations of money shall be called and entered upon the minutes and on all other questions at the request of any member.

Section 10. The Dover School Board shall act in accordance with the New Hampshire "Right to Know Law" (RSA 91-A) as amended.

Section 11. The following paragraph is to appear on all regular meeting agenda:

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

Section 12. A notice of the time and place of each meeting shall be posted in two appropriate public places and/or shall be printed in a newspaper of general circulation in Dover, at least twenty-four hours, excluding Sundays and legal holidays, prior to such meetings.

ARTICLE V: Workshop Session

Section 1. The Workshop Session shall be defined as a non-policy making meeting of the entire School Board. Said Workshop Session shall assemble for purposes of discussion on topics to prepare the School Board for understanding and action at a subsequent policy-making meeting.

Section 2. The secretary shall see that proper minutes of the proceedings are kept on file in the office of the School Board.

ARTICLE VI: Power and Duties of the School Board

Section 1. The Dover School Board shall be the governing body of the Dover School District and derives its authority from State laws and Department of Education Rules.

Section 2. The Dover School Board recognizes its duty to provide, at district expense, elementary and secondary education to all pupils who reside in the district, consistent with the provisions of RSA 189:1-a. the Dover School Board further recognizes its additional powers and duties within the scope of this statute.

Section 3. The School Board is legally responsible for the establishment of school policies and programs, the determining of the budgetary requirements of the schools, the election of regular employees of the district, and the evaluation of the results obtained. The School Board shall take final action upon recommendation of the Superintendent where the election or assignment of personnel or a change of policy and/or program is involved.

Section 4. The secretary shall keep a full and accurate record of attendance and proceedings of all meetings of the School Board and shall have the care and custody of all records, papers, and communications relative to the School Board.

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Section 5. The School Board shall have the oversight of the financial condition of the School District and shall cause to have prepared and presented a financial statement each month.

Section 6. A payroll summary ledger and/or vendor check register will be issued for signature to the Chairperson or Vice-Chairperson on a weekly basis. The School Board shall be presented a manifest of all general fund expenditures for the preceding month, and this shall be issued to the Board for a majority signature of all members present.

Section 7. The School Board shall take action on all matters which pertain to the administration of the schools which calls for the investigation of violations of the regulations of the School Board, complaints made by staff, parents, or pupils, and complaints against staff, provided such complaints cannot be investigated and satisfactorily resolved by the Superintendent of Schools.

Section 8. The Board shall serve as the governing body of School Administrative Unit #11; a School District established under the laws of the State of New Hampshire. The Board shall provide all Superintendent services as described in RSA 194-C:4.

ARTICLE VII: Subcommittees

The School Board shall have the following standing subcommittee:

The Discipline Committee

Section 1: Any subcommittee shall be made up of three (3) members of the School Board, who shall be appointed by the Chairperson and approved by the School Board at the first regular meeting of each calendar year. A quorum of the subcommittee shall be a simple majority of its members. A vacancy in a subcommittee shall be filled by the Chairperson for the remainder of the term. Each subcommittee shall elect a chair from its membership. Meetings shall be scheduled by the subcommittee chair as deemed necessary.

Section 2: The School Board may form ad hoc subcommittees on an as needed basis by vote of the School Board.

ARTICLE VIII: Liaisons

Section 1. For the purpose of gathering information on matters of interest to the School Board and reporting back to the School Board, the School Board may designate a member to serve as a liaison to the Dover City Council and New Hampshire School Board Association or other committees, as needed:

Section 2. A liaison shall be appointed by the Chairperson and approved by the Board during any regular meeting.

Section 3. The School Board may designate a liaison to any Workgroup established pursuant to Article IX of these Rules.

ARTICLE IX: Workgroups

Section 1. The School Board may direct the Superintendent to organize Workgroups comprised of School District Staff on issues of importance to the School Board. The Superintendent shall report to the School Board on the work of such Workgroups as requested by the School Board.

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ARTICLE X: Parliamentary Authority

Section 1. General rules of parliamentary procedure are used for every Board meeting. Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda.

ARTICLE XI: Amendment of Bylaws

Section 1. These bylaws can be amended at any regular meeting of the School Board by a two-thirds vote, provided that the amendment has been submitted in writing to the entire membership at the preceding regular meeting. For sixty days following the inauguration these bylaws can be amended at any meeting of the School Board by a majority vote, provided that the amendment has been submitted in writing to the entire membership at the preceding meeting.

ARTICLE XII: Student Representative to Dover School Board

Section 1. The student representative is responsible for presenting current student issues to the School Board. The student representative shall represent their constituents in the same manner as a regular School Board official.

Section 2. Eligible students must be entering the tenth, eleventh, or twelfth grade; they will be required to fill an application which will be reviewed by the student council advisors and administrative staff. Finalists will be selected and will be allowed to run in a general election concurrent with the class elections. The student body, as a whole, will be responsible in voting the student representative. The term of the elected student representative shall run from the meeting following the student council election.

Section 3. The student representative shall be a non-voting member of the School Board. RSA 189:1,C.

Amended: March 12, 2001
 May 14, 2001
 January 7, 2002
 January 13, 2003
 February 2, 2004
 February 14, 2005
 January 3, 2006
 January 8, 2007
 January 7, 2008
 January 12, 2009
 March 8, 2010
 February 13, 2012
 February 10, 2014
 April 13, 2015
 January 11, 2016
 January 2, 2018
 April 15, 2019

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NON-PUBLIC SESSIONS

Second Reading (New Policy)

The Board may meet in non-public session for any of the purposes set out in RSA 91-A:3. Non-public sessions may only occur after a duly noticed public meeting has been called to order, and before that meeting is adjourned. Once the public meeting has been convened, the Board may enter non-public session at any time during such meeting if a majority of the Board, by roll-call vote, find that sufficient grounds under 91-A:3, II exists. A non-public session may occur during a duly notice meeting irrespective of whether a non-public session appeared on either the meeting notice or meeting agenda.

The motion calling for a non-public session will state the matter(s) to be discussed and will state the statutory reason(s) for entering non-public session.

The Board shall record minutes of all non-public sessions, and such minutes shall be made available and or “sealed”, in accordance RSA 91-A:3. Required content and availability regarding minutes of non-public sessions are described in Board policy BEDG – Minutes.

The minutes of the non-public session constitute the record of that session. Information discussed in non-public session shall remain confidential except to the extent the same is required to be disclosed subject to applicable law or court order, or as authorized by the Board.

The Board shall require the presence of the Superintendent or designee (see N.H. Dept. of Education Rule Ed 303.01(f)), except those non-public sessions that pertain to the Superintendent’s employment.

Each year the Superintendent is directed to obtain and provide to each Board member copies of any NHSBA Non-Public Session Checklist and update the same during the year as made available by NHSBA.

District Policy History:

Policy Adoption:

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MINUTES

Second Reading (Revised)

~~Under RSA 91-A, the school board, and each of the school board's committees (irrespective of whether standing or ad hoc, and irrespective of whether deemed a sub-committee or an advisory committees) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the district school board, and each such board committee.~~

~~The Board will keep a record of the actions taken at Board meetings in the form of minutes. At a minimum, all minutes, public and non-public, shall include:~~

- ~~1) the names of members participating;~~
- ~~2) persons appearing before the School Board (any persons other than board members who address the board or speak at the meeting;~~
- ~~3) a brief description of each subject matter discussed;~~
- ~~4) identification of each member who made a first or second of any motion;~~
- ~~5) a record of all final decisions;~~
- ~~6) When a recorded roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and~~
- ~~7) In the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then — and irrespective of whether the objection/discussion occurred in public or non-public session — the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the discussion." (See RSA 91-A:2, II a.).~~

~~Copies of the draft minutes of a meeting will be sent to the members of the Board before the meeting at which they are to be approved. The preceding sentence, however, shall not apply to minutes of non-public sessions when the Board has sealed such minutes by a recorded roll call vote taken in public session with 2/3 of the board members present supporting the motion. Drafts of non-public minutes will be provided to the Board either at the conclusion of the non-public session and may be approved at the time — prior to any vote to seal, or if sealed, provided to Board at the meeting at which they are to be approved.~~

~~Draft minutes of all public meetings, clearly marked as drafts or "unapproved", will be made available for public inspection upon request no later than five (5) business days after each public session. Minutes for non-public sessions shall be kept as a separate document. Draft minutes for all non-public sessions, will be made available for public inspection within seventy-two (72) hours after the non-public session, unless sealed in accordance with the statutory procedure described in the preceding paragraph.~~

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~~Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized and shall likewise be available for inspection during that period.~~

~~All minutes, including draft minutes, will be kept in accordance with RSA 91-A:2 and RSA 91-A:3 and will be in the custody of the Superintendent. Requests for access to minutes shall be processed in accordance with Board Policy EH and administrative procedures EH-R.~~

~~Approved minutes, except those non-public session minutes which are sealed, shall be consistently posted on the District's web site in a reasonably accessible location or the web site shall contain a notice describing where the minutes may be reviewed, and copies requested. Draft minutes will be available for inspection at the District's administrative office.~~

~~Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. The Superintendent shall identify and bring to the Board's attention minutes which have been sealed because disclosure would render the proposed action ineffective where the action has been completed and the minutes no longer need to be sealed. The Superintendent will also identify any other sealed minutes where the justification for sealing no longer applies due to the passage of time. Generally, non-public session minutes are sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the School Board, will remain sealed.~~

(Suggested Revisions)

A. Minutes Required.

Under RSA 91-A, the school board, and each of the school board's committees (irrespective of whether standing or ad hoc, and irrespective of whether deemed a sub-committee or an advisory committee) is required to keep minutes for every "meeting" as defined under 91-A:2, I. As used below, "Board" shall mean and include the district school board, and each such board committee.

The Board will appoint a recording clerk to prepare the minutes of each meeting. Should the person so appointed be absent from all or part of a meeting (e.g., non-public session), the Chair, subject to being overruled by the Board, shall appoint a person to take the minutes.

In addition to "minutes" as described below, a more comprehensive "record" and/or "decision" may be required in the event of a "hearing" regarding individual rights/claims (e.g., teacher non-renewal, student expulsion, manifest educational hardship, etc.). In such instances, the Board and/or Superintendent should consult with counsel to assure that any statutory or regulatory requirements are satisfied.

B. Required Content of Minutes.

At a minimum, all minutes, including minutes of non-public sessions, must include:

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1. the names of members participating;
2. persons appearing before or addressing the School Board (members of the public who do not address the board, and are there as attendees only, do not need to be identified);
3. a brief description of each subject matter discussed;
4. identification of each member who made a first or second of any motion;
5. a record of all final decisions;
6. when a recorded or roll call vote on a motion is required by law or called for by the Chair (or other presiding officer), a record of how each board member voted on the motion; and
7. in the event that a board member objects to the subject matter discussed by the board, if the board continues the discussion above the member's objection, and upon the request of the objecting member, then - and irrespective of whether the objection/discussion occurred in public or non-public session - the public minutes shall also reflect (i) the objecting member's name, (ii) a statement that the member objected, and (iii) a "reference to the provision of RSA 91-A:3, II that was the basis for the objection and discussion." (See RSA 91-A:2, II-a.).

See Section D below for additional content requirements for minutes of any meeting at which the Board enters a non-public session.

C. Approval and Access to Minutes.

Approval and availability of minutes will depend in part on whether the minutes are of a public or non-public session, and as to non-public minutes, whether they are sealed or not. "Approved minutes" refers to the final version of minutes approved by vote of the Board. "Draft minutes" refers to minutes that have not been formally approved by the Board. "Sealed minutes" refers to minutes from a non-public session and which the Board has determined should not be disclosed pursuant to RSA 91-A:3, III and as discussed in Section D, and paragraph C, below.

1. Location and Retention of Minutes. In accordance with Board policy EH, and N.H. Dept. of Education rule Ed 302.02 (j), all minutes will be kept at the office of the Superintendent. Minutes for non-public sessions that have not been sealed shall be kept in the same location and indexed in the same manner as for public minutes.
2. Access to Approved & Unsealed Minutes. Approved and unsealed minutes shall be available for inspection by the public during the normal business hours of the SAU office, and in accordance with RSA 91-A:2 through 91-A:4 (subject to the exemptions stated in RSA 91-A:5), and Board policy EH. Requests for access to minutes shall be processed in accordance with District administrative procedures EH-R.

Additionally, all approved and unsealed minutes shall be posted in a consistent and reasonably accessible location on the District's web site, or the web site shall

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contain a notice describing where the minutes may be reviewed, and copies requested.

3. Access to Draft Minutes and Minute Preparation Materials. “Draft” or “unapproved” minutes that have not been sealed will be available for inspection upon request at the SAU office during normal business hours. Drafts for public sessions must be available within 5 business days of the meeting, while drafts of non-public session minutes that have not been sealed by the Board must be available within 72 hours (3 calendar days) of the meeting.

Notes and other materials used in the preparation of the minutes must be retained until the minutes are approved or finalized and shall likewise be available for inspection during that period.

4. Approval of All Minutes Other Than Sealed. Draft public minutes and non-public minutes that were not sealed will be sent to the members of the Board before the meeting at which they are to be approved. Changes made by the Board to draft minutes shall be recorded either by (i) retaining the draft with the final approved minutes, (ii) including notations (e.g., “redline” edits) in the final approved minutes, or (iii) outlined in the minutes of the meeting at which the Board approved.
5. Approval of Sealed Non-Public Minutes of Non-Public Sessions. Unless previously sealed by the Board, draft minutes for all non-public sessions will be made available for public inspection within seventy-two (72) hours after the non-public session.

Drafts of non-public minutes will be provided to the Board, either (i) at the conclusion of the non-public session and may be approved at the time, prior to any vote to seal, or (ii) if sealed, provided to Board at the meeting, if any, at which they are to be approved. If copies of draft sealed minutes are provided to Board members for the purpose of review and/or approval, the copies shall be recovered by the Chair or recording clerk and destroyed. Only the official record copy may be retained, with a list maintained for sealed non-public minutes as described in Section D, below.

D. Special Provisions for Minutes Relating to Non-Public Sessions.

For any public meeting that includes a non-public session (see Board policy BEC for statutorily required procedures relative to entering and exiting non-public sessions), additional information beyond that discussed in paragraphs B.1-7, is required both for the public meeting minutes, and for minutes specific to the non-public session, irrespective of whether the non-public minutes are “sealed” (see discussion below).

1. Information Regarding Non-Public Session Included in Public Minutes. The public minutes of the meeting at which the non-public session occurs must include the statutory reason given in the motion as the foundation for each non-public session, as well as a roll call record of how each Board member voted on the motion to enter. Public minutes must also reflect any motion to seal (described in paragraph C.2., above), along with the statutory reason permitting the sealing, and record how each member voted on the motion to seal.

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2. Sealing Non-Public Minutes. As used in this policy, “sealed” minutes in reference to minutes of non-public sessions, means that the Board determined by 2/3 majority vote in public session that “divulgence of the information” (i.e., information in the minutes of the non-public session):
 - i. Would affect adversely the reputation of a person other than a Board member;
 - ii. Would render ineffective the action/proposed action taken in non-public session; or
 - iii. Pertains matters relating the preparation for and carrying out of all emergency functions intended to thwart a deliberate act intended to result in widespread or severe damage to property or widespread injury or loss of life (i.e., terrorism).
 - a. A motion to seal, if any, should be the first item of public business after the Board exits the non-public session, and must state one of the three grounds above allowing sealing.
 - b. If the minutes are not prepared/approved during the non-public sessions itself, the Board should discuss the content of the minutes prior to exiting so that any vote to seal will be an informed vote.
 - c. When making or voting upon a motion to seal, the movant/Board should consider and state the duration that minutes be sealed based upon the grounds supporting the sealing. *This can be done either by stating a date they sealed until, or a date by which the Board might review the minutes status.* For instance, minutes sealed because divulgence of the information would likely affect adversely the reputation of a person other than a member of the Board might be remain sealed permanently, while minutes sealed because disclosure would “render the action ineffective” should be sealed only for as long as that reason exists or is anticipated to exist. Pursuant to RSA 91-A:3, III, non-public minutes relating to discussion about lease, purchase or sale of property (91-A:3, II(d)) must be made available “as soon as practicable after the transaction has closed or the Board has decided not to proceed with the transaction.”
3. Minutes of the Non-Public Session Itself. In addition to the information included in all minutes as described in paragraphs B.1-7, above, minutes of the non-public session must include “all actions” and decisions (i.e., votes, including negative votes) taken by the Board, with a record of how each member voted. If the Board does not “seal” the minutes of the non-public session, then such information must be disclosed to the public within 72 hours of the close of the meeting.
4. Sealed Minutes List. In order to comply with RSA 91-A:3, III, the Superintendent is directed to maintain a list of all sealed minutes for non-public sessions occurring after July 1, 2021. The list (referred to as the “Sealed Minutes List”) shall include:
 - a. the name of the public body (e.g., School Board, Policy Committee, etc.);

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- b. the date, time and location of the public meeting (from meeting notice);
- c. the start and end times of the non-public session;
- d. the specific grounds upon which the non-public session occurred (e.g., RSA 91-A:3, II (b) and (c), etc.);
- e. the specific grounds upon which the minutes were sealed (e.g., “disclosure would render the action ineffective” or “disclosure would likely adversely affect the reputation of a non-board member,” etc.);
- f. the date the vote to seal the minutes occurred;
- g. the date, if any stated in the original motion or subsequently, on which the sealed minutes will be unsealed; the motion to seal should, when possible, state the date the minutes should be unsealed or at least reviewed by the Board or other public body; and
- h. the date, if any, of a subsequent decision to unseal the minutes.

The Sealed Minutes List shall be updated each time the public body seals non-public minutes, and the updated List shall be made as soon as practicable for public disclosure.

5. Reviewing Sealed Minutes.

The Board may appoint a delegate the authority to review previously sealed minutes to one or more Board members, the Superintendent or other appropriate administrator. Sealed minutes shall be reviewed periodically and unsealed by majority vote of the Board if the circumstances justifying sealing the minutes no longer apply. Although discussion of whether to unseal such minutes can occur in non-public session pursuant to RSA 91-A:3, II (m), any vote to unseal must occur in public session.

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DATE OF ADOPTION: APRIL 13, 2020	PAGE 1 OF 1

CRISIS PREVENTION AND EMERGENCY RESPONSE

Second Reading (Revised)

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or designee, will serve as a coordinator/liaison with these authorities.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school. ~~[NHSBA is aware that one of the toolkits/templates used by districts to prepare the site-specific plan uses "Operations" in the title in place of "Response". As "Response" is the term referenced in RSA 189:64, we recommend using that term, or "Response Operations".]~~

The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities, **and information pertaining to the then current Sports Injury Emergency Action Plan as required under Board Policy JLCJA.** The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such review, the plan remains unchanged, then the Superintendent shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is update/revised, the Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Policy Adopted: February 11, 2019
Policy Updated: April 13, 2020

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BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK

Second Reading (Revised)

BACKGROUND INVESTIGATION

- A. **Background Investigation:** The Superintendent or designee shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the district. This investigation shall be completed prior to making an offer of employment, approving the contract with an individual contracting directly with the District, or approving the assignment of an employee of a contractor, a student teacher, or designated volunteer to work within the District. **All decisions regarding employment and the pre-employment process shall conform to the District's Anti-Discrimination and Equal Opportunity policy, AC.**

As part of the application process, each applicant shall be asked whether they have ever been convicted of any crime and whether there are any criminal charges pending against them at the time of application. The applicant will also be directed to report any criminal charges brought against themselves after the application is submitted and until either hired or notified that they will not be hired.

Record of background investigations (not necessarily source documentation) shall be retained pursuant to the District's Record Retention Schedule EHB-R.

~~The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.~~

~~For the purposes of this policy the term "applicant" shall include an applicant for employment by the District, an individual with whom the District may contract to provide services directly to students, any person identified by a contractor with the District whom the contractor proposes to assign to provide services directly to students, student teachers who are proposed to be placed in a District school, and designated volunteers. All applicants will be subject to a criminal records history check meeting the minimum requirements of law, however, the Superintendent's protocol may specify additional background check steps for specific groups of employees, such as verifying the educational achievements and employment history of an applicant for a teaching position. The Superintendent's protocol shall include a list of felonies and misdemeanors, in addition to those specified in RSA 189:13-a, V, convictions of which shall be disqualifying. The protocol shall require that an analysis be conducted of any pending charges or convictions for crimes not on the statutory list of disqualifying offenses to determine whether the applicant should be disqualified. The protocol shall take into consideration the time which has passed since the conviction, the facts and circumstances of the charge or conviction, evidence of successful rehabilitation and an extended period of lawful behavior. For charges pending disposition for offenses not on the statutory list of disqualifying offenses, which the applicant discloses or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent shall consider all reliable information in assessing the applicant's suitability. The Superintendent shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant's suitability for the position.~~

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~~As part of the application process each applicant for a position shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.~~

~~Any applicant for whom the Board requires a criminal history records check or their employer in the case of an employee of a contractor shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.~~

- B. False Information. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.**
- C. "Covered Person" and "Applicant" Defined. Except as otherwise provided in this Policy, the term "Covered Person" shall mean employee, coaches, trainers, designated volunteer, whether direct or through a volunteer organization, including but not limited to cafeteria workers, school bus drivers, custodial personnel, or any other service where the contractor or employees of the contractor provide services directly to students of the district.**

The term "applicant" as used in this policy shall include an applicant for employment or any person seeking to serve in any position falling with the term "covered person" as defined above.

CRIMINAL RECORDS CHECK

~~Each person considered for employment by the School Board whose duties require regular contact with pupils and volunteers as listed in policy IJOC must submit to a fingerprinting for a state and FBI criminal records check. Refusal to provide the required criminal history records release form and any other required releases to authorize a background check will result in immediate disqualification and no further consideration for the position.~~

~~Persons regularly in contact with students means a person or persons who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to, an art, music, or physical education teacher, (3) a substitute teacher who comes in direct contact with pupils on a limited basis, or (4) any other persons who, the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records Check.~~

~~The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the state and FBI Criminal Records Check.~~

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- D. Criminal History Records Check. As part of the District's background check, each covered person/applicant must submit to a criminal history records check through the State of New Hampshire in full compliance with RSA 189:13-a. No covered person shall be employed, extended a conditional offer of employment (as described below), or begin service in the District, until the Superintendent or designee, has initiated the formal State and FBI criminal history records check process and a background investigation.

The applicant shall provide the District with a criminal history records release form as provided by the New Hampshire State Police along with a full set of fingerprints taken according to that statute. The release form generally authorizes the State Police to conduct a criminal history records check through its state and records of the Federal Bureau of Investigation, and to release a report of any misdemeanors and/or felony convictions, as well as any charges pending disposition for any crimes listed in the then current paragraph V of RSA 189:13-a ("Section V Offenses"). Refusal to provide the required criminal history records release form (with fingerprints) and any other required releases to authorize the criminal history records check will result in immediate disqualification of the applicant and no further consideration for the position.

- E. Exceptions for, Substitute Teachers, Bus Drivers & Bus Monitors. The following exceptions apply only to the State Police/FBI criminal history records check provisions of this policy. The Superintendent shall, nonetheless, require a full background investigation for the excepted employees, and for applicants for school bus drivers or monitors employed directly by the District, the background check shall include a full background check, including a state criminal record release from an applicant for a bus driver or monitor for district positions.

1. Substitute Teachers and Other Non-"Applicant" Educational Staff. Pursuant to RSA 189:13-a, IX(a), substitute teachers and other staff who do not meet the definition of "applicant" above, may initiate a criminal history records check with the Superintendent as described above. The State Police, however, shall issue its report directly to the potential substitute teacher/staff person. The report shall be valid for 30 days from the date of issuance and constitutes satisfactory proof of compliance with RSA 189:13-a.
2. Bus Drivers and Bus Monitors. Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records checks for bus drivers and bus monitors shall be processed through the New Hampshire Department of Education.

VOLUNTEERS

~~The volunteer, excluding interns, shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the Criminal Records Check for any person who is required by the Board to have a Criminal Records Check, unless otherwise determined by the Board.~~

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- F. Results of Criminal History Records Check. The results of the criminal history records check shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality.

As used in this Section F, a “designee” of the Superintendent authorized to receive and inspect results of the criminal history records check, may only be an assistant superintendent, head of human resources, the personnel director, the business administrator or the finance director.

If the results of the records check disclose no criminal record, the results and information shall be destroyed immediately following review by the Superintendent or designee. If the results indicate criminal conviction or indicate any charge pending disposition of a Section V Offense, then the Superintendent or designee shall review the information for a hiring decision but shall destroy the records within 60 days of receiving the information.

Section V Offense. If the results of the record check disclose that the Applicant or Covered Person has either been convicted or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment.

Non-Section V Offenses. In addition to disqualification based upon conviction or pending charges for a Section V Offense, the District may deny a final offer of employment or permit service/work in the schools based upon convictions or charges of other misdemeanors or felonies, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity and the best interests of the students and the District. Such determination will be made by the Superintendent or designee in accordance with the established protocol and on a case-by-case basis. For non-Section V Offenses, which the applicant discloses, or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent or designee shall consider all reliable information in assessing the applicant’s suitability. The Superintendent or designee shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant’s suitability for the position.

If the Superintendent chooses to nominate an applicant who has a history of conviction or pending charges of a crime (non-Section V Offense), then the final hiring decision must be approved by the School Board, who shall be informed generally of that history in non-public session.

CONDITIONAL EMPLOYMENT

- G. Conditional Offer of Employment. Persons who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the background check, the State Police and FBI criminal history records check, and a determination that there are no disqualifying pending charges or convictions.

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Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that their **employment or approval to work within the District as a contractor or employee of a contractor is entirely conditioned upon the results of a criminal history records check and background check being satisfactory to the District.** ~~contract and continuation of employment is entirely contingent upon the completion of a Criminal Records Check which is satisfactory to the district.~~

~~Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the state and FBI Criminal Records Check and a determination that there are no disqualifying pending charges or convictions.~~

~~No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent or his/her designee has initiated the formal state and FBI Criminal Records Check process and has completed a background investigation.~~

~~All persons employed under a conditional offer of employment may be covered under the district's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this policy.~~

FINAL OFFER OF EMPLOYMENT

~~A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.~~

~~No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of the following offenses, as referenced in RSA 189:13-a, V: (1) murder or (2) child pornography or (3) aggravated felonious sexual assault, (4) felonious sexual assault, (5) kidnapping, (6) manufacturing, selling, administering, dispensing, or distributing any controlled substance(s) on school property, or (7) sexual misconduct within an education setting in this state; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States, or where such person has been convicted of the same conduct in a foreign country.~~

~~In addition to the felonies listed above, a person may be denied a final offer of employment if he/she has charges pending or has been convicted of any crime, either a misdemeanor or felony, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity. Such determination will be made by the Superintendent in accordance with the established protocol and on a case by case basis. If the Superintendent chooses to nominate an applicant who has a history of a conviction of a crime or with pending charges for a position that must be approved by the School Board, the School Board shall be informed of that history in non-public session.~~

~~The Superintendent, or designee, will transmit each applicant's Criminal Record Release Authorization Form and, where inked cards are used, the applicant's fingerprint cards to the~~

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~~State Police. The State Police will then conduct the criminal history records check and will provide the Superintendent with the applicant's criminal history record or confirmation that the individual does not have a record of being charged with or convicted of a crime. In accordance with RSA 189:13-a, III, only the Superintendent will review the criminal history record received from the State Police and shall destroy that document as required by law.~~

~~When the District receives a notification of an employee, contractor, contractor's employee, or volunteer being charged with or convicted of a disqualifying offense under RSA 189:13-a, the Superintendent's protocol, or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment agreement or contract to address the individual's ongoing relationship with the District.~~

~~Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.~~

ADDITIONAL CRIMINAL RECORDS CHECKS

~~The Board may require a criminal history records check of any employee, an individual with whom the District has contracted to provide services directly to students, any person identified by a contractor with the District who has been assigned to provide services directly to students, student teachers who are placed in a District school, and designated volunteers at any time.~~

H. Final Offer of Employment. No applicant shall be extended a final offer of employment or be allowed to serve in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of criminal history records check and background check,

- I. Fees for Criminal History Records Check. Any applicant for whom the Board requires a criminal history records check, or, in the instance of third party contractors, the applicant's employer, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.**
- J. Administrative Protocols/Procedures. The Superintendent is authorized to establish written protocols for background investigations, which protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional disqualifying misdemeanor or felony convictions or charges in addition to the Section V Offenses.**

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- K. Contractor and Vendor Provisions. The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to complete criminal history records checks as required under this policy.
- L. Additional Criminal Records Checks. The Superintendent may require a state criminal history records check of any covered person at any time to the extent permitted by law.
- M. Reports of Post-Employment/Service Section V Offenses. When the District receives a notification of a covered person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall make report to the Department of Education.

Policy History:

Policy Adoption: November 13, 2017

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CURRICULUM GUIDES AND COURSE OUTLINES

(Second Reading – Revised Code)

Curriculum guides shall be provided for the school district's various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular course.

In instances where state curriculum guides are mandated, they shall be followed. In all other situations, the schools will develop courses of study, as reflected by the needs of the local situation. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

1. Development of Guides

- a. Curriculum guides should be initially developed by the staff and teachers who are to use them.
- b. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form committees for study, creation, and revision of any particular guide.
- c. When work is completed on a guide, the committee responsible for its development shall present it through the superintendent to the School Board.

2. Use of Guides

- a. Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction which will serve the pupils' particular need at a particular time. The guides shall be used to map the logical sequence of instruction.
- b. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, teachers may be given a greater degree of freedom with respect to sequence.
- c. When feasible, sufficient latitude should be permitted to allow the teacher to include material which adds to motivation and meaningful teaching and learning.
- d. It will be the principal's responsibility to see that optimum use is made of available curriculum guides.

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PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

Second Reading (Revised)

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

~~Parents and legal guardians shall be notified by e-mail, other written means, website/social media posting, or phone call not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.~~

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction curriculum, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent/guardian must mutually agree to the alternative curriculum instruction. The alternative curriculum instruction agreed upon must meet state minimum standards requirements for education in the particular subject area.

School district staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative curriculum instruction for the student. Alternative curriculum instruction may be provided by the school, through approved independent study, or through another method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative curriculum instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents/guardians who wish for particular curriculum instructional material be reviewed for appropriateness may submit a request for review in accordance with Board Policy KEC.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, the Superintendent shall develop procedures to allow parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide reasonable access to instructional material within a reasonable period of time after the request is received.

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11-c and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction of human sexuality or human sex education, including, among other things, the right to

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receive a minimum of 2 weeks advance notice of all materials to be used with respect to such instruction.

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HOME EDUCATION INSTRUCTION

Second Reading (Revised)

Eligibility:

~~The Board recognizes that RSA 193-A provides the legal right for parents to pursue home education within the requirements of enrollment and evaluation set by the New Hampshire State Department of Education (NHDOE).~~

~~It is the policy of the Board to work together with parents who desire to use the School District as their home education participating agency, or who desire to utilize the school district for annual evaluation purposes, with the goal of achieving maximum educational success for each home-educated child. No Superintendent, School Board, school principal, or other school district official shall propose, adopt, or enforce any policy or procedure governing home educated pupils that is inconsistent with or more restrictive than the provisions of this chapter and any rules adopted pursuant to RSA 193-A:3.~~

Enrollment Procedures:

~~Any parent commencing a home education program for a child, for a child who withdraws from a public school, or for a child who moves into a school district shall notify the Commissioner of the Department of Education, resident district superintendent, or principal of a nonpublic school of such within 5 business days of commencing the program. Such notification shall include the names, addresses, and birth dates of all children who are participating in the home education program. If such notice is provided to the Superintendent, s/he shall acknowledge receipt of notification within fourteen (14) days.~~

~~Once a parent has provided written notification of intent to home educate a child to the participating agency the notification of intent status remains unless otherwise notified by the parent. Notification of intent to home educate does not need to be provided each school year to the participating agency.~~

~~Conventional attendance policies of the District and State Law apply to all students within the District until the Commissioner of Education, the Superintendent, or a non-public school principal acknowledge the establishment of a home education program, or immediately apply upon the termination of any home education program so acknowledged.~~

Evaluation Procedures

~~I. The parent shall maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such portfolio shall be preserved by the parent for 2 years from the date of the ending of the instruction.~~

~~II. The parent shall provide for an annual educational evaluation in which is documented the child's demonstration of educational progress at a level commensurate with the child's age and~~

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ability. ~~The child shall be deemed to have successfully completed his annual evaluation upon meeting the requirements of any one of the following:~~

- ~~(a) A certified teacher or a teacher currently teaching in a nonpublic school who is selected by the parent shall evaluate the child's educational progress upon review of the portfolio and discussion with the parent or child;~~
- ~~(b) The child shall take any national student achievement test, administered by a person who meets the qualifications established by the provider or publisher of the test. Composite results at or above the fortieth percentile on such tests shall be deemed reasonable academic proficiency;~~
- ~~(c) The child shall take a state student assessment test used by the resident district. Composite results at or above the fortieth percentile on such state test shall be deemed reasonable academic proficiency; or~~
- ~~(d) The child shall be evaluated using any other valid measurement tool mutually agreed upon by the parent and the commissioner of education, resident district superintendent, or nonpublic school principal.~~

~~III. The parent shall maintain a copy of the evaluation. The results of the evaluation:~~

- ~~(a) May be used to demonstrate the child's academic proficiency in order to participate in public school programs, and co-curricular activities which are defined as school district-sponsored and directed athletics, fine arts, and academic activities. Home educated students shall be subject to the same participation policy and eligibility conditions as apply to public school students.~~
- ~~(b) Shall not be used as a basis for termination of a home education program.~~
- ~~(c) Provides a basis for a constructive relationship between the parent and the evaluator, both working together in the best interest of the child.~~

~~While the evaluation must be done each year, it does not have to be shared with the participating agency on an annual basis. It is now used only for the parent's information and to be kept as a record of progress of the student.~~

~~Re-enrollment into the District Program~~

- ~~1. Parents deciding to re-enroll their children into the school district program following a period of home education will make arrangements with the building principal to provide for an evaluation process to determine appropriate placement in the school's program. Placements will be consistent with the School Board policy governing student placements, and are subject to the same appeal process.~~
- ~~2. Parents are responsible to remain aware of the scope and sequence of the District curriculum and for aligning their home education program in ways that may eliminate conflicts to appropriate placements.~~
- ~~3. Parents must notify the Commissioner of Education and the resident district Superintendent or non-public school principal within 15 days of the termination of the home education program and shall promptly enroll their children with the District in a State of NH approved private school.~~

~~Graduation/Diplomas~~

~~No certificates or diplomas will be awarded to home-educated students by the School Board. Students must enter the regular school program and complete all necessary graduation requirements to be eligible for a diploma from any district high school.~~

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Legal Reference:

~~RSA 193-A, Home Education~~
~~RSA 193-A:5, I; Notification and Other Procedural Requirements~~
~~RSA 193-A:6; Home Education; Records; Evaluation~~
~~RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil~~
~~RSA 193:1-a, Dual Enrollment~~
~~RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils~~
~~NH Code of Administrative Rules, Section Ed. 315, Procedures for the Operation of Home Education Programs~~
~~See also School Board Policy IHBG-R~~

Recommended Revisions

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 (Ed 315). Parents or guardians may establish a home education program for any child, including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District. When and how parents/guardians determine to commence a home education program, and other choices the parents/guardians make determine whether and the extent to which the District will have responsibilities relative to the home educated child(ren). This policy is intended to help District personnel and home education families within the District understand those responsibilities based upon the family's choices. Nothing in this policy, however, should be understood to infringe upon the parent's/guardian's right under the applicable statutes or Department of Education rules.

A. Parent/Guardian Selection of a Participating Agency.

1. Selection of a Participating Agency.

One of the most significant decisions the parents/guardians make relative to a home education program is the selection of a "participating agency" for home education program notification and support. This decision will also largely govern the District's obligations during the home education program.

The parent/guardian decides which participating agency to select, from the following:

- a. the Commissioner of the Department of Education;
- b. the resident district Superintendent ("District"); or
- c. the head of a nonpublic school.

The selected participating agency shall work with the parents/guardians upon request to meet the essential requirements of a home education program as set out in RSA 193-A:4, I.

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2. Changing Participating Agency. At any time, the parents/guardians may select a different, valid participating agency. To do so, the parents/guardians must provide notice to the new participating agency in the same manner as outlined in Section B.2, below.
3. District Obligations Relative to Selection of Participating Agency. If the selected participating agency is the resident district Superintendent, the District shall provide evaluation services as discussed in Section C, below.

If the resident district Superintendent is *not* selected as the participating agency, the District may, but is not obligated to provide evaluation services.

B. Notices for Commencement of Home Education Program.

1. Notice For Students Withdrawing from District. State school attendance laws apply to each student unless and until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed Rule 315.05 (b) requires that on or before the date home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone, email or other writing, at the parent/guardian's election.

2. Written Notice of Program Required. In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed 315 both require that the parent/guardian provide written notice of the commencement of a home education program to the selected participating agency. The District only receives this notice if the parents/guardians are selecting the Superintendent as the participating agency.

The only information required in this written notice of commencement is listed in RSA 193-A:5, II: the names, addresses, and birth dates of all children who are participating in the home education program. The parents/guardians shall also provide contact information and update the notification information as necessary. If selected by the parents/guardians as the participating agency, the Superintendent of the resident district shall acknowledge receipt of the notification of commencement of home education within 14 days of receiving such notification, along with a request for any information required by RSA 193-A:5, II that was not included in the original notice.

3. No Annual Notice Required. Once established, the home education program remains in effect unless terminated pursuant Ed 315.06. The parent/guardian is *not* required to provide annual notification of continuation of a home education program.

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C. Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed 315.08 provide several options for parents/guardians to meet the statutory evaluation requirements, and the parents/guardians are free to select their preferred method.

1. Evaluation with Assistance from the District. If the District is selected as the participating agency, the District must provide evaluation services upon request of the parent/guardian. If the District is not selected as the participating agency, the District *may* aid in evaluation, but is not required to do so.

Parents/guardians seeking to utilize evaluation services through the District should contact the Superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

While the parent/guardian may select any evaluation method outlined in RSA 193-A:6, II, as well as any other method agreed to by the parent/guardian and the participating agency, two methods merit further note:

- a. State or Local Assessment Provided by the District. If the evaluation method is a state or local assessment provided by the District, the parent/guardian must notify the Superintendent in writing as soon as practicable to provide the District adequate time to prepare and obtain the testing materials and prepare any necessary accommodations. Under this election, the District will not charge a fee for providing or administering the test. Reasonable academic proficiency is deemed demonstrated if the composite results place the child at or above the fortieth percentile.
 - b. Portfolio Review. If the District is the selected participating agency, the parent/guardian may request the District to perform a portfolio review, for which the District may charge a fee.
 - c. Other "Valid Measurement Tool". When the Superintendent is the participating agency, the parent/guardian and Superintendent may mutually agree upon any other valid measurement tool(s). A non-exclusive list of examples may be found in Ed 315.08(e).
2. Evaluation Independent of the District. As outlined in RSA 193-A:6, II, the parent/guardian may collaborate with the participating agency to find a mutually agreed upon method of evaluation as described in Ed 315.08(d) – (f).

D. Reports and Records.

1. Parent/Guardian Requirements. RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative

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materials used or developed by the child. Such portfolio shall be preserved by the parent for 2 years from the date of the ending of the instruction.

Parents/guardians need only provide the evaluation results/portfolio to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III, and Ed 315.07(b).

2. District Requirements.

- a. District as Participating Agency. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom the Superintendent was selected as a participating agency in a home education program since the previous year's report.

The District should maintain record of a student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district. The District should maintain record of its status as participating agency for as long as it holds that status. While the parent/guardian keeps any portfolios and assessments conducted outside the District, the District should maintain record of any involvement it has in assessments as it would for any other student.

- b. District Not as Participating Agency.

The District should maintain record of the student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district.

E. Re-enrollment into the School District.

Parents deciding to re-enroll their children into the school district following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with Board policy JG governing student placements, and are subject to the same appeal process.

Parents should be attentive that when re-enrolling a student, there may be discrepancies between the home-schooling level of achievement and the scope and sequence of the District's curriculum.

F. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the state to be eligible for a certificate or diploma.

G. Participation in School Curricular and Co/Extra-curricular Activities.

Regulations regarding the participation of home education students (as well as students of nonpublic or of public charter schools) in District curricular and co/extra-

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curricular programs are found in Administrative Procedures IHBG-R. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for nonpublic or home educated pupils than they are for students enrolled in the District.

Policy History
Policy Adopted January 14, 2013

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CHANGE OF CLASS OR SCHOOL ASSIGNMENT BEST INTERESTS AND MANIFEST HARDSHIP

Second Reading - (New Policy)

The Superintendent is charged with assigning students of the District to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures, might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate.

A. Best Interest Re-Assignment – Determination by Superintendent.

Consistent with RSA 193:3, I, and subject to the provisions below, the Superintendent is authorized to reassign a student residing in the District to another class within the school, *{if applicable}* to another public school within the District], to another public school or public academy in another district or approved private school.

Authorization granted to the Superintendent to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the Superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.

This policy, however, does not limit the Superintendent's discretion to make other in-District assignments consistent with applicable Board policies and administrative rules.

1. Procedure:

- a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the Superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in 4 below. The written request should be mailed or delivered to the SAU office or emailed to the Superintendent at the email address provided on the District's website.
- b. Upon such request, the Superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.
- c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, *{if applicable}* to another public school, public academy, or approved private school within the district or to a public school, public academy, or approved private school in another district.
- d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's belief that reassignment is in the best interest of the student.

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- e. The Superintendent may present such information as they deems appropriate.
 - f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.
2. Finding Reassignment Is or Is Not in Best Interest.
- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
 - b. If the Superintendent finds it is in the best of the interest of the student to change the student's school or assignment, the Superintendent shall initiate:
 - i. A change of assignment within the student's current assigned school;
 - ii. The student's transfer to another public school, public academy, or approved private school within the district of residence; or
 - iii. The student's transfer to a public school, public academy, or approved private school in another district.
 - c. If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.
3. Tuition Determination. If a student is to be reassigned to another school district or approved school as a result of a best interest determination, the Superintendent shall work with the Superintendent or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest approval procedures.
- If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance.
- The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.
- 4. Transportation: Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian.
 - 5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another

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district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).

6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.

B. Manifest Educational Hardship – Determination by School Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the Superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in their current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.
2. Procedure for Determination of Manifest Educational Hardship.
 - a. Within thirty (30) days after receipt of the Superintendent's written determination described that reassignment is not in a student's best interest as described in paragraph A.2.C, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
 - b. The Superintendent shall duly notify the school board that the parent/guardian has requested a manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than 15 days after the request has been received by the Superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
 - c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student {if applicable} attend another public school, public academy, or approved private school in the District, or attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.

DOVER SCHOOL DISTRICT	POLICY CODE: JCA
DATE OF ADOPTION:	PAGE 4 OF 5

- d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as the student may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will assure the means for the Board to establish an adequate record of the hearing.
 - e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of NH Dept. of Education Rule Ed 320(c)-(e).
3. Finding of Manifest Educational Hardship. If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent's or guardian's request to reassign the student {if applicable} another public school, public academy, or approved private school in the District, or to a public school, public academy, or approved private school in another district.
 4. Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education. If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education (“SBOE”), within thirty (30) days of receipt of the Board’s written decision in accordance with NH Dept. of Ed. Rule Ed. 204.01(g). If a parent/guardian believes that denial of a re-assignment under this policy upon the child’s disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.
 5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the District is assigned to attend school in another district, or a student from another district is assigned to a school in this District, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.
 6. Transportation: Transportation for a student reassigned to schools in another district under this section B (manifest educational hardship) shall be the responsibility of the District unless otherwise ordered by the SBOE.
- C. Admission Requirements. Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

DOVER SCHOOL DISTRICT	POLICY CODE: JCA
DATE OF ADOPTION:	PAGE 5 OF 5

- D. Statutory Reassignment Limit. The total reassignments or transfer made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.
- E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation. Pupils reassigned under this policy will be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the District to which the pupil was assigned.
- F. Notice to the Department of Education. The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.
- G. Special Education Placements. A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

District Policy History:

DOVER SCHOOL DISTRICT	POLICY CODE: JEC
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 1 OF 2

CHANGE OF SCHOOL OR ASSIGNMENT - MANIFEST EDUCATIONAL HARDSHIP

Second Reading - (Withdrawn)

The Superintendent will assign resident students to a public school within the District. The Board recognizes that in unusual and extraordinary circumstances, a parent, guardian or other person having custody ("parent/guardian") may wish to request a change in the student's school assignment to another public school within the District or a public school in another district.

A. Procedure for Consideration of a Manifest Educational Hardship Request.

The following procedures will be utilized when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment for his/her child from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will submit a written application to the Superintendent's office detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship. Through the application, the parent/guardian may request that the child:
 - a. Attend another public school or public academy in the District; or
 - b. Attend a public school or public academy in another school district.
2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).
3. Prior to the hearing, the Superintendent shall provide the Board his/her recommendations regarding the parent/guardian's request. Such recommendations may be provided orally at the hearing, or in writing at or before the hearing, with a copy to the parent/guardian.
4. At the hearing, the parent/guardian may use whatever information he/she deems is necessary and appropriate to support the request.
5. In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.
6. The Board may find that a manifest educational hardship exists provided that parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child's education, and that another public school or public academy, either within the District or in another district, can reasonably meet the child's educational needs.
7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that:
 - a. A compelling amount of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

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b. The attendance at the assigned school will impair the educational progress of the child; and

c. Another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.

8. The Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.

9. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board and will forward its written decision to the parents or guardians via means producing third party proof of delivery (e.g., Certified, FedEx, UPS, etc.).

10. If a parent or guardian is aggrieved by the decision of the Board, he/she may appeal to the State Board of Education within thirty (30) days of receipt of the local board in accordance with the provisions of Ed 200.

B. Children with Disabilities.

Children with disabilities as defined in RSA 186-C:2 shall be accorded a due process review pursuant to rules adopted under RSA 186-C:16.

C. Tuition and Transportation.

If the child is assigned to attend school in another district ("receiving district"), tuition to be paid by the Dover School District to the receiving district shall be computed as provided in RSA 193:4. Some or all of the tuition may be waived by the Superintendent/board of the receiving district.

The cost of transportation shall be the responsibility of the parent/guardian.

Legal References:

- *RSA 193:3, Change of School or Assignment; Manifest Educational Hardship*
- *NH Code of Admin. Rule, Section Ed 320, Manifest Educational Hardship*
- *NH Code of Admin. Rule, Section Ed 200, Rules of Practice and Procedure*

NOTE: See also Dover School District Policy JCA

DOVER SCHOOL DISTRICT	POLICY CODE: JLCJA
DATE OF ADOPTION:	PAGE 1 OF 2

EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

Second Reading (New Policy)

- A. Creation of Plan. No later than August 1, 2022, the Superintendent or designee in consultation with each building Principal, the Athletic Director/Coordinator, district athletic trainer(s) and school nurse(s), shall establish a “Sports Injury Emergency Action Plan” (at times referred to in this policy as the “Plan”) for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:
1. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
 2. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
 3. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
 4. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
 5. Identify the equipment and supplies and location thereof needed to respond to the emergency;
 6. Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and
 7. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers’ Association.
- B. Dissemination of Sports Injury Emergency Action Plan. The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.
- C. Additional Written Protocols and Procedures Required. No later than August 1, 2022, the Superintendent or designee in consultation with each building Principal, the Athletic Director/Coordinator, district athletic trainer(s) and school nurse(s), shall develop written procedures and protocols as described below:
1. Hydration, Heat Acclimatization and Wet Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers’ Association;

DOVER SCHOOL DISTRICT	POLICY CODE: JLCJA
DATE OF ADOPTION:	PAGE 2 OF 2

2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:

- a. injury or illness related to or involving any head, face, or cervical spine;
- b. cardiac injury or diagnosis;
- c. exertional heat stroke;
- d. sickle cell trait;
- e. asthma;
- f. allergies; or
- g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

3. Student Return to Play - Procedures governing a student's to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

D. Annual Review and Update. The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan. The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy EBCA).

Policy Adoption:

RESOLUTION
RE: The Kate Crowell Scholarship Fund

WHEREAS: The Dover School Board approved policy 1KG, Establishments of Scholarships; and

WHEREAS: This policy states, "Once the School Board authorizes the establishment of a scholarship, a resolution shall be submitted to the Dover City Council for approval and acceptance of the scholarship funds. Upon City Council approval, the donated scholarship funds will be immediately turned over to the City of Dover, Trustees of Trust Funds"; and

WHEREAS: Mr. Alan Crowell, a member of the Dover High School class of 1969, and his family wish to give back to the Dover community with a \$30,000 donation to establish a scholarship in the memory of their daughter Kate Crowell, who was born August 23, 1976, in Dover and tragically passed away of a heart attack on April 22, 2021 while on vacation on the island of Culebra, Puerto Rico. Kate attended the Dover schools and was both an artist and an active member of the seacoast art community for over 20 years.

NOW, THEREFORE, BE IT RESOLVED:

That the Dover School Board requests that the Dover City Council establish "The Kate Crowell Scholarship Fund" with a \$30,000 donation from the Crowell family for the purpose of awarding a \$1,000 annual scholarship to a deserving Dover High School Senior(s) pursuing a post-secondary education in the Arts. One thousand dollars will be disbursed for the purpose of annual scholarship upon written request by the Principal of Dover High School to the Superintendent or designee. The Superintendent or designee will provide written request to the Trustees of Trust Funds for scholarship disbursement.

SUBMITTED BY:

Amanda L. Russell, Chairperson

Keith Holt, Vice-Chairperson

Kathleen Morrison, Secretary

Rachel Burdin

Carolyn Mebert

Zachary Koehler

Jessica Rozzo

November 8, 2021



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

DOVER SCHOOL DISTRICT COVID-19 DECISION MATRIX

Decision Matrix: Recommendations for use of facemasks indoors based on the level of community transmission and COVID-19 transmission within a facility.

		Level of Community Transmission		
		Minimal	Moderate	Substantial
Cases Within Facility	Sporadic cases without evidence of facility transmission	Optional*	Optional*	Universal+
	Single Cluster	Targeted	Targeted	Universal+
	Multiple clusters or a larger outbreak	Universal+	Universal+	Universal+

**Face masks still recommended for people who want maximal protection for themselves or others (e.g., a household member who is unvaccinated or medically vulnerable)*

+Exceptions can be made for classrooms/schools that have achieved a high vaccination rate (e.g., high-school), or where other prevention measures can be strictly implemented (e.g., 6 feet of physical distancing)



COVID-19 GUIDELINES
GROUP USAGE OF SCHOOL FACILITIES
2021-2022
October 26, 2021

General Safety Protocols for Group Use of Facilities

- Safety protocols are based on the New Hampshire Department of Health and Human Services metric and any New Hampshire Department of Health and Human Services requirements.
- During substantial spread, face masks are required and must fit properly and always cover the nose and mouth.
- During the moderate and minimal spread, masking is optional. Masking is recommended for unvaccinated individuals.
- If an individual is symptomatic for COVID-19, the individual should not be in the school facility.
- If an individual needs a mask, one will be provided upon request.

**WHEN COVID-19 INFECTION RATE FOR STRAFFORD COUNTY IS IN THE
SUBSTANTIAL RANGE THE FOLLOWING PROTOCOLS WILL BE FOLLOWED:**

1. While on Dover School District Campus:

Elementary Schools:

- Masks are required while indoors and for all student spectators, volunteers, and staff. Masks may be removed only while eating and/or drinking.
- Dover elementary schools will be used for group programs during after-school hours and weekends only.
- Group attendance must allow for proper indoor social distancing if gathered with a group other than household members.

Dover Middle School and Dover High School:

- Masks are required while indoors for students, spectators, volunteers, and staff. Masks may be removed only while eating and/or drinking.
- Dover Middle School and Dover High School can be used for group programs during after-school hours and weekends only.

2. Social Distancing:

- Social distancing guidelines will be followed whenever possible.
- Staff members and volunteers will ensure protocols are being followed whenever possible.

**WHEN COVID-19 INFECTION RATE FOR STRAFFORD COUNTY IS IN THE
MODERATE OR MINIMAL RANGE THE FOLLOWING PROTOCOLS WILL BE FOLLOWED:**

1. Masks are optional for individuals who are fully vaccinated. Masks are strongly recommended for individuals who are not fully vaccinated.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

COVID-19 GUIDELINES

Dover High School and Dover Middle School – Coaching Staff and Athletes - Winter 2021-2022 Effective November 1, 2021

General Safety Protocols for all Sports:

- Safety protocols are based on the NH Department of Health and Human Services metric.
- Face masks must fit properly and cover the nose and mouth at all times, when required.
- Frequently touched surfaces and exercise equipment will be cleaned and disinfected regularly.
- Prior to event participation, student-athletes and staff will wash their hands with soap and water for at least 20 seconds or use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Student-athletes and staff must remain home if they are ill.
- If a person is in need of a mask, one will be provided upon request.

**WHEN COVID-19 INFECTION RATE FOR STRAFFORD COUNTY IS IN THE
SUBSTANTIAL RANGE THE FOLLOWING PROTOCOLS WILL BE FOLLOWED:**

1. While on Dover School District Campus

Elementary Schools:

- Masks are required while indoors and on school grounds for all student-athletes, officials, spectators, volunteers, and staff, including while being physically active. Masks may be removed while eating and/or drinking).
- Dover elementary schools will be used for recreation programs during after-school hours and weekends only. No inter-town/city games will be played at the elementary schools. Only practices and “house league” games will be permitted in the elementary school gymnasiums. When using elementary schools for recreational use, the same protocols will be followed.

Dover Middle School and Dover High School:

- Masks are required while indoors and on school grounds for all student-athletes, officials, spectators, volunteers, and staff.
- Masks are optional for student-athletes while they are physically active during practice and competitions, if official game rules prohibit the safe use of a face mask, and while eating and/ or drinking.
- While utilizing Dover Middle School and Dover High School Weight Rooms, masks are required at all times.
- Visiting spectators will be limited to four (4) per rostered athlete for Dover Middle School and Dover High School events. There is no limit to the number of spectators for Dover student-athletes, although this could change based on the type of athletic event.

2. While off Dover School District Campus –City of Dover Facilities

Dover Ice Arena:

- Masks are required during interscholastic competitions for all student-athletes, officials, spectators, volunteers, and staff upon entering the arena and while in attendance.

- Masks are required for student-athletes while in the locker room.
- Masks are optional once the student-athlete enters the ice area – while on the bench and during play.

Dover Indoor Pool:

- Masks are required for all student-athletes and staff while in the building and while in locker rooms.
- Masks are optional for all swimmers/divers once they enter the pool deck.
- Spectators are not allowed at the Dover Indoor Pool due to space constraints.

Tri-Star Gymnastics:

- Masks are required for all student-athletes and staff while in the building and while in locker rooms.
- Masks are optional for student-athletes once they become physically active.

Dover Bowl:

- Masks are required for all student-athletes and staff while in the building.
- Masks are optional for student-athletes once they become physically active.

3. While off Dover School District Campus - Competitions at Opposing Schools

- Dover student-athletes and staff will follow COVID protocols set by Dover School District.
- If opposing school has more restrictive COVID protocols, Dover student-athletes, coaches, staff and spectators will adhere to the opposing school's protocols.

4. Transportation:

- School and athletic transportation will follow federal guidelines which currently require all passengers and drivers to wear a mask over their nose and mouth at all times.
- Bus windows will be open as weather permits to increase air flow whenever possible.
- Members of the same household may be asked to sit together in a seat whenever possible.
- Student-athletes will be permitted to be transported to away contests by a parent/guardian. Student-athletes will be required to notify their coach if travelling with a parent/guardian.
- Coaches will not be permitted to transport student-athletes, except in unusual circumstances.

5. Social Distancing:

- Social distancing guidelines will be followed whenever possible.
- Staff members and volunteers will ensure protocols are being followed whenever possible.

**WHEN COVID-19 INFECTION RATE FOR STRAFFORD COUNTY IS IN THE
MODERATE OR MINIMAL RANGE THE FOLLOWING PROTOCOLS WILL BE FOLLOWED:**

1. Masks are optional for individuals who are fully vaccinated. Masks are strongly recommended for individuals who are not fully vaccinated.
2. Mask requirements, on all school provided transportation, will continue to follow federal mandates regarding their use.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	QUARANTINE STUDENT SUPPORT TUTOR

Job Title: Quarantine Student Support Tutor
Department: Dover School District, SAU #11
Reports To: Assistant Superintendent of Teaching & Learning or Designee
Pay Rate: Tutors will be paid at their per diem/per hour rate

Position Description:

The Quarantine Student Support Tutor will serve in the capacity to provide educational support to students who are quarantined due to COVID-19.

Job Duties and Responsibilities:

Elementary School – Grades K-4

1. Four Quarantine Student Support Tutors will serve students in the elementary: two will serve Kindergarten through grade two and two will serve grades three through four.
2. Elementary tutors will provide services to students in the three elementary schools – Garrison Elementary School, Horne Street School, and Woodman Park School.
3. Service hours are Tuesdays and Thursdays when school is in session; 7:30 - 8:00 a.m., and 3:30 - 4:00 p.m.
4. Provide support in the areas of English Language Arts and math.
5. Will provide social and emotional support to students when necessary.
6. Maintain records of participating students and the services provided.
7. Provide feedback to the Assistant Superintendent of Teaching and Learning on how to continually improve the quality and effectiveness of the tutoring serviced.

Middle School – Grades 5-8

1. Four Quarantine Student Support Tutors will serve students in grades five through eight.
 - 1 Tutor – Grades 5/6 English Language Arts
 - 1 Tutor – Grades 5/6 Math
 - 1 Tutor – Grades 7/8 English Language Arts
 - 1 Tutor – Grades 7/8 Math
2. Middle school tutors will provide services to students attending Dover Middle School in grades 5 through eight.
3. Service hours are Tuesdays and Thursdays when school is in session; 2:30 – 4:00 p.m.
4. Provide support in the areas of English Language Arts and math.
5. Will provide social and emotional support to students when necessary.
6. Maintain records of participating students and the services provided.
7. Provide feedback to the Assistant Superintendent of Teaching and Learning on how to continually improve the quality and effectiveness of the tutoring serviced.

Qualifications:

- Certified teacher for the designated grade levels and subject matter.
- Able to provide students support in a virtual environment.
- Able to maintain records of students attending and services rendered.

Education and/or Experience:

This position requires a minimum of a Bachelor's degree (B.A. or B.S.) from four-year college or university.

Technology Skills:

To perform this job successfully, the position requires engaging the student in a virtual environment for virtual learning.

Certificates, Licenses, Registrations:

New Hampshire Teacher Certification in subject / content area required.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Michael Limanni, Business Administrator
DATE: October 28, 2021
RE: Approval of Bid Award

District Wide *Snow Removal Services*

Salmon Falls Nursery & Landscaping	\$55,500
North Atlantic Snow Services, LLC	\$52,800
Rye Beach Landscaping, LLC	\$56,500

Recommendations:

The business office recommends awarding this bid to North Atlantic Snow Services, LLC. This company was chosen because of their price point and excellent references. C&W pays the bulk of this contract as part of their facilities management agreement with the District, and they also recommend contracting with this vendor for the current fiscal year, as well as the two following years for the additional flat funded rate (\$51,800) provided in their RFP response.



DOVER SCHOOL DISTRICT
EMPOWERING ALL LEARNERS!

Summer Learning Program July 6 - August 12, 2021



**Summer program students
programing robots to get a strike.**

**Major Heeter speaking to students about
aviation and showing them how to fly a drone.**



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INTRODUCTION

The Summer Learning Program Task Force was created in early March of 2021 to create a summer learning program for the Dover School District in direct response to the COVID-19 pandemic. It became clear at that time federal funding would be available to support a program that was much more extensive in nature than the District generally provided. A task force was formed to create a viable program for our students in grades Kindergarten through the eighth grade. This program was designed to be offered to all students in these grades - not limited to only specific target groups who would be serviced through the traditional summer programming.

The following document is a guide and summary for the Dover School District Summer Learning Program (Summer 2021), including program design beliefs which the District used to guide the design of the program, director job description, summary of the overall program, schedule, staffing needs, curriculum, other needs and parent survey results. This information will be used for successful implementation in subsequent years.

SUMMER LEARNING PROGRAM - DESIGN BELIEFS

- Program will provide engaging and enriching learning experiences for students of all skill levels.
- Program will provide structured learning opportunities linked to standards and competencies, including the opportunity to fill in academic achievement gaps.
- Program will provide parents/guardians and students with choice in programming.
- Program will build positive relationships with peers and students.

SUMMER LEARNING PROGRAM - ACADEMIC BLOCK OFFERINGS

1. General Academic Blocks offered to any student
 - More time – Extend number of hours spent on the material to ensure appropriate learning.
 - Dedicated attention – Increase quality of learning by promoting better attention to material.
 - Compressed content – Reduce, synthesize, or revise content of curricula to emphasize fundamentals.
2. Targeted Intervention Blocks offered to invited students (Title I, ESY, ESOL)
 - Prevent continued pandemic loss and additional summer learning loss.
 - Accelerate learning – Promote gains of more than two months in math and reading, helping students to get back on and stay on track.
 - One to one or small group direct instruction to target specific student needs in a very small setting.
3. Enrichment Blocks offered to all students
 - Activities that are engaging and relevant to students.
 - Ground learning in a real-world approach.
 - Integrate hands-on activities.
 - Content complements curricula standards and competencies.

DOVER SUMMER LEARNING PROGRAM – DIRECTOR JOB DESCRIPTION

Primary Function: Serve as the educational leader and administrator of the District's K-4 Summer Learning Program. Responsible for planning, supervising and implementing summer school programs to support both enrichment and remedial learning for students.

Reports To: Assistant Superintendent of Teaching and Learning

Supervises the Following Personnel: All certificated and classified personnel assigned to the elementary summer school sites.

Major Duties and Responsibilities:

- Provides leadership for the summer school programs.
- Participates in the planning, organization, implementation and evaluation of all summer school programs.
- Participates in the development and monitoring of the budgets for the K-4 summer learning program.
- Authorizes expenditures for supplies and materials following established District procedures.
- Participates in coordinating, planning and implementation of summer learning program with departments and sites participating in the summer learning program.
- Coordinates the establishment of schedules and procedures.
- Participates in the hiring of staffing for the summer learning program.
- Participates in coordinating, planning and implementation of the summer curriculum and programming.
- Coordinates the staff development needs of summer school.
- Assists the summer school personnel with parent concerns or complaints as needed.
- Supervises the safety and welfare of the students participating in the program.
- Participates in the coordination of facility use, transportation, technology, and custodial services.
- Coordinates with school nurse to plan for student health needs.

Qualifications and Educational Requirements:

- Teaching certificate required.
- Administrative license preferred.
- Minimum 5 years education experience required.
- Experience in organizing and leading youth education programs in a school setting preferred.
- Bachelor's degree required.

DOVER SUMMER LEARNING PROGRAM – TEACHER JOB DESCRIPTION

Reports To: Summer Learning Program Director

Responsibilities and Duties Pre-Summer:

- Become familiar with all materials sent in advance for your review.
- Complete required pre-employment activities including HR paperwork, background checks/fingerprinting,
- Prepare a preliminary plan of instruction using the provided materials but leave room to innovate and respond to student needs and interests.
- Place any requests for supplies.
- Attend staff orientation.
- Prepare classroom for summer. Ensure appropriate number of desks, chairs, and books based on class rosters.

Teachers' Responsibilities During Summer:

- Take daily attendance noting absences and tardies.
- Plan and teach classes daily according to summer schedule.
- Manage class resources.
- Maintain a classroom climate which nurtures and supports a learning environment.
- Build relationships with students through regular check-ins and feedback.
- Utilize formative assessments to gauge student understanding and mastery.
- Promote student voice, engagement, and ownership emphasizing application, projects, and problem-solving.
- Solve student issues and address concerns as they arise and escalate to Summer Director when necessary.
- Collaborate with other members of the staff on sharing of curricular materials and instructional ideas.
- Ensure campers' safety during class activities.
- Report any and all accidents/incidents to the Summer Director.
- Utilize help from teen interns. Report to the Summer Director.

Teachers' Responsibilities End-of-Summer:

- Return all materials to Summer Director.
- Complete and turn in to Summer Director any student work, assessment or information.

Additional Functions:

- Ability to be flexible in scheduling to meet the needs of the overall program.
- Excellent communication skills, verbal and written.
- Honesty, integrity and commitment.
- Sense of humor.

ELEMENTARY – OVERALL SUMMER LEARNING PROGRAM

The Elementary Summer Learning Program held a 6-week summer program July 5 - August 12, 2021. The program enrolled approximately 200 students. Program days included Monday - Thursday, with the option of half- or full-days. Transportation (First Student) and meals were provided (meals through CAP). Dietary needs/restrictions could not be accommodated nor could IEP requirements due to lack of personnel.

Staff consisted of a program director, 30 instructors (mostly non-certified) and five high school students. Overall, feedback was overwhelmingly positive from students, families and staff. Many have expressed interest in participating in future summer programs.

Mornings were blocked off for academic instruction. One hour was designated for literacy instruction and the other hour was designated for math instruction.

Afternoons consisted of a variety of enrichment activities including, but not limited to, arts/crafts, sports games, and STEM activities. In addition, we brought in Wildlife Encounters and the Little Red Wagon theater group along with other guest speakers.

ELEMENTARY – SUMMER LEARNING PROGRAM SCHEDULE

8:00 - 8:30	Drop off/breakfast in the gymnasium (teacher planning block)
8:30 - 9:00	Morning Meeting (meet your groups in the gymnasium)
9:00 - 12:00	Academic/Snack/Recess
12:00 - 12:10	Half-day dismissal
12:10 - 12:40	Recess/Lunch #1
12:40 - 1:10	Recess/Lunch #2
1:15 - 2:00	Enrichment Block #1
2:00 - 2:45	Enrichment Block #2
2:50	Return to rooms for dismissal
3:00	Parent/Guardian pick-up dismissal
3:10	Bus dismissal

ELEMENTARY – SUMMER LEARNING PROGRAM STAFFING NEEDS

The teacher shortage facing New Hampshire hugely impacted the district's ability to hire teachers for the summer learning program. The program only had 8 certified teachers apply, which made filling the positions challenging; many positions were filled by paraprofessionals and college students. Staff worked hard and did an admirable job given the circumstances but did not have the expertise to make the academic program nearly as strong as the district anticipated. If the program continues in the future, it will be critical to find certified teachers who can meet the academic needs of the students.

In addition to hiring certified teachers, the district needs to hire more staff to keep groups small. In order for students to make true academic gains in such a short period of time, the student needs a significant amount of designated time with a teacher.

Providing adequate training to summer staff is essential. The period of training needs to be targeted and diversified to meet staff needs. Due to the late hiring of staff, it limited the time to provide adequate training. This needs to be rectified moving forward.

High school students provided key support to the program. At times students were extra support in the classroom; did recess duty on the playground; and substituted in classrooms. The high school students performed a multitude of other tasks as needed, including distribution of materials, completed errands, escorting of individual students, bus duty, lunch duty, etc. It is recommended to double the number of high school students for the elementary program.

It is important to note the program director cannot have daily classroom responsibilities. The director is often called into situations which require an administrator in addition to other day-to-day administrative tasks (including breakfast/lunch/morning activity/rosters/etc.). There should be adequate staffing, so the program director is not pulled into student programming, except on an administrative level.

ELEMENTARY – SUMMER LEARNING PROGRAM CURRICULUM

Mornings consisted of academic instruction in literacy and math.

The Literacy Program was designed to be Scholastic's Lit Camp. Although promised a delivery date at the end of June, before programming started, the materials did not arrive until late July, causing a delay in implementing the program. Leveled Literacy Intervention by Fountas and Pinnell was substituted. Once Lit Camp materials arrived, these materials were used for instruction as well.

Marilyn Burn's Do the Math was the math curriculum used. Do the Math helps students build numerical reasoning, so they can find the best strategy for solving problems. The program has four modules: addition and subtraction, multiplication, division and fractions. Each module has 30 half-hour lessons. Teachers build capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division and fractions. The math program was supplemented by Greg Tang math games.

OTHER ELEMENTARY SUMMER LEARNING PROGRAM NEEDS

1. Begin planning for the program in the fall.
2. Decide upon and order materials so they are in hand mid-June, so training can occur.
3. Hire qualified staff.
4. Plan an orientation for staff so the program starts with as few bumps as possible.
5. Extend the length of the program for staff by one or two days after students end for clean-up and collection of materials.
6. Invite families to participate in February with a cut-off date in May.
7. Work out special education needs so students in need of para support are afforded the opportunity to participate.
8. Consider eliminating half-day participation by either students or staff.

DOVER MIDDLE SCHOOL – OVERALL SUMMER LEARNING PROGRAM

The Middle School Summer Learning Program held a 6-week program, July 5 - August 12, 2021. Approximately 80 students were enrolled. Program days included Monday - Thursday, with the option of half- or full-days. Transportation (First Student) and meals were provided (meals through CAP). Dietary needs/restrictions could not be accommodated. Staff consisted of a program director, twelve teachers (at a given time: 14 total), and five high school students. Paraprofessionals were used as teachers due to the lack of teachers who applied. The overall feedback was positive from students, families and staff. Many expressed an interest in participating in future programs.

Mornings consisted of breakfast, whole group game to promote social-emotional development, and two structured, project based academic blocks. Time Warp (Cambium) was the literacy curriculum used and Number Worlds was the math curriculum. Because of inconsistency of attendance, data was not collected for progress monitoring. In future summers, it is recommended students attend all six weeks and progress monitoring (included in curriculums) be used.

Afternoons consisted of a variety of enrichment activities including, but not limited to, arts/crafts, basketball, music study, and welding (through the CTC program). The welding program was well-liked by students - additional opportunities through the CTC program would be highly recommended. Lit Camp (Scholastic) was used, although a lack of books made it difficult for large groups of students. It would be helpful to have more copies or replace Lit Camp with additional enrichments.

Meals, snacks, breaks, Lit Camp, and other activities were based out of a tent at DMS. The tent was a key part of the success, giving students a “home base”, outside of the building which allowed for socialization across grade levels (something many students remarked on as they made new friends). The tent allowed facilities to continue work in the building throughout the summer. If the program continues, renting a tent for the summer is highly recommended.

DOVER MIDDLE SCHOOL – SUMMER LEARNING PROGRAM DAILY SCHEDULE (2021)

	5th: Africa Rms. 228 & 230		6th: China Rms. 227 & 229		7 & 8: Latin America Rms. 232 & 234	
8:00	Drop Off/Breakfast (Tent) Kasey & HS Staff; Teachers Planning/Set-Up					
8:30	Welcome/Advisory & SEL Activities (Tent) All Staff					
9:00*	Literacy: African Elephants, Cheetahs, Lions	Math: Zebras, Giraffes, Hyenas	Literacy: Giant Pandas, Red Pandas, Clouded Leopards	Math: Siberian Tigers, Snow Leopards, Yaks	Literacy: Sloths, Condors, Armadillos	Math: Capybaras, Toucans, Macaws
10:25**	Snack & Built-In Mask Break (Tent) Kasey & HS Staff					
10:35*	Literacy: Zebras, Giraffes, Hyenas	Math: African Elephants, Cheetahs, Lions	Literacy: Siberian Tigers, Snow Leopards, Yaks	Math: Giant Pandas, Red Pandas, Clouded Leopards	Literacy: Capybaras, Toucans, Macaws	Math: Sloths, Condors, Armadillos
12:00**	Half-Day Pick-Up/Lunch/Camper Choice/Built-In Mask Break (Tent) Lunch w/ Students; Teacher Planning 12:30-1:00					
1:00* **	5 & 6 Lit Camp (Tent)				Rotating Enrichment	
2:00*	Rotating Enrichment				7 & 8 Lit Camp (Tent)	
3:00**	Dismissal/Pick-Up (Tent); Teachers Clean-up					

DOVER MIDDLE SCHOOL – SUMMER LEARNING PROGRAM ENRICHMENT SCHEDULE
Grades 7 & 8; 1:00-2:00 (Exception W/TH Welding)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Jo-Ann (Art Room) & Brianna (wks. 1, 2, 4--no 7/14 & 15)	Armadillos & Capybaras	Condors & Macaws		Sloths & Toucans		
John S. (Writing or Outdoor Exploration Rm 230)	Condors	Armadillos	Toucans	Capybaras	Sloths	Macaws
John O. Rm. 232 (Soccer?)	Macaws	Capybaras	Sloths	Armadillos	Toucans	Condors
Brianne Rm. 227 (Crafts)	Sloths	Toucans	Macaws	Condors	Armadillos	Capybaras
Nicholas Rm 228 (Theatre & Music)	Toucans	Sloths	Condors	Macaws	Capybaras	Armadillos
Liam (Basketball-Gymnasium) & Brianna (wks 3, 5, 6)	Lit Camp	Lit Camp	Armadillos & Capybaras	Lit Camp	Condors & Macaws	Sloths & Toucans
**Nicole (DHS: Welding W/Th only 1-3; No Lit Camp) Kevin wks 1, 3, 5 Brady wks 2, 4, 6	<u>Students</u>	<u>Students</u>	<u>Students</u>	<u>Students</u>	<u>Students</u> *Incomplete project make-up	<u>Students</u> *Make-Up session

DOVER MIDDLE SCHOOL – SUMMER LEARNING PROGRAM ENRICHMENT SCHEDULE
Grades 5 & 6; 2:00-3:00

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Jo-Ann (Art)	African Elephants, Zebras, Lions & Cheetahs	Giraffes, Hyenas, Yaks & Snow Leopards		Siberian Tigers, Clouded Leopards, Giant Pandas, & Red Pandas		
John S. (Writing or Outdoor Exploration)	Giraffes & Hyenas	African Elephants & Zebras	Giant Pandas & Red Pandas	Lions & Cheetahs	Siberian Tigers & Clouded Leopards	Yaks & Snow Leopards
John O. (Soccer?)	Yaks & Snow Leopards	Lions & Cheetahs	Siberian Tigers & Clouded Leopards	African Elephants & Zebras	Giant Pandas & Red Pandas	Giraffes & Hyenas
Brianne (Crafts)	Siberian Tigers & Clouded Leopards	Giant Pandas & Red Pandas	Yaks & Snow Leopards	Giraffes & Hyenas	African Elephants & Zebras	Lions & Cheetahs
Nicholas	Giant Pandas & Red Pandas	Siberian Tigers & Clouded Leopards	Giraffes & Hyenas	Yaks & Snow Leopards	Lions & Cheetahs	African Elephants & Zebras
Liam (Lacrosse or Bridges)	Lit Camp	Lit Camp	African Elephants, Zebras, Lions & Cheetahs	Lit Camp	Giraffes, Hyenas, Yaks & Snow Leopards	Siberian Tigers, Clouded Leopards, Giant Pandas, & Red Pandas

DOVER MIDDLE SCHOOL – SUMMER LEARNING PROGRAM STAFFING NEEDS

The program had two paraprofessionals in each room in the mornings. This allowed for small group instruction and accommodated the need for substitutes for whenever a teacher needed to be out, even at a short notice. This worked particularly well for last minute call-outs. The program had two classrooms each of grades 5 and 6, and two blended classrooms of grades 7 and 8. If possible it would be recommended to continue with two teachers in each room in future programs.

Most teachers were full-day and provided an afternoon enrichment activity or implemented Lit Camp. Three of the teachers were half-day only. As groups were smaller in the afternoon, they did not consist of two teachers. When teachers were out, enrichment groups were combined.

High school students provided extra support in the classroom, during tent times, and brought students to and from Dover High School for music lessons and welding. They were a key support. If possible, it would be recommended to have one in each room during the morning.

It is important to note the program director cannot be in the classroom as they are functioning as an administrator and are often called into situations in addition to their day-to-day responsibilities (including breakfast/lunch/morning activity/rosters/etc.). There should be adequate staffing to allow for this.

DOVER MIDDLE SCHOOL – SUMMER LEARNING PROGRAM CURRICULUM

Currently have:

- Time Warp for Grades 5, 6, 7 (3rd Floor Title I Room; DMS)
- Number Worlds G, H, I (3rd Floor Title I Room; DMS)
- Scholastic Lit Camp Silver & Purple Bunk (@ SAU)

Will need:

- Time Warp for Grade 8 (to prevent repeating)
- Refill of disposable materials for Time Warp Kits
- Make photocopies of journals from Time Warp Kits 5, 6, 7
- Number Worlds J
- Additional Number Worlds Workbooks for G, H, I
- Additional copies of books for Lit Camp or a replacement activity

OTHER DOVER MIDDLE SCHOOL SUMMER PROGRAM NEEDS

1. Begin program planning and staffing in January.
2. Purchase additional supplies and materials, depending on what enrichment activities are being offered.
3. Request donations of art/craft materials and gently used games and playground equipment from the community in January.

SUMMER LEARNING PROGRAM – PARENT SURVEY RESULTS

QUESTION: Are there any thoughts you'd like to share about the summer program?

- My son enjoyed not having to wear a mask in school, got to see the teachers faces. And the students as well, but he liked seeing the teachers faces, more personable. He loved the program! Great job to all!
- My son didn't attend summer program. Unfortunately.
- Great program. My daughter asked for an additional week. Thank you.
- Thank you so much! My son LOVED going!
- I loved how they managed to have more hands-on, messier learning experiences than what they would normally participate in during the year. It was amazing.
- This was a great opportunity for Dover's youth. I would participate again in the future
- This was a great program, would participate again.
- It was great, and my son enjoyed it and got a lot out of it! I liked the flexibility too. That was very helpful in summer planning.
- Would be wonderful if you could offer services for the special needs kids in the future!
- Would just like the bus company to be more proactive if busses are late. One day it was over 25 min late and we just assumed it wasn't coming. Another time, sub driver missed our road and then realized he had 2 kids on bus that weren't on his list. He asked my son how to get to our house, which he didn't know, driver called office for direction. He was very nervous and eventually got home, but it's nerve wracking standing at the bus stop waiting and having no idea why it's so late. I didn't call to complain as I understand this happens, new year doing this ect... Just going forward a One-Call for program families would be fantastic.
- My son loved attending!!!! I can't say enough great things about the program! Thank you!
- Don't offer a program if you haven't figured out the logistics. It doesn't take a doctor to realize that almost all elementary school children needed the extra summer help. My son was on a waitlist and now has fallen behind due to Dover's slow response on getting the help our children need.
- Thank you for offering this program.
- Loved it!
- My son loved being able to go to an extended summer school. Thank you

- She loved it. I liked the balance of academics and enrichment.
- I think it was awesome! We chose to have our son do virtual learning last year and this gave him a chance to slowly get back into the swing of things and see his peers. He really enjoyed it. I liked that it was 4 days a week. It was enough time that we felt like he also got a chance to enjoy his summer as well. Liked the option of being able to choose the days/weeks we wanted to send him. And it was free which was incredible, and unheard of. All around extremely pleased. Thank you for providing this!
- This was a life saver after covid. My kids never complained about going and happily went every day.
- This was extremely valuable for my daughter to transition to a school schedule (i.e. taking the bus, packing lunch, getting used to the length of the school day) and getting back to a school setting after being virtual all year. The biggest win was her getting used to being part of a larger group of peers. It was a difficult transition for her at the beginning, so I was happy that it happened in a "lower-stakes" setting of the summer program.
- The program was terrific!
- Awesome program.
- If the program returns next summer, maybe add Fridays.
- I loved the last day's talent show. I loved Miss Wotton. My children enjoyed their time there. Thank you very much for having the program!
- We absolutely loved that he was able to participate in the program at the high school with the welding skills.
- It was so good for her. She looked forward to going every day. Thank you!
- The summer program was extremely helpful and engaging, and we both appreciated our daughter got the chance to meet kids from other schools in Dover and create new friendships.
- It was amazing! Thank you to everyone who made this happen.
- Appreciated this opportunity for them.
- Due to some schedule changes, my boys were only able to attend for a few days, but they LOVED IT.
- In the future, please provide a list of names of students attending the program with contact information so parents know who is enrolled in the cohort and how to contact the parents and get together for outside activities like playdates, concerts, water park trips, fairs, etc.
- It was fun & social for a new student who had only had virtual learning the previous year, and it helped him improve his math skills, very appreciated experience!

- Think excellent both in offering to allow those behind to catch up and those ahead the opportunity to move toward AP. Makes a lot of sense on a lot of levels.
- My son specifically wanted me to say that he really loved it, and he hopes that it runs again next year.
- He doesn't really need the extra academics; he just enjoys learning and being with his friends!
- It was really good, and my son was in remote learning for most of the months and this summary learning fulfilled his in-person learning.
- I loved this program and so did my daughter. She enjoyed going and I could really tell that she was working on her math (a weak point for her) without feeling stressed. The summer program provided our family with so much relief over the summer I really can't say enough good about it. I would definitely send my daughter again if it is offered next year. Also loved the Fridays being off.
- In general, I think the idea of the program is GREAT! I love the idea of the kids keeping their skills sharp over the summer and even jumping more deeply into a topic there is no time for in school. But in practice I was not thrilled with the result. I did not see a lot of opportunities for my children to write, get feedback and revise their writing. I did not see opportunities for practicing math skills and doing math word problems. I did not see any special projects that used the scientific method. I saw a lot of you-tube and movie watching, trivial games on current media celebrities, activities that had dubious educational or even social value and felt more like baby-sitting. Why not wrap Camp Invention into the summer learning program? Why not have a writing intensive week? Maybe some better communication and planning by the staff would be helpful - a 1-pager on Monday that lays out the plans for the week would be nice. Thanks.
- So thankful!
- I so appreciate the value and need for this program, and I commend all the teachers, organizers and assistants who put forth immense effort! As with most things this year, you were working with highly unideal circumstances, insufficient staffing and a short implementation timeframe. I think a more robust curriculum and a fuller, older, more experienced staff would have made a big difference. I do wish parents had received clearer communication that masks were not required. I only learned of this after my kids came home and reported they were one of the only kids still masked up. That felt a little off-putting because we are still being so careful. I think the value in the program primarily lied and its ability to give kids a place to go and socialize during the summer. We were not a high needs family by any measure, so I elected to remove the kids from their final week of the program to open it up to someone who might have needed the spot more. A free childcare/educational opportunity was huge this year. That value to parents can't be understated. I think over time and, y'know, *not during a pandemic*, this model could really thrive and be a great new asset to the students of Dover!
- I was told 2 weeks into the program that the teacher had not yet received her syllabus. I was not worried because she clearly knew how to teach but it made it appear that the program was disorganized. My only other thought would be to touch base with the parents at least twice during the 6-week duration to check in. My son had a great time and he was thrilled to have spirit week, that was a nice touch! Thank you!

- Parents of ESY students need to be made aware that IEP and 504s cannot be followed upon enrollment to the summer program. That is a detail that cannot wait to be disclosed until the summer program begins. I was only aware because I asked a question about her IEP, it would have been very harmful for my child to enter an environment that couldn't support her, without my knowledge. I'm aware that this program has little time to be developed and the turnout was huge, but in the future, this is an important detail that needs to be handled appropriately.
- Everything was all good, though it would have been a little better if school bus could pick and drop kids inside society instead of dropping them on main road.
- He loves summer school and looks forward to it.
- My daughter loves summer school and looks forward to it.
- My daughters came home so happy each day. The summer program gave them a chance to make new friends, as well as spend more time with old. I also feel that they have grown and gained knowledge to ready them more for the upcoming school year. It was a great balance of schoolwork and fun!
- He loved it! Staff was helpful and fun!
- This was AWESOME!! Thank you so much for organizing this, making it free for all and providing door to door bus transportation. My daughter loved her 3 weeks of SLP and would do it again, and I as a parent, loved it too!!! 5* rating.
- I am very disappointed in the way things happened during summer school and my son unexpectedly got hurt for no reason.
- Amazing Job!!
- Thank you for providing!!!
- It seemed the educational support was less experienced; a lot of work came home looking like it had a lot of help from the teachers. Which I don't think is in line with the health struggle that the school typically likes to have with students.
- Follow my child's IEP and provide daily communications.
- The kids had so much fun, every day they came home and showed us something new that they learned, thank you!
- We were so appreciative that it was offered. My daughter was pulled out of daycare due to Covid concerns, and I think is more timid about school then she otherwise would be as a result. We know that having her attend most of the summer at the same facility with a similar routine will make her transition to first grade so much smoother. Thank you so much for all the work that went into it. We would love to see it offered again in the future!!

- Thank you all so much for having this program. It was so great for her to get together with friends all summer long and to meet some new friends. My husband/her dad works from home, so she could have stayed home with him, but it would have been so isolating for her to do that. We do schedule friend get together with our social pod, but nothing to the extent that she got to experience by having this summer program. We would attend again if offered in the future. Thank you so much for all the effort that was put into it. There aren't enough words to tell you how much we appreciated it.
- Thank you for offering this program. The kids loved it and I hope it continues in the future.
- One suggestion - It would be great if parents received a weekly email at the start of the week sharing areas of focus for the grade level so that we can reinforce the learnings at home. It was hard to tell if she was keeping up with the learning or not during the week as we didn't know what to expect and typically like to help augment at home.
- Ms. Tracey (Goulet) was super engaging, and my son really enjoyed his time with her. Thank you for spending your summer with our children and providing them with additional learnings.
- The talent show was awesome! It would be great to incorporate more advanced learning content when needed, sports, and even more outside time/learning. The special events that were held (i.e. the visit from wildlife encounters and talent show) were really great. We loved that the program was offered and would definitely consider again!



DOVER SCHOOL DISTRICT SAU 11 ANNUAL REPORT 2020-2021

INTRODUCTION

In March 2020, the Dover School District was confronted with the COVID-19 pandemic. This framed the end of the 2019-2020 school year and set the stage for the 2020-2021 school year. It has been one of the most challenging circumstances the Board, administrators, teachers, support staff, and students and their families faced. The pandemic had significant ramifications for the District and the larger Dover community. It has been a year that every aspect of the District was tested.

Many of the initiatives identified by the Strategic Plan were either not implemented or delayed due to planning and managing the situation presented by the pandemic. The focus was keeping the District open through remote/virtual, hybrid, and in-person learning, as well, to keep students, families, faculty and staff safe as the community experienced the different stages of the pandemic. Overall, I believe this was accomplished.

The District's Leadership Team was and has been remarkable in their response to the pandemic and supporting their schools and school communities. Hours of planning, developing, and implementing plans were required; their efforts are to be applauded.

Great strides were also made with technology moving to a 1:1 environment, as well as other support technology. Unfortunately, with demands placed upon suppliers during the pandemic, the District's shipments were delayed, causing additional stress on the system as the District began the virtual/remote model. As the academic year progressed, additional technology was added to supplement the instructional programs and student learning. The District began the 2021-2022 academic year positioned for greater success in supporting teachers and students with technology tools to enhance teaching and learning.

The following was developed and implemented with the guidance of the SAU Cabinet and the District's Leadership Team:

Design Teams - During the spring and summer of 2020, the District organized Design Teams to prepare for the 2020-2021 academic year. These teams included:

- **Assessment – Instruction & Learning – Delivery Models Design Team:** The team was charged with developing a comprehensive plan for assessment, instruction and learning, and delivery models. The work of the design team was divided into sub-design teams consisting of three grade bands: K-4, 5-8, and 9-12.
- **Technology Design Team:** The team was charged with developing a technology plan to support brick-n-mortar, blended, and virtual learning environments that aligned with the work of the design team for Assessment – Instruction and Learning – Delivery Models.
- **Teacher Preparation Design Team:** The team was charged with developing a plan to prepare teachers for reentry to the brick-n-mortar environment and/or blended and virtual learning environments.

- **Logistics & Facilities Design Team:** The team was charged with developing and implementing a plan to prepare facilities and plan logistics for the re-entry into the brick-n-mortar.
- **Communication Design Team:** The team was charged with designing a communication system to provide continual communication to parents/guardians, faculty/staff, and students.

The District's Leadership Team and Board had to quickly learn how to lead and manage the schools during the pandemic. There were many factors that had to be considered to provide educational services to students in the safest environment possible. The decision was made to initiate a volunteer committee of individuals from medical and public health fields that was titled the Dover Medical Advisory Council. The following is what framed the work of the Council.

Dover Medical Advisory Council (MAC) - The purpose of the Dover Medical Advisory Council was 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. Each member of the MAC volunteered 70 hours over the course of the school year. Membership included:

Non-Medical

- Dr. William Harbron - Superintendent
- Paul Haas, Fire Chief - Emergency Operations Director
- Dr. Christine Boston - Assistant Superintendent of Student Services
- Patrick Boodey - Woodman Park Elementary School Principal
- Kimberly Lyndes - Dover Middle School Principal
- Peter Driscoll - Dover High School Principal
- Travis Bickford - Lead School Psychologist

Medical

- Dr. Skip Small – Retired Pediatrician
- Dr. Deborah Harrigan – Family & Internal Medicine
- Dr. Rachel Laramée - Pediatrician
- Dr. Daniel Schumacher – Emergency Pediatrician
- Dr. Meghan Harvey – Assistant Professor of Health Science – Springfield College
- Rebecca Jacques - APRN
- Jennifer Morrison, RN – School Nurse
- Chalagne McKane, RN – School Nurse
- Natalie Blough, RN – School Nurse
- Scott Schuler - Seacoast & Strafford County Public Health Network – COVID-19 Public Health IMT – Incident Commander

A team was also required to assist with the planning and monitoring of the District throughout the pandemic. The District organized the COVID-19 Command Team. The Command Team met twice per week to handle the day-to-day oversight of managing the different aspects of the pandemic.

The pandemic had a significant impact on the District's programs and services, yet every effort was made to provide the most effective educational services possible with the many limitations presented.

REPORT CONTENT

The annual report is organized into the following sections:

- Teaching and Learning
- Student Services
- Technology
- Business Administration

- Task Force Work
- Policies and Governance
- Communication and Collaboration
- Dover High School
- Dover Middle School
- Garrison Elementary School
- Horne Street Elementary School
- Woodman Park Elementary School
- Superintendent's Reflection

The appendixes will include the following:

- **Appendix A:** Spring 2021 Summary of the Strategic Plan
- **Appendix B:** District Organizational Chart
- **Appendix C:** Committee Organizational Chart
- **Appendix D:** Teacher Retention Data
- **Appendix E:** Teacher Exit Survey

TEACHING AND LEARNING – PAULA GLYNN, ASSISTANT SUPERINTENDENT

The third round of implementation/accountability was targeted to be developed by the schools based on the Dover School District's Five-Year Strategic Plan. The 2020-2021 focus was an implementation plan addressing one of the identified goals and objectives:

- GOAL 1 – OBJECTIVE 1.1 – STUDENT VOICE
- GOAL 1 – OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS
- GOAL 2 – OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL
- GOAL 2 – OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING
- GOAL 2 – OBJECTIVE 2.3 – STUDENT ACHIEVEMENT
- GOAL 2 – OBJECTIVE 2.4 – COMPETENCY BASED EDUCATION

With the majority of time being dedicated to the development, implementation, and management of plans and operations in response to the COVID-19 pandemic, resulting work associated with the Strategic Plan were not fully implemented or achieved. In November 2020, an alternative Strategic Plan for the 2020-2021 school year was developed and introduced to the Board that focused on the district level. As of the spring of 2021, the schools and district departments reviewed the goals and objectives as listed above and indicated what had been completed to date. This information is provided in the 2020-2021 Annual Report – Appendix A.

The report on Curriculum, Instruction and Assessment is to provide Board members with department accomplishments for 2020-2021. The work was guided by and aligned to the Dover School District Strategic Plan goals and objectives.

Paula Glynn and the instructional coaches, assisted by New Hampshire Learning Initiative, made great strides in pulling the work of the Teaching and Learning Committee together into a comprehensive guide for competency-based education. NH Learning Initiative aided the District throughout the process on the creation of the guidance document. The document includes philosophy, definitions, belief statements, portrait of a graduate (4th, 8th, and 12th grade indicators), and assessment and reporting guidelines. The May 28th Professional Development was dedicated to framing the future competency-based education work of the District.

The Teaching and Learning Department, instructional coaches, and Paula Glynn facilitated the research on the identification of math curriculum materials for grades K-5 and 6-8. An implementation plan and criteria for success have been developed.

Major Accomplishments:

K-12	
Adoption of math programs K-8	Goal 2, Objective 2.3
Creation of the district wide competency-based education handbook	Goal 2, Objective 2.4
Design and implementation of a comprehensive district-wide competency-based education professional development day	Goal 2, Objective 2.4
Provision of ongoing training for district leaders and instructional coaches through NHLI on PLC's and competency-based education	Goal 2, Objective 2.4
Implementation of Eduplanet, new curriculum design software based on Understanding by Design	Goal 2, Objective 2.3
Helped facilitate STAR and continue to assist interpreting results	Goal 4, Objective 4.2
Re-entry committee work	Goal 2, Objective 2.1
Implementation of software to support remote learning	Goal 2, Objective 2.2
Substantial increase and success in grant writing and management because of ESSER I, II, and III.	
Command Team participation and ordering of PPE for district	Goal 2, Objective 2.1
Inspired Leadership Course with Rachel Thalmann for members of district leadership team	
Successful Title I Compliance Review	
Implementation of Summer School K-8	Goal 2, Objective 2.1
Design for Equitable Grading Statement	Goal 1, Objective 1.2

Successful grant management of grants and associated programs funded by grants, totaling approximately \$4.3 million.

ESSER I

- Foundations Level 3 – Goal 2, Objective 2.3
- Aimsweb - Goal 2, Objective 2.3
- Software - Goal 2, Objective 2.3
- Technology lease for 1:1 devices - Goal 2, Objective 2.1, 2.2, 2.3
- Zoom licenses - Goal 2, Objective 2.1, 2.2, 2.3

ESSER II

- HVAC upgrade design - Goal 3, Objective 3.1
- Chromebook cases - Goal 3, Objective 3.2
- Summer Learning Program - Goal 2, Objective 2.3
- Technology lease for 1:1 devices - Goal 3, Objective 3.2
- Digital Panels for every learning space - Goal 3, Objective 3.2
- Instructional Coaches - Goal 4, Objective 4.2

Title I Part A - Support for our economically disadvantaged students that provides:

- School year academic support – Goal 2, Objective 2.3
- Support for homeless students – Goal 2, Objective 2.1
- Instructional Coach - WPS - Goal 4, Objective 4.2

Title II

- Instructional Coaches - Goal 4, Objective 4.2

Title III

- Part-time tutor - Goal 2, Objective 2.3
- Summer programming - Goal 2, Objective 2.3
- Professional development for teachers - Goal 4, Objective 4.2

Title IV

- Funding to keep DHS weight room open throughout the summer for students and staff - Goal 2, Objective 2.1
- Music software for remote learning - Goal 2, Objective 2.2
- Great Schools Partnership - Goal 4, Objective 4.2, Goal 2, Objective 2.1

The following committees were put on hold this past year to enable staff members to focus on planning for instruction during the pandemic:

- Curriculum Planning Council
- Teaching and Learning Committee
- District Leadership Team Data Committee
- Professional Development Committee
- Education Technology Committee
- Wellness Committee
- Community Engagement Committee

The following committees were created this past year to help the District navigate the pandemic:

- Re-Entry Committee
- Medical Advisory Council
- COVID-19 Command Team

Equity: Goal 2, Objective 2.1 and Goal 4, Objective 4.2 – The District continued work with Great Schools Partnership. The 2020-2021 Goals are as follows:

- **Goal 1** – Build teacher capacity classroom practices/pedagogy on education and racial equity.
- **Goal 2** – Support the development of administrator knowledge and skills, improving school culture and coaching teachers in their buildings around educational equity.
- **Goal 3** – Implement a District level sustainability plan for education and racial equity.

RESULT: The major aim for the Racial Equity Vision Keepers Committee for the 2020-2021 school year was to develop an Equity Strategic Plan for the District. The work was started and not completed. The plan is scheduled to be completed by October 2021. This will serve as the guidance document for future work in the District.

Great Schools Partnership developed a 2020-2021 Implementation Plan.

Moises Nunez, Great Schools Partnership Consultant worked in the following areas in 2020-2021:

Elementary Schools

- Led professional development with elementary school staff (September).
- Led professional development with elementary school staff (November).
- Regular meetings with administrators on equity initiatives.
- Supported social justice initiatives in all schools.
- Individual meetings with deans and with principals.
- Ongoing coaching with teachers interested in expanding their teaching to encompass equity work.

Middle School

- Led professional development with middle school staff (November).
- Regular meetings with administrators on equity initiatives.
- Supported social justice initiatives in all schools.
- Individual meetings with deans and with principals.

- Initial work with middle school administrators regarding restorative practices.
- Monthly meetings with dean of student services.
- Ongoing coaching with teachers interested in expanding their teaching to encompass equity work.
- Monthly meetings with 8th grade social studies and ELA teachers.

High School

- Ongoing work with DREAM student group.
- Ongoing work with Bellamy Academy.

Ted Hall, Great Schools Partnership Consultant worked in the following areas in 2020-2021:

Middle School

- Led professional development on achieving equitable outcomes with full faculty.
- Led professional development on achieving equitable outcomes, part 2 with English and Social Studies teachers.

High School

- Led professional development on achieving equitable outcomes with full faculty.
- Led professional development on achieving equitable outcomes, part 2 with English and Social Studies teachers.
- Led professional development on teaching about sensitive issues with whole staff.
- Worked with leadership team throughout the year, focusing on building an effective team.
- Worked with leadership team to better define roles and responsibilities of the academic coordinators.
- Met with academic coordinators to help in their leadership development.
- Met with art and music teachers to work on increasing focus on equity in their teaching.
- Individual meetings with teachers interested in building lessons that integrate equity in their teaching.
- Met with deans of students to look at restorative practices and revised discipline procedures.

District

- Finalized report resulting from focus groups from elementary, middle and high school students about their school experience during the spring of 2020.
- Worked with Brittany Granfield and Aaron Ward to identify pandemic learning that can be carried over. This involved interviewing teachers and students from the high school about practices that worked for them during the pandemic.
- Interviewed all members of the District's Leadership Team (cabinet members, principals and directors) to help superintendent Dr. William Harbron in his assessment of how to make the team's work more effectively.

Ted Hall and Moises Nunez worked jointly in the following areas – District:

- Facilitated meetings for the Full-Leadership Team that focused on equity.
- Attended most weekly leadership meetings throughout the 2020-2021 school year, providing support when needed.
- Planned and facilitated monthly Equity Vision Keepers meetings.
- Regular meetings with Dr. William Harbron.

STUDENT SERVICES 2020-2021 – DR. CHRISTINE BOSTON, ASSISTANT SUPERINTENDENT

Special education services include specially designed instruction, related services, supplemental supports and aids, and case management. Specially designed instruction is provided by special education teachers, and specialists in regular and special education settings. Student Services Paraprofessionals provide support and integration of specially designed instruction and accommodations in general education settings. Special education in the regular classroom includes adaptation of the content, methodology, and delivery of instruction in the general curriculum. Many students require support from a paraprofessional or special educator to access the general curriculum and participate with their peers. Special education outside the regular classroom is designed to close gaps in academic skills and improve social/emotional behavior.

Dover School District has a long history of embracing inclusionary special education practices. It is the goal of the district to have students with disabilities receive most of their instructional services within the regular classroom whenever possible. Dover has a middle school program for students with significant developmental disabilities, and a middle and high school program for students with emotional/behavioral disorders. At Dover High School students have the opportunity to participate with nondisabled peers and students with significant developmental disabilities participate in academic classes and “transition” activities designed to prepare them for employment and independent living.

Preschool students with disabilities are provided special education and related services in the Dover Preschool Program. The Dover Preschool Program includes students with typical development from the community, on a tuition basis. Preschool outcome measures indicate that 100 percent of Dover preschool students with disabilities demonstrate improved outcomes in positive social-emotional skills, early language/communication, acquisition and use of knowledge and literacy skills, and improved use of appropriate behaviors.

The Dover School District currently provides special education and related services to 831 students with educational disabilities. This number includes students from Barrington and Nottingham who are enrolled at Dover High School as well as students attending private schools in Dover and students attending charter schools. Students receive services in a district special education preschool program, Dover public schools, private schools located in the city of Dover, public schools in other towns (for students in foster care), and out of district placements in special private schools designed to meet the unique needs of the student with a disability. The majority of these students (700) are Dover residents attending Dover public schools. The percentage of enrolled Dover students age 3 to 21 receiving special education services is 21% as of September 1, 2021. This number is stable as compared to October 1, 2020. Compared to a NHSAA survey average of 15 students per case manager, Dover case managers average 19-25 students in grades 1-12 and then a caseload of 16 at the Pre-K level.

During the 2020-2021 school year, the department initiated in-person instruction for students with disabilities who required in-person service (due to the nature of the service or severity of the disability) while the remainder of the district remained in remote learning. Special education staff returned to in person service and did an exceptional job navigating service delivery in an environment that required social distancing and the use of PPE. The complexity of this process cannot be overstated. Their work is a credit to the district and to the profession. The district is very proud of our para-educators, special educators, related service providers, nurses and school psychologists. While the rest of the world remained remote these professionals put personal fears and home needs aside and came in to do what was right for students.

Other work within the department included a continued focus on Suicide Prevention and staff training. We continue to enjoy a robust partnership with community allies such as Dover Mental Health Alliance, Community Partners, Connor’s Climb and NAMI NH. This work culminated in the long-awaited Train the Trainer professional development on the NAMI Connect program. This training had been 2.5 years in the making for the Dover Mental Health Alliance, the Dover School District and National Association for Mental Illness (NAMI NH) to host a four-day suicide prevention training for the Dover community. From August 16 to August 19 over 75 people took part in one, three or four days of training, delivered by suicide prevention expert trainers from NAMI NH. There are now 16 certified NAMI Connect trainers in the Dover Community including school staff, public safety, community mental health and community members.

The most recently available NH Special Education District Report (July 1, 2017- June 30, 2018) shows the district to be in compliance across the 14 indicators monitored by the NH DOE. This includes exceeding state targets in the areas of pre-school outcomes. The district will continue to monitor the caseload ratios as caseloads and evaluation loads remain high across the district. School psychologist ratios are at 1:1400 (public schools and private schools due to child find requirements) and special educators to student ratios remain at 1:19. The district has enjoyed four years of meeting all required indicators and staffing will need to keep pace with student enrollments for that to continue.

During FY 21 the district continued to expand on psychologists using the online assessment model and move to administering academic assessments digitally. During FY 22 the district will continue to support the online assessment model by bringing special educators into the project. This will require training and technology for implementation.

The Student Services Department is very excited to be working with the Teaching and Learning Department to bring the Multi-Tiered System of Support Framework into the Dover School District. A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. Educators engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes (Center on MTSS, 2021).

TECHNOLOGY 2020-2021 – CHRISTY PROSSER, IT DIRECTOR

Throughout the 2020-2021 school year, the District continued to update the network infrastructure for district wide connectivity, increased Wi-Fi access points internally and implemented one external facing Wi-Fi hotspot at each school. During the course of the school year, the department facilitated outlines of device specs, ordering, setup and implementation of 1:1 devices for all students and employees. Under emergency learning, the department moved quickly to get devices in the hands of students once they were received mid-year. This also included the addition of 130 charging carts deployed throughout the schools into homeroom classrooms for at-school device charging when a student returned to in-school learning.

A new helpdesk system, SysAid was implemented for both students and staff. This system expanded the departments capabilities to work with helpdesk tickets, technology support, device deployment and inventory, as well as adding team viewer to permit the department to remotely access a school device to provide assistance to the requester of the school loaned device.

The department rolled out Clever, a Single Sign On (SSO) solution to permit students to sign on to respective software used throughout the District, Clever syncs nightly with Infinite Campus, which serves as the District's Student Information System. This synchronization occurs daily to ensure rosters are updating and sign on for new enrollments or removing students from rosters / software due to a class or schedule change or a transfer out of the Dover Schools.

Continued district wide software implementations during 2020-2021 included Zoom, Google Classroom, Google Enterprise, Screen-Cast-O-Matic, Adobe Creative Cloud, GoGuardian plus additional school based or departmental based software.

Due to the efforts to maintain classroom size, social distancing and space allocations to meet return to school guidelines during the pandemic, the tech department expanded the district print options which permitted staff to download drivers for any printer in the district to print to the closest printer for the area the employee would be working at.

As a continued point of support, 200 Tech Go Bags were created and made available to teachers to use. These bags included: USB Web Cam, Tripod, Extension USB cable, external 180-degree microphone, Bluetooth portable speaker, wireless mouse, USB extension hub, and a portable document camera. In many cases, staff only checked out 1-2 specific items versus an entire Tech Go Bag. In addition, the department made available portable projectors to be used at locations that were not standard classrooms or a location not outfitted with a projector system.

Throughout the year, as needs changed and directions on how education could or would need to be delivered, the Technology Department transformed our outreach to include designing a Tech Resource Page for information, tutorials, cheat sheets and short how-to videos to introduce staff to the numerous new devices, software and products implemented due to the pandemic and remote learning. As a part of communication and updates, the department issued 50+ *Tech Updates* to District employees.

As the District moves into the 2021-2022 school year, we can continue to grow in communication, resources and the opportunity for great collaborations with departments and instructional coaches to meet the curriculum and learning objectives, as we continue an integration mode along with support versus the scrambling to constantly find or create a working device.

The department will continue with Tech Updates, continue to build more videos and quick reference resources, increase visibility for classroom check'ins, and monthly meetings at the school level with administration and front office staff on updates, needs and topics for supporting and encouraging growth and innovations in using technology. We now have the tools at hand, we must look forward to what we will build that continues writing the success story using Technology for Dover Schools.

BUSINESS MANAGEMENT 2020-2021 – MICHAEL LIMANNI, BUSINESS ADMINISTRATOR

The budget development process for Fiscal Year 2020-2021 allowed the District's leadership team and Board to identify the staffing needs of the District. While there were numerous requests to either restore positions or add new positions, only a handful of changes were implemented. A science teacher was added at the high school, a related arts teacher was added at the middle school, and an IT Technology Specialist was brought on board for the technology department. The District also increased the hours of the DHS music teacher, moving the position from a 0.34 FTE (Full Time Equivalency), to a 1.0 FTE. To offset these increases, some general funded portions of the District's instructional coaches were moved to federal grants, and several 1:1 paraeducators were moved to the IDEA grant.

Just as the budget season was coming to a close, the District moved abruptly to planning for remote learning as the COVID pandemic ramped up. Plans began to change, and grant funding for personal protection equipment and supplies, as well as for technology and curriculum supplies and equipment began to pour in.

In June, the board approved the tax cap compliant 2020-2021 budget which helped move the District forward in curriculum development and technology innovation. With the purchase of just over 4,000 tablets, Chromebooks, and laptops, the Dover School District not only moved to a 1:1 student and staff device ratio, but it moved forward the entire technology platform, allowing for new developments in digital education, consistency in device quality and compatibility, and improved equity in student access to education materials for both remote and in person learning.

Over the course of the year, the District found savings in many areas of the budget due to the state and countrywide travel restrictions. Specialized, in-person services were very difficult to provide, and transportation of students was significantly limited as we utilized buses to provide food to many locations around the city.

- Savings related to student services and school administration: \$640,917
- Savings related to specialized and regular ed transportation: \$477,260

As areas of savings became apparent, the district's leadership team and school board identified several opportunities to purchase curriculum materials to improve the technology platform, and to focus on some much-needed facility improvements.

- Curriculum Development: \$153,685
- Computer Systems Management: \$614,401
- Operation of Buildings & Grounds: \$312,622

Major projects completed and/or contracted for included:

Location	Description
DMS	Locker Redesign (4 Zones)
DMS	Gym & Weight Room Floor Resurfacing
DMS	Security System Replacement
DW	Math Curriculum
DW	Elementary HVAC System Controls Integration
GES	GES Roof Replacement
WPS	Paving Repairs
WPS	Hot Water Heater Replacement
DW	Interactive Cameras
DW	Staff Computer Monitors and Computer Accessories
DW	Classroom Wall-mounted Interactive Panels

As the impacts of the pandemic further frustrated the world economics, Dover was not immune. With nearly half a million-dollar cut in state adequacy funding, another hundred thousand cuts in state-wide education tax funding, the District was facing

a 1.71% tax-capped budget increase for fiscal year 2023 with over four times that amount in net contractual obligations that included:

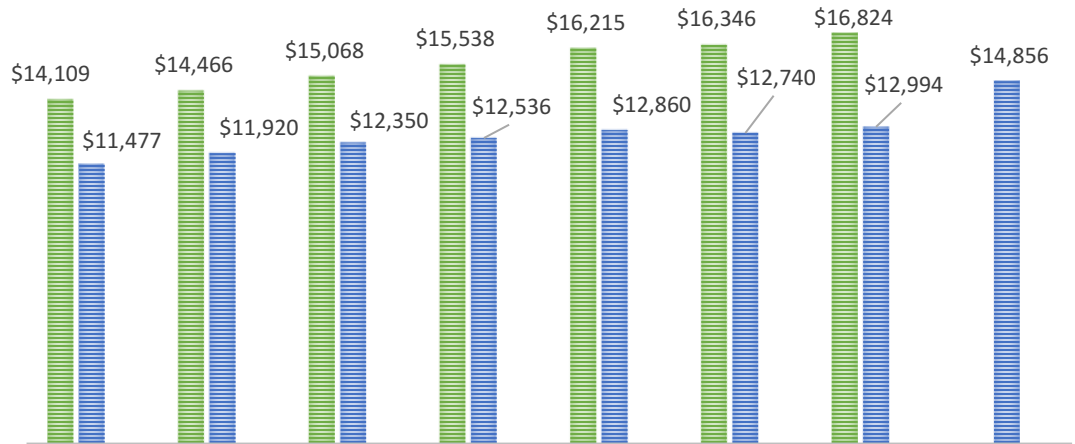
- 1) Increase resulting from change in voted on CIP: \$ 1,287,650
 - **New Debt Service** for bond estimated at \$1,106,000: \$ 55,650
 - Curriculum Replacement: \$ 450,000
 - IT Equipment, print management, and software: \$ 480,000
 - DMS Locker Project: \$ 42,000
 - Facilities Space Needs Study: \$ 50,000
 - Furniture Replacement: \$ 25,000
 - Capital Reserve Transfers: \$ 240,000
 - Minus Previous CIP: \$ (55,000)
- 2) Increase in wages from bargained Contracts: \$ 3,029,259
 - DTU: \$ 1,841,072
 - DPA: \$ 1,080,827
 - DEOP: \$ 58,332
 - DAA: \$ 58,686
 - MISC Stipend Reductions: \$ (9,658)
- 3) Increase/Decrease in Bond Payments per Schedule (Debt Service): \$(9,972)
- 4) Increase in Special Education contractual and legal obligations: \$150,288
 - Tuition & Out of District Placements: \$(134,544)
 - Student Specific Contracted Services: \$ 198,299
 - Student Specific & Specialized Contracted Transportation: \$ 77,550
 - Required Software Licenses: \$ 2,991
 - Required Suicide Prevention Training – PD increase: \$ 20,992
 - Reduction in Medicaid billing: \$ (15,000)
- 5) Increase/Decrease in the District portion of the NHRS Teacher and Employee retirement contributions, the District's portion of IRS FICA payments, and worker's compensation insurance: \$1,307,084
 - FICA: \$ 196,393
 - NHRS: \$ 1,156,359
 - Workers' Comp: \$ (45,668)
- 6) Net Change in Severance Payouts: \$67,000
- 7) Guaranteed maximum rate change in Health, Dental, Life, and LTD Insurance: (Decrease from current enrollment): \$506,769
- 8) Net Change in Facilities Management Contract: \$66,303
- 9) Net Change in Transportation Contract: \$59,379
- 10) FY20 One-time Expenditures: (Furniture, Equipment, & Special Projects not included in CIP): \$(198,853.00)

After having its default (obligations only) budget rejected by the Dover City Council, the District implemented a tax-capped budget that halted curriculum development, eliminated the CIP program, and caused the net loss of 26.58 positions.

Fortunately, the NH DOE awarded the District a 100% reimbursement rate for its Special Education Aid, and the State legislature made a one-time amendment to the adequacy formula in passing its biennial budget on June 24, 2021, providing Dover Schools a \$1,091,166 increase from what was previously projected. On September 23rd, the Dover City Council approved the appropriation increase, and the District was able to restore 4.33 teaching positions and bring back a significant portion of its capital improvement program (CIP).

The following documents provide a quick overview of the expenditures and revenues that represent all District operations for the fiscal year ending June 30th, 2021.

COST PER PUPIL, HIGH SCHOOL



	2013-2014 (For FY2015)	2014-2015 (For FY2016)	2015-2016 (For FY2017)	2016-2017 (For FY2018)	2017-2018 (For FY2019)	2018-2019 (For FY2020)	2019-2020 (For FY2021)	2020-2021 (For FY2022) Subject to Change
State Average	\$14,109	\$14,466	\$15,068	\$15,538	\$16,215	\$16,346	\$16,824	
Dover	\$11,477	\$11,920	\$12,350	\$12,536	\$12,860	\$12,740	\$12,994	\$14,856
%age Increase (Dover)		3.9%	3.6%	1.5%	2.6%	-0.9%	2.0%	15.5%

Fiscal Year 2021 Year End:

DISTRICT-WIDE Expenditures				
Account	Description	GL Budget	YTD	Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 24,004,775	\$ 24,043,023	\$ (38,248)
1200	SPECIAL EDUCATION PROGRAMS	\$ 13,545,192	\$ 13,349,166	\$ 196,026
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,119,039	\$ 2,044,807	\$ 74,232
1400	OTHER EDUCATIONAL PROGRAMS	\$ 696,019	\$ 621,165	\$ 74,854
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 210,803	\$ 212,822	\$ (2,019)
2100	SUPPORT SERVICES - Students	\$ 4,487,311	\$ 4,286,674	\$ 200,637
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,425,490	\$ 1,425,244	\$ 246
2300	SUPPORT SERVICES - General Administration	\$ 1,486,608	\$ 1,472,127	\$ 14,481
2400	SUPPORT SERVICES - School Administration	\$ 2,858,831	\$ 2,891,805	\$ (32,974)
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 4,942,984	\$ 5,255,377	\$ (312,393)
2700	SUPPORT SERVICES - Student Transportation	\$ 3,218,898	\$ 2,741,638	\$ 477,260
2800	SUPPORT SERVICES - Technology & Other Centralized Svcs.	\$ 1,371,977	\$ 1,929,105	\$ (557,128)
2900	SUPPORT SERVICES - Other	\$ 9,900	\$ 51,711	\$ (41,811)
47190	SCHOOL DEBT - Principal & Interest	\$ 6,393,656	\$ 6,393,656	\$ -
5200	FUND TRANSFERS	\$ 289,573	\$ 289,573	\$ -
TOTAL GENERAL FUND EXPENDITURES:		\$ 67,061,056	\$ 67,007,893	\$ 53,163
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 715,817	\$ 934,183
TOTAL FEDERAL, STATE, AND LOCAL FUND EXPENDITURES:		\$ 3,682,197	\$ 4,108,939	\$ (426,742)
Summarized Condition of District Expenditures:		\$ 72,393,253	\$ 71,832,649	\$ 560,604

DISTRICT-WIDE Revenue				
Account	Description	Budget	YTD Transactions	Balance
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ 5,000	\$ -	\$ 5,000

01314.3390	TUITION - SUMMER SCHOOL, DHS	\$	1,500	\$	-	\$	1,500
01321.3390	TUITION - OTHER NH DISTRICTS	\$	42,417	\$	81,328	\$	(38,911)
01321.3390	TUITION - BARRINGTON	\$	2,661,498	\$	2,600,441	\$	61,057
01321.3390	TUITION - NOTTINGHAM	\$	1,713,865	\$	1,611,297	\$	102,568
01321.3390	TUITION - PRESCHOOL PROGRAM	\$	10,000	\$	-	\$	10,000
01321.3390	TUITION - BELLAMY ACADEMY	\$	81,690	\$	40,845	\$	40,845
01322.3390	TUITION - SPED AIDES	\$	275,000	\$	369,931	\$	(94,931)
01323.3390	TUITION - CTE-NH DISTRICTS	\$	115,000	\$	130,148	\$	(15,148)
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$	35,000	\$	16,010	\$	18,990
01420.3410	ATHLETIC TRANSPORTATION DMS	\$	15,000	\$	4,651	\$	10,349
01420.3410	ATHLETIC TRANSPORTATION DHS	\$	52,000	\$	36,571	\$	15,429
01990.3599	OTHER LOCAL REVENUE DW	\$	38,000	\$	2,404	\$	35,596
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$	9,978,350	\$	10,175,350	\$	(197,000)
03210.3700	SCHOOL BUILDING AID	\$	390,062	\$	390,062	\$	-
03230.3700	SPECIAL EDUCATION AID (Formerly CATASTROPHIC AID)	\$	475,000	\$	1,077,536	\$	(602,536)
03241.3700	CTE TUITION AID	\$	325,000	\$	410,565	\$	(85,565)
03242.3700	CTE TRANSPORTATION AID	\$	2,500	\$	3,484	\$	(984)
03290.3700	OTHER RESTRICTED STATE AID	\$	-	\$	27,450	\$	(27,450)
04210.3599	INDIRECT COST ALLOCATION	\$	85,000	\$	99,166	\$	(14,166)
04220.3599	ABE ALLOCATION	\$	45,918	\$	42,499	\$	3,419
04310.3311	IMPACT AID	\$	6,000	\$	-	\$	6,000
04580.3311	MEDICAID DISTRIBUTION	\$	250,000	\$	179,050	\$	70,950
05251.3918	SCHOOL - TRANSFER FROM CAPITAL RESERVES	\$	-	\$	-	\$	-
TOTAL GENERAL FUND REVENUE:		\$	16,603,800	\$	17,298,788	\$	(694,988)
TOTAL FOOD SERVICES FUND REVENUE:		\$	1,650,000	\$	674,778	\$	975,222
TOTAL FEDERAL, STATE, AND OTHER FUND REVENUE:		\$	3,682,197	\$	4,312,591	\$	(630,394)
Summarized Condition of District Revenue:		\$	21,935,997	\$	22,286,157	\$	(350,160)

General Fund Supporting Revenue Total:

State Wide Property Tax:

Local Property Tax (adjusted 11/2019):

TOTAL GF Revenue:

TOTAL GF Expenditure:

Ending GF Fund Balance (budgetary est.):

TOTAL FS Revenue:

TOTAL FS Expenditures:

Ending FS Fund Balance (budgetary est.):

TOTAL Federal, State, and Other Fund Revenue:

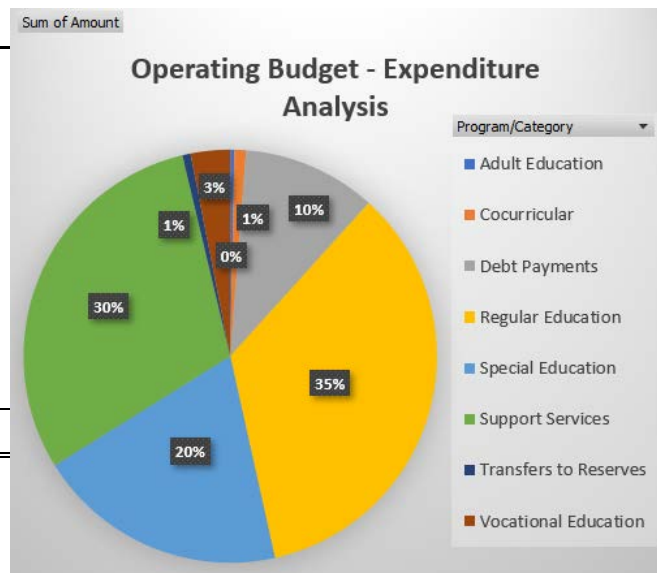
TOTAL Federal, State, and Other Fund Expenditures:

Ending Federal, State, and Other Fund Balance (budgetary est.):

	Budget	Actual YTD
\$	16,603,800	\$ 17,298,788
\$	7,195,076	\$ 7,195,076
\$	42,812,892	\$ 42,812,892
\$	66,611,768	\$ 67,306,756
\$	(67,061,056)	\$ (67,007,893)
\$	(449,288)	\$ 298,863
\$	1,650,000	\$ 674,778
\$	(1,650,000)	\$ (715,817)
\$	-	\$ (41,039)
\$	3,682,197	\$ 4,312,591
\$	(3,682,197)	\$ (4,108,939)
\$	-	\$ 203,652

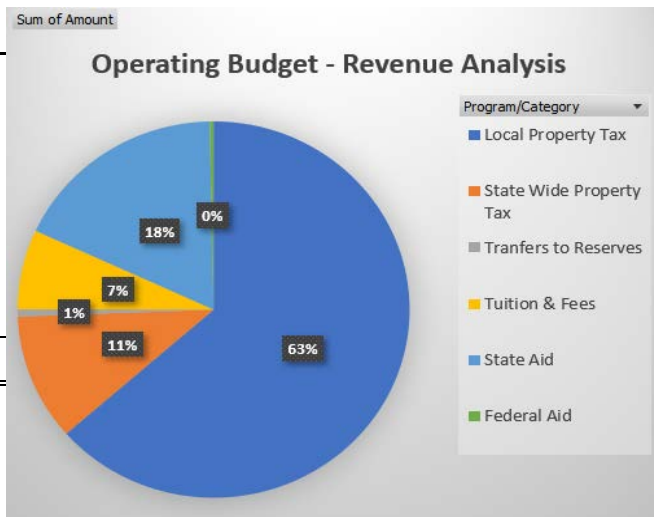
Operating Budget - Expenditure Analysis

Program/Category	Amount
Regular Education	\$ 24,043,023
Special Education	\$ 13,349,166
Vocational Education	\$ 2,044,807
Cocurricular	\$ 621,165
Adult Education	\$ 212,822
Support Services	\$ 20,053,681
Debt Payments	\$ 6,393,656
Transfers to Reserves	\$ 289,573
	\$ 67,007,893



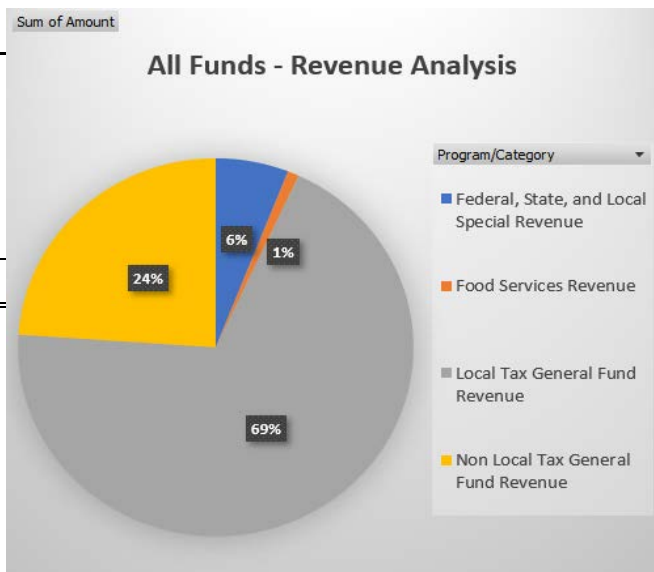
Operating Budget - Revenue Analysis

Program/Category	Amount
Tuition & Fees	\$ 4,893,626
State Aid	\$ 12,084,447
Federal Aid	\$ 320,715
State Wide Property Tax	\$ 7,195,076
Local Property Tax	\$ 42,812,892
Transfers to Reserves	\$ -
	<u>\$ 67,306,756</u>



All Fund Revenue Analysis

Program/Category	Amount
Non Local Tax General Fund Revenue	\$ 17,298,788
Local Tax General Fund Revenue	\$ 50,007,968
Food Services Revenue	\$ 674,778
Federal, State, and Local Special Revenue	\$ 4,312,591
	<u>\$ 72,294,125</u>



TASK FORCE WORK 2020-2021

Response to the COVID-19 Pandemic: The onset of the COVID-19 pandemic required the District to support education in a different venue until students could be returned to their schools for in-person learning experiences. The pandemic introduced a *Big Opportunity* for the District. There were valuable teaching and learning lessons learned during the disruption of the “normal” school day and environment. These lessons needed to be captured as we learned to engage students more effectively in the learning process that best fit their needs.

The following task forces were developed in the Spring of 2021 as the Dover School District began to come out of the pandemic:

- **BIG Opportunity Task Force:** Over the course of the pandemic, the District introduced virtual/remote learning as well as new platforms and new technologies. Teachers entered this experience with various degrees of expertise. Throughout this experience, lessons were learned by teachers, administrators, students, and parents/guardians. The District was presented with the opportunity to harvest the ideas and lessons learned in order to identify the beneficial and effective strategies/practices and to determine the strategies/practices that could be beneficial to improving student engagement, learning, and achievement. The purpose was to identify and reflect on the best practices that were learned through the

remote/virtual learning for students and to identify effective practices that could be implemented in the 2021-2022 academic year. The School Board received a copy of the final report.

- **Virtual School Task Force:** Throughout the pandemic, the District learned of students' successes with virtual learning. In addition, there was an awareness of the students that were fully engaged in the learning process and who progressed academically. The students who were successful with virtual learning had lessons to share with us. The District can learn from these experiences and determine if virtual learning needs to be an integral part of the District's learning offerings to develop learning that will fully engage students in the learning process and their achievement. The purpose was to develop a model for a district-based virtual school to serve students in the Dover School District. Currently, the District is working with a consortium of school districts to form a more local virtual school for students in participating districts.

The initial work of this group stimulated initiation of the *Seacoast Virtual School Consortium* that met throughout the summer to develop a virtual school consortium for kindergarten through the eighth grade. As the group continued to move forward with the development, several barriers could not be overcome, inclusive of financial sustainability over time and appropriately serving students with special needs.

- **Summer Learning Task Force:** Throughout the pandemic, the District learned of students' successes and struggles with virtual learning. In addition, there was an awareness of the students that were fully engaged in the learning process and progressed academically, as well as students that were not engaged and demonstrated little or no progress academically. Throughout the pandemic, there were reports on the gaps that occurred with students in the areas of reading and math. Furthermore, there was continual emphasis placed on students' social and emotional needs. It was vital and urgent the District take advantage of the summer season to design a robust summer program for Dover School District students. The purpose was to develop a comprehensive and robust program for students in kindergarten through the twelfth grade that would prepare them for a successful 2021-2022 academic year. The District provided a variety of schedules to accommodate student and family needs. The morning session was dedicated to reading and math focus; the afternoon session was for project-based learning and activities. The Dover High School learning program focused on credit recovery. Following a school year of the COVID-19 pandemic, staffing became the most critical issue.

The Summer Learning Program was funded by ESSER Funds. A separate summer school program report has been provided to the School Board.

Two Task Forces were established in 2019-2020. Although unable to meet throughout the 2020-2021 school year, the work continued. These task forces will be reassessed to determine if work will proceed during the 2021-2022 school year.

- **Professional Development Task Force** – During the 2018-2019 school year, the Professional Development Task Force was established. The task force developed a professional development model that was adopted by the School Board. In 2019-2020, the Professional Development Task Force was transitioned to a Professional Development Committee to plan and assess the District's professional development. The establishment of a Professional Development Committee was to identify specific targets to accomplish in the 2021-2022 school year.
- **Dover Teachers Union (DTU) Safety Task Force** – The DTU Safety Task Force was established during the negotiations of the DTU Contract. The purpose of the Task Force is: The Dover School District and the Dover Teachers Union seek to jointly study the safety concerns of DTU members regarding behaviors of students and community members in the school building and on school property. The Task Force has been a productive body. With the onset of the pandemic, the task force was unable to meet. The aim will be to determine if this task force needs to be continued and the alignment with the Board's new discipline policies.

POLICIES AND GOVERNANCE 2020-2021 – AMANDA RUSSELL, BOARD CHAIR

Policies are brought to the School Board for revision or adoption as recommended by the New Hampshire School Board Association or as designated by the School Board. In 2020-2021, the following policies were adopted:

NAME	DESCRIPTION
Policy JI – Student Rights and Responsibilities	Revised to reflect withdrawal of sample policy JIA, along with other minor language changes.
Policy JIC – Student Conduct	This sample policy has been recategorized as “Priority/Required by Law” policy completely restructured to reflect the legislative overhaul of RSA 193:13.
Policy JICD – Student Discipline and Due Process	This sample policy was completely restructured to reflect the legislative overhaul of RSA 193:13.
Policy BEDG – Minutes	Minor changes only (indicated with bold italicized language).
Policy JICA – Student Dress Code	Board Member Rachel Burdin requested administration to review the District’s Dress Code Policy to eliminate any biases in the policy. At the July 13th Board Meeting, the Board was presented with a revised Dress Code Policy JICA striving to eliminate biases. Administration made further revisions in the Dress Code. The Board may want to consider the revisions made and may want to make further revisions before moving forward with the second reading approval.
Policy ACAB-R – Employee Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedures	The Board adopted these employee procedures to provide prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC–Nondiscrimination/Equal Opportunity and ACAB–Harassment and Sexual Harassment of School Employees. The complaint procedure in Section 2 may also be used, to the extent applicable, by visitors, including parents, volunteers and others having lawful access to the schools who wish to make a complaint of discrimination or harassment. Complaints alleging harassment or discrimination against students based on a protected category should be addressed through the Board’s Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAA-R). Any individual who is unsure about whether discrimination or harassment has occurred, and/or which complaint procedure applies is encouraged to contact the Human Rights Officer or Title IX Coordinator.
Policy ACAB – Harassment and Sexual Harassment of School Employees	Harassment of school employees because of sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or genetic information are prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws. Any employee who engages in harassment or sexual harassment shall be subject to disciplinary action, up to and including discharge.
Policy ACAA-R – Student Discrimination / Harassment and Title IX Sexual Harassment Complaint Procedures	The Board has adopted these student procedures to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Human Rights and ACAA – Harassment and Sexual Harassment of Students. Complaints alleging harassment or discrimination against employees or third parties based on a protected status should be addressed through the Board’s Employee & Third-Party Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R). Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Human Rights Officer (or HRO)/Title IX Coordinator.
Policy ACAA – Harassment and Sexual Harassment of Students	Harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

	School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct. Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.
Policy AC - Nondiscrimination Equal Opportunity	AC was retitled and revised to reflect the 2019 passage of SB263, 2019 N.H. Laws Ch. 282, which among other things: (1) identifies education as a civil right protected under RSA 354-A; (2) expanded (or clarified) the list of classes protected against discrimination under the law; (3) created specific right of claimants or the state attorney General's office to bring discrimination complaints to the NH Human Rights Commission and Superior Court, and (4) requires each district to adopt a policy that sets the framework for developing a coordinated plan to prevent and address incidents of discrimination.
Policy GDB –Employment of Non-Certified Personnel	The intent is to decrease the possibility of outdated policies in the wake of several legislative changes to protected classes in the past few years.
Policy GBA – Equal Opportunity Employment (Withdrawn)	Former Policy GBA needs to be withdrawn – replaced and recoded by Policy AC – Non-Discrimination, Equal Opportunity Employment and District Anti-Discrimination Plan.
Policy AEB-A – Recognition by School Building Renaming	The Board Ad Hoc Committee of Renaming of School Buildings has developed a new policy to address the renaming of a school. This is the first reading and feedback is requested.
Policy AEB – Recognition by Dover School Board	The Policy has recommended revisions as noted in the document by the Board's Ad Hoc Committee for the review of Policy AEB. This is the first reading and feedback is requested.
Policy IKFG – Career Readiness Pathways and Credentials	The first reading of a new policy. This policy creates awareness of short-term requirements of SB 276, 29019 N.H. Laws Ch. 322 "The Career Readiness Drive to 65 Act". The act requires that beginning in the Fall of 2020, all high schools must assess career interest for incoming freshmen, advise entering students how to achieve career readiness credential ("CRC") upon graduation, and imposes various record keeping measures relative to career readiness pathways ("CRP") and CRCs. While the act includes definitions for both CRC and CRP, those definitions do not include specific substantive criteria, leaving it, at least for now, to local districts to manage. DOW is working on establishing criteria for career readiness certificate, and a transcript structure for work-based learning.
Policy EC – Buildings and Ground Management-Integrated Pest Management Program	Dr. Carolyn Mebert and Zachary Koehler have presented the revised Policy for consideration by the Board. This will be the second reading and will provide the Board an opportunity to provide input and adoption of the policy.
Policy GCG – Part Time and Substitute Professional Staff Employment	Revision of the existing policy to reflect a pay increase for substitutes for Registered Nurse positions
Policy EHAA – School Net and Acceptable Use Policy	Revision of the existing policy to update to the most current standards and new equipment.

With the recent adoption of the new discipline policies, a Discipline Task Force was implemented, facilitated by Tom Waldron and Lindsay Dube. The District needed to identify how to align discipline practices and procedures with the new policies. The Task Force includes the dean of students from each school and others who may be invited by the task force.

Due to legislative action, the following policies were adopted:

- Policy JI – Student Rights and Responsibilities - Revised
- Policy JIC – Student Conduct – New Policy
- Policy JICD – Student Discipline and Due Process – Revised

The following policies were recommended to be withdrawn:

- Policy JIA – Student Due Process
- Policy JICI-R – Modification of Weapons Expulsion

The review of the revised and new discipline policies provided the opportunity to examine the District’s Student Discipline practices through the lens of the policies and a review of the schools’ discipline data. Most importantly, it provided the opportunity to review schools discipline practices.

The following is from the American Association of School Administrators’ Learning 2025:

Environments Filled with Safety and Belonging: Children will engage optimally and learn best when they feel physically, emotionally, and identify safe and when their culture and values are represented in their learning communities. Learning communities that have shared values, routines, and high expectations and that demonstrate cultural sensitivity and communicate worth create calm and ignite the capacity for engagement and creativity. This means eliminating harmful practices such as negative stereotypes and biases, bullying or microaggressions, unfair discipline practices, tracking, and other exclusionary or shaming practices. Instead, co-creating norms; giving ownership to students over their bodies, choices, and learning; and having predictable, fair, and consistent routines and expectations for all community members creates a strong sense of belonging.

- Identification of tasks and implementation plan for 2020-2021 by Wednesday, March 31.
- The development of a three-year implementation cycle by Friday, June 4.
- The development of a three-year professional development plan by Friday, June 4.

COMMUNICATION AND COLLABORATION 2020-2021

During the 2020-2021 school year, a communication plan was developed and implemented. The components included:

Staff Update	Published weekly throughout the pandemic, bi-weekly throughout the Spring.
Leadership Team Update	Published weekly for Leadership Team members. Inclusive of updates, monthly administrative calendar, INspired Leadership, and professional readings.
Board Update	Published weekly for School Board members. Inclusive of updates, superintendent’s weekly activity report, INspired Leadership, and readings.
Dover School District Family & Community Update	Published weekly throughout the pandemic; bi-weekly the closing month of school. Publication included a weekly message, timely updates, and community resources. Update is e-blasted and housed on the District website and Facebook page.
Dover School District Webpage	The District webpage continues to evolve with up-to-date information for staff and families.
Dover School District Facebook Page	District publications and other information are posted as needed.
Press Release	Collaborated with Dover City Media Center on press releases and video shots. This continues to be developed during the 2021-2022 school year.
Annual Report	The Board was provided with the Dover School District 2018-2019 and 2019-2020 Annual Report. The 2020-2021 Annual report will be published in November 2021.

DOVER HIGH SCHOOL 2020-2021 – PETER DRISCOLL, PRINCIPAL

Dover High School’s enrollment increased by 65 students over the 2019-2020 school year. 121 sending school students took classes in the Career Technical Center and 8 middle school students enrolled in Honors Geometry. Two homeschooled students took classes at Dover High School.

Student Enrollment:

Grade Level	Number of Students	Number of Males	Number of Females
Grade 9	398	208	190
Grade 10	395	209	186
Grade 11	377	182	195
Grade 12	339	166	173
Total	1509	765	744

Dover High School has tuition agreements with the towns of Barrington and Nottingham. **Breakdown by grade level:**

Grade Level	Barrington	Nottingham
Grade 9	51	24
Grade 10	63	20
Grade 11	37	35
Grade 12	42	21
	1 part time	
Total	193	100

Additionally, Dover High School had six tuition students; Nute and Oyster River High Schools each sent one student to Bellamy Academy, while four Strafford residents attended Dover High School.

Dover High School students on free or reduced lunch decreased by 1.7% from the previous year. This number was not generated this year as all students were eligible for free breakfast and lunch.

Free and Reduced Status as of October 1, 2019:

Status	Number of Students	Percentage of Students
Free or Reduced Lunch	339	23.2%

Ethnic Breakdown as of October 1, 2020:

Race	Percentage of Students
American Indian or Alaskan Native	0.1%
Asian and Pacific Islander	7.59%
Hispanic	3.78%
Black Non-Hispanic	2.21%
White Non-Hispanic	81.1%
Multi-Race	5.14%

SAT Scores for Juniors for Department of Education Accountability - Numbers represent percent proficient or above (81% of eligible students took the test. The usual participation rate is 95%):

Year	English	Math
2016	64%	32%
2017	69%	44%
2018	62%	35%
2019	65%	38%
2020	N/A	N/A
2021	61%	42%

Staffing: Dover High School and Regional Career Technical Center is led by an eight-member administrative team comprised of a principal, career technical education director, athletic director, instructional dean, two deans of students, one student services dean, and an alternative program dean.

The teaching staff has 113.66 fulltime equivalents broken down as follows:

Teaching Staff	Number of Employees
Bellamy Academy	4
Career Technical Center	18 full-time 6 partial positions
English	15, includes ESOL
Mathematics	13, only 12 positions filled this year
Music	2
Science	13.5
Social Studies	10.67
Student Services	12, with 2 partial positions
Wellness	4.33
World Language	8.33

11 credentialed staff provide support for students. These positions include:

Credentialed Support Staff	Number of Employees
Behavioral Interventionist/Social Worker	1
Career Technical Center Support Person	1
Librarian	1
School Counseling	7 counselors - 1 assigned to Bellamy, and 1 school psychologist

39 support staff help deliver services at Dover High School. They include:

Support Staff	Number of Employees
Athletic Office	1 school-year administrative assistant
Bellamy Academy	1 aide 1 school year administrative assistant
Career Technical Center Office	1 year-round administrative assistant
Copier Aide	Position not filled this year
Credit Recovery/VLAC Aide	0
Dean's Office	2 school year administrative assistants
Main Office	2 school year kiosk personnel 1 school-year receptionist/substitute coordinator 1 year-round administrative assistant
Nurse's Office	1 school-year administrative assistant 1 nurse
Parking	1 enforcement position; person was furloughed this year
School Counseling Department	1 year-round registrar 1 school-year administrative assistant
Student Services Aides	22, number fluctuates based on student need and ability to fill positions

School Successes During 2020-2021:

- Live instruction provided during virtual learning.
- Efforts of counseling staff to provide support to students and families.

- Provision of social-emotional support for students and families provided by teachers while continually pivoting to provide the best instruction possible.
- Development and implementation of COVID-19 protocols prevented building transmission, despite having positive individuals in the building.
- Growth of teaching staff in technology use, including hardware, applications, and programs.
- Class of 2021 celebrated with in-person awards ceremony and graduation.
- Athletic teams produced three state championships and two second place finishes.
- Provided nearly 1,200 individuals with two doses of the COVID-19 vaccine and a second dose to nearly 500 individuals.
- Continued support from the District's Student Services team helped manage many challenging issues.

School Challenges During 2020-2021:

- Loss of a student to suicide - third student in that cohort.
- Mental health issues of students and staff amplified by the pandemic, social unrest, and economic difficulties.
- Difficulty getting faculty and staff to see the delivery of education through an equity lens.
- Continued resistance by some to competency-based education.
- Lack of engagement and progress by a segment of student body and inability to hold students and faculty accountable for high failure rates.
- Loss of an English, mathematics, science, and one-half of a Spanish teacher despite continued enrollment increases.

Areas to be Addressed in 2021-2022:

- Mental health issues of students and staff - Train the Trainer for Mental Health First Aid in place for this summer as well as task force that includes students.
- Curriculum review and revision of the Humanities to make content and material reflective of the diverse experience of our country including incorporating AIR.
- Student accountability as we return to familiar practices.
- SPIRIT work.
- NEASC Report Recommendations.
- Professional development focus on assessment and feedback.
- Cohesion of the administrative team and academic coordinators.
- Teacher accountability particularly in terms of communicating with families.

The information below outlines the five-year goals for the school developed in 2019.

Five-Year Targeted Plan:

- Dover High School will establish a parent group to engage parents as participants in the evolution of programming and practices.
- Dover High School will have enough technology resources to ensure availability to all students, at all times.
- As part of the District's Strategic Plan Objective 2.1 (**Social, Emotional, Physical** - *We will promote and support the overall health and well-being of all students and staff*) and in conjunction with the District's Social-Emotional Learning Task Force, Dover High School will complete and formalize the rubrics to measure these expectations. Students and families will receive a report on the student's progress and this information will be aggregated and shared with the community.
- Media Center will be staffed with a full-time assistant to allow the librarian to focus on support of students and teachers.
- Foster relationships within the community and advocate with local, state, and nationally elected officials to ensure adequate educational funding.

DOVER MIDDLE SCHOOL 2020-2021 – KIMBERLY LYNDES, PRINCIPAL

Dover Middle School is a dynamic and energetic middle school that educates students in grades 5-8. Student ages range from 10-14. Some students enter at age 9 and some exit at age 15. There were 1061 students enrolled at the end of June 2021.

Enrollment data:

Grade Level	Number of Students
Grade 5	279
Grade 6	245
Grade 7	278
Grade 8	259
Total	1061

Student demographics data by race:

Race	Number of Students	Percentage of Students
Not reported	0	0.0%
American Indian or Alaskan Native	5	0.4%
Asian and White	10	0.9%
Black or African American and White	10	0.9%
Asian/Indonesian	86	8.1%
Hispanic	46	4.3%
Black	50	4.7%
White	854	80.7%

Socioeconomic data:

Status	Number of Students	Percentage of Students
Free Lunch	233	22%
Reduced Lunch	42	4%
Regular Lunch	785	74%

Students reported as homeless:

Status	Number of students	Percentage of Students
Students Reported Homeless	29	2.7%

Educational service data:

Status	Number of Students	Percentage of Students
Special Education Plan	202	19%
504 Plan	92	8.7%
Regular Education Plan	767	72.3%

The building is staffed by 90+ certified educators and 40+ support staff. Support staff includes office personnel, social worker, police officer and paraprofessionals. Each grade level has 12 regular education teachers and 2-3 special education teachers. Grade levels are divided in teams of students. Each team has four CORE teachers (Math, Language Arts, Social Studies and Science). Fifth grade is the one exception. They are organized in teams of two to support the transition from elementary school (Math/Science and Language Arts/Social Studies). A staff of Related Arts teachers instruct all grade levels. Courses in related arts include Wellness, Music, Art, Technology Education, Computer Skills, World Language, Public Speaking, Creative Writing and Life Skills. These classes are taught in a rotating schedule.

In last year's closing narrative, I ended with; *For this upcoming school year, we will continue to focus on expanding our knowledge and skills in technology, new platforms, and instructional models to provide quality virtual instruction. A second area of high concern currently is building strong student relationships and equity in our programming.*

The 2020-2021 school year was one of many changes. We began with remote learning for all and slowly brought in groups of students as supported by the COVID-19 data. In the spring, we were operating with most of our students in-person and some students virtual. It felt like three school years in one as we navigated and shifted with the goal of having all students in-person.

Changes in District protocols came fast and furious. Teachers overcame every obstacle - I am proud of the professionals working with our students. Set routines and structures are expected in schools to support teaching, learning and operations. In the 20-21 school year, every new change also presented a new start for teachers. Every time we settled in; another change occurred. This was welcomed by some, for others it caused stress, in the end, everyone (students included) were exhausted by the constant changes.

Remote/virtual learning continued to push our teachers to learn new technology, and to utilize their resources and each other to make the learning experience optimal for students. The skills learned transferred to in-person learning and have opened doors to new learning opportunities. Teachers were trained and certified as Google Educators. This platform was pivotal for virtual learning. Our teachers educated students in an “all remote” model and then moved to a room and zoom model where some students were in-person and some were virtual. This was the most difficult model for teachers. Supporting both groups at the same time brought challenges.

All students received new Chromebooks for this school year. The new devices drastically improved students’ access to their education. Moving forward, we will utilize the Chromebooks both in and outside of school for students. The devices will allow seamless transitions for students who are absent, for schoolwork outside of school hours and access to materials through one device. Inside the classroom, the devices will support learning in a variety of ways in the different classes.

We removed guidance and library from our rotating related arts schedule and added Life Skills. Life Skills is a new and improved version of the old course Family and Consumer Science. In this course students learn about cooking, finances, care for others and career opportunities. Very quickly, this course became a favorite to our students.

We held an extended homeroom for the entire year. This was an opportunity for teachers to build classroom community and relationships with students. The feedback showed that this time was invaluable. Connections and relationships are the foundation of the classroom. While very different during the pandemic, I am proud that we made this a priority. We were unsuccessful in reaching all students in ways we wanted (screens on, participation, etc.) but slowly the relationships grew, and students made progress.

As the next school year approaches, there are still some unknowns. We will continue to flex and change as needed, but we are looking forward to all students in person, a sense of normalcy and the opportunity to make positive changes that were discovered through the pandemic.

Professional Development 2020-2021:

Due to COVID-19, many professional development plans were altered and/or pushed out from last year. Below are the topics in which staff received professional development this past year.

- Inquiry Planning
- Google Classroom
- Distance Learning Playbook- Virtual Instruction
- Freckle
- Clever
- Go-Guardian
- Suicide Training
- Title IX
- Bloodborne Pathogens
- Bullying
- Harassment

- Emergency Flip Chart Updates
- Self-Care
- NHSAS Proctor Training
- Competency Based Education

GARRISON SCHOOL 2021-2022 – BETH DUNTON, PRINCIPAL

Garrison Elementary houses 370 students K-4 in 22 classrooms:

Grade	Number of students
K	56
1	88
2	74
3	84
4	68
Total	370

Garrison's students include 13 ESOL students, 52 special education students, and a free and reduced lunch percentage of 12.9% in the prior school year. This year, all students were eligible for complimentary breakfasts and lunches.

Garrison's students are supported by 64 district employees broken out as follows:

Employee Type	Number of Employees
Classroom Teacher	22
Special Education Teacher	3
Speech Pathologist	1
Librarian	1
Related Arts (STEM, Art, Music, PE)	4
Reading Specialist	1
Instructional Paraprofessionals (kindergarten, reading)	8
School Counselor	1
Nurse	1
Behavior Specialist	1
Behavior Aide	1
Special Education Paraprofessionals	11
ESOL Teacher	1
Office Personnel	2
Noon Supervisors	5 (3 per day)
Administrators	2

2020-2021 Successes:

- Garrison staff ensured this year was one of learning and connection with students. The year began remote/virtual-teachers spent countless hours learning and honing their craft to be effective via video conferencing with elementary students. We found many families and teachers reported stronger school/home connections, and many families reported having a window into the curriculum helped them to understand school and their student much more.
- Our school nurse worked hard to make sure staff and students were healthy and helped them navigate the pandemic with grace. Mrs. Lupi, RN, was the sounding board and guiding voice for the Garrison community as we navigated COVID testing, quarantines, remote learning, and how to make it all work in a school. She spent hours beyond the school day working with families, NHDHHS, and others to ensure we were staying healthy and following our protocols.

- Technology was a huge success this year – although there were challenges with rolling out so many new devices, programs, and subscriptions, it allowed for a successful year of change. We leveraged the technology to create a remote school day that allowed us to teach in both large and small groups, run guided reading, hold related arts (including PE!) and deliver all services our students need.
- Staff undertook an immense amount of professional development – both district and individually driven. Our collective knowledge around technology, clarity in instruction, and assessment has grown tremendously. Continuing to use the knowledge and skills during in-person learning will help our students with the skills needed to be successful in school and beyond.
- Academically, our students continued to make progress, even with the challenge of remote learning, and when many of our students came back in February and April, the academic growth teachers saw from their students was celebrated. Being able to teach students in person, especially reading, resulted in great growth for many of our students.

2020-2021 Challenges:

- Remote learning was a challenge, but staff and students rose to the occasion. There were times when technology did not work, when best laid plans went awry, and students weren't able to complete their learning the way the teacher intended. This necessitated teachers to re-plan, re-teach, and reach out to families to troubleshoot not only learning, but technology.
- Much of the year was marked with not knowing and uncertainty around COVID, protocols, students' return, and more. This level of uncertainty caused stress for staff and families alike.

Professional Development 2020-2021:

- Staff as Mandatory Reporters
- GES Campus Emergency Assignments, Chain of Command, and Off-site Evacuation
- Inquiry planning
- K-12 Standard Google Classroom set-up
- Google Classroom
- The Distance Learning Playbook
- Freckle training
- Curriculum compression and priority standards for 2020-2021 K-4
- Foundations
- Introduction to Trauma Informed Care with Community Partners
- Clever introduction
- GoGuardian introduction
- Screencast-o-matic introduction
- COVID-19 training
- Equity training with Moises Nunez, multiple meetings
- Suicide Training - 2 hours
- Title IX – 2 hours (Primex Training)
- Bloodborne Pathogens - 45 minutes (Primex Training)
- Bullying - 30 minutes (Primex Training)
- Harassment - 60 minutes (Primex Training)

Areas to be Addressed 2021-2022:

In the upcoming school year, Garrison will be focused on the following:

- Supporting and implementing the new math program – Bridges
- Re-convening teacher PLCs to support student learning
- Rebuilding our school community via school-wide events (assemblies, positive behavior events, grade level community blocks, and more)

HORNE STREET SCHOOL 2020-2021 – PATTY DRISCOLL, PRINCIPAL

Horne Street School housed 401-385 K-4 students. This presents as a decrease of 60 students pre-COVID (February 2020).

Beginning of School Year (September) - All Students Fully Virtual:

Grade	Number of Classrooms	Number of Students
K	5	66
1	5	78
2	4	70
3	5	79
4	6	108
Total	25	401

End of School Year (June) - Family Choice for Fully In-person or Fully Virtual:

Grade	Number of Classrooms	Number of Students
K	3 (in person)	43
K/1 Virtual	1	8 (K) and 7 (Gr. 1)
K/1	2 (in person)	10 (K) and 20 (Gr. 1)
1	3 (in person)	43
2	4 (in person)	57
2/3 Virtual	1	12 (Gr. 2) and 2 (Gr. 3)
3	5 (in person)	72
3/4 Virtual	1	4 (Gr. 3) and 14 (Gr. 4)
4	6	94
Total	26	386

Student Demographics - Race/Ethnicity:

Race	Percentage of Students
Asian	12.5%
American Indian/Alaskan Native	0.26%
American Indian/Alaskan Native and White	0.26%
Asian and White	1.56%
Black	4.43%
Black and White	1.04%
White	76.04%
White and Hispanic	3.65%

Free and Reduced Lunch Percentage: 21.36% of students receive free/reduced lunch (Free: 17.84 % of our students receive free lunch, while 3.52% receive reduced lunch). *Note, as we began this school year completely virtual, many families did not report needs, so this percentage is not an accurate reflection of our population, as breakfast and lunch were free for all families.

Faculty and Staff:

Employee Type	Number of Employees
Classroom Teacher	26 (2 teachers in job share) 25 positions 1 additional teacher added in April to provide virtual instruction
Special Education Teacher	5 (2 teachers in a job share)

	4 positions
Speech Pathologist	1
Librarian	1
Related Arts (STEM, Art, Music, PE)	4
Reading Specialist	1
Instructional Paraeducators (kindergarten, reading)	5 kindergarten 2 4.5 hours literacy 2 6.0 hours literacy
School Counselor	2
Nurse	1
Behavior Specialist	1
Behavior Aide	1
Special Education Paraeducators	16
ESOL Teacher	1
ESOL Paraeducator	1
School Psychologist	0.66
Office Personnel	1.3
Noon Supervisors	2
Administrators	2

2020-2021 School Successes:

- Maintained a positive school climate within our HSS school community over the course of this past year.
- Increased collaboration within grade level/RA/Special Education teams regarding planning and instruction.
- Increased knowledge of and use of technology to improve instruction.
- Significant professional development around teaching and learning in a virtual environment.
- HSS Faculty were awarded various SEED grants to include:
 - Best Maker Station Ever
 - Attendance for 12 HSS educators to attend Culturally Responsive Literature Instruction, a professional development course offered by Harvard Graduate School
- Faculty Goals Achieved
 - Expanded and inclusion in literature we are using with our students.
 - Gained critical analysis skills with regard to:
 - ✓ Identifying implicit bias and stereotype reinforcement within children's literature.
 - ✓ Identifying text with broad and positive representation of diverse backgrounds and perspectives.

School Challenges:

- Planning and pivoting for re-entry.
- Equity challenges for many students and families while in the virtual model. Access challenges specifically focused on technology issues (broken devices, internet access, supports available to students when virtual, etc.).
- Lack of immediate technology support for students and staff.
- Student reading achievement levels continue to be of concern. Limited capacity at this time to respond to intervention needs.
- Lack of substitutes for both virtual and in-person instruction.
- Student attendance concerns and number of students who are chronically tardy. According to the NH DOE's definition of truancy (10 half days of unexcused absences during a school year), HSS had 62 students who were "habitually truant".

Areas to be Addressed 2021-2022:

School Community Focus	Faculty and Staff Focus	Student Focus
Student reading achievement	Focus on teaching clarity and feedback as related to student achievement.	Student reading achievement.

	Refocus on Professional Learning Communities (structure and norms) with emphasis on high effect teaching strategies to support student achievement.	
Understanding and capacity to support mental health	Increased understanding of tiered systems of support for student achievement (academic and behavioral).	Student self-regulation and advocacy skills.
		Student attendance and tardiness.

Professional Development 2020-2021:

Subject	Date	Objective	Measure
Trauma and Social-Emotional Support			
Mandatory Reporting	8/20	To recognize signs of suicide, Title IX infractions, bullying, harassment, mental health concerns and trauma.	Ability to recognize signs of suicide, Title IX infractions, bullying, harassment, mental health concerns and trauma.
NAMI Suicide Prevention	11/20		
Title IX	11/20	To report concerns to appropriate professionals.	Ability to report concerns to appropriate professionals.
Bullying	11/20		
Preventing Workplace Harassment	11/20		
Youth Mental Health First Aid	3/21		
Effects of Trauma In A Competency-based Learning System	5/21		
Positive Relationships that Buffer the Effects of Trauma	5/21		
Equity and Diversity			
Equity Training with Moises Nunez	9/20-6/21	To identify and use classroom materials with diverse perspectives to support classroom instruction.	Use of classroom materials with diverse perspectives to support classroom instruction.
Diversity and Bias in Children’s Literature (HSS)	9/20-6/21	To identify implicit bias. To expand representation and inclusion in literature we are using with your students. To gain critical analysis skills with regard to identifying implicit bias and stereotype reinforcement within children’s literature and identifying text with broad and positive representation of diverse backgrounds and perspectives.	Pre and Post Rubrics: -Assessing Children’s Literature (Anti-Defamation League) -Guide for Selecting Anti-Bias Children’s Books (Socialjustice.org)
Programs and Platforms to use with Virtual Teaching and Learning			
Google Classroom	8/20	To use Google Classroom to prepare and construct a meaningful teaching and learning platform for student success.	Ongoing use of Google Classroom to prepare and construct a meaningful teaching and learning platform for student success.
The Distance Learning Playbook: -Take Care of Yourself -The First Days of School -Teacher-Student Relationships From A Distance -Teacher Credibility At A Distance -Teacher Clarity At a Distance -Engaging Tasks	8/20	To demonstrate and employ the use of evidence-based approaches to support teaching and learning in the virtual world.	On-going demonstration and employment of evidence-based approaches to support teaching and learning in the virtual world.

-Planning Instructional Units For Distance Learning -Learning, Distance or Otherwise 'Freckle'			
	8/20	To use Freckle to both support and to analyze student learning.	On-going use of Freckle to both support and analyze student learning.
Clever	10/20	To use Clever to support student learning.	On-going use of Clever to support student learning.
GoGuardian	10/20	To use GoGuardian to support student learning.	On-going use of GoGuardian to support student learning.
Screencast-o-matic	8/20	To use Screencast-o-matic to support teaching and student learning.	On-going use of Screencast-o-matic to support teaching and student learning.
Competencies, Curriculum and Assessment			
Curriculum Compression and Priority Standards	8/20	To identify priority standards and where curriculum could be compressed for student learning.	On-going evaluation of curriculum with regard to student learning.
Foundations	8/20	To demonstrate use of Foundations program to support student learning.	On-going use of Foundations program to support student learning.
Preparing Students for Success in a Changing World	5/21	To demonstrate understanding and use of Competency-Based System with regard to: -preparing students for success -learning pathways -student interest, curiosity and passions -assessment practices and changes/shifts -student success habits -special education supports	Use of Competency-Based System with regard to: -preparing students for success -learning pathways -student interest, curiosity and passions -assessment practices and changes/shifts -student success habits -special education supports
Student-centered Learning Pathways Interest, Curiosity, and Passion	5/21		
CBL Balanced Assessment Practices	5/21		
Embedding Student Success Habits in classroom instruction	5/21		
Special Education Supports in a Competency-based Learning System	5/21		
Understanding Assessment and Instructional Shifts in a CBL System	5/21		
NHSAS Proctor Training	4/21	To apply consistent proctoring of NHSAS.	Application of consistent proctoring of NHSAS.
Inquiry	9/20-6/21	To choose, summarize, analyze and critique inquiry topic of choice as related to student learning and achievement.	Inquiry Project reflects summary, analysis and critique as related to student learning and achievement.
Additional Professional Development Opportunities			
Bloodborne Pathogens	11/20	To identify safety protocols for bloodborne pathogens.	Following safety protocols for bloodborne pathogens.
CPI- Nonviolent Crisis Intervention	2/21	To review course concepts, skills and application principles to reinforce understanding of Nonviolent Crisis Intervention. To problem solve and strengthen crisis intervention skills.	To apply CPI- Nonviolent Crisis Intervention skills.
CPR and Basic First Aid	4/21	To review and demonstrate course concepts, skills and application principles to reinforce understanding of CPR and Basic First Aid.	To apply CPR and Basic First Aid concepts and skills as needed.
Emergency Flip Chart Updates, especially Tornado and Avoid/Deny/Defend	2/21	To review flipchart safety protocols.	To apply flipchart safety protocols.

WOODMAN PARK SCHOOL 2020-2021 – PATRICK BOODEY, PRINCIPAL

Description of the School: This information is only a part of who we are as a school community. We believe that teaching manners like saying “please” and “thank you” while holding the door open for a friend is as important as teaching reading or math. We are a ‘Statue of Liberty’ School where we accept all students for who they are and find a way to provide an education for them in the most effective way that we can. We respect that our students come to us with a certain amount of knowledge and values while we enhance the positive skills that they will use for the rest of their lives. **WPS = We Promote Students**

Enrollment: The COVID-19 pandemic impacted enrollment numbers.

Grade	Number of students	Male/Female
Pre-K	45	
K	66	
1	87	
2	82	
3	89	
4	79	
Total	448	Male 54%, Female 46%

School - All Grade Levels	Status
Students Learning in-person	85% by May 3 rd
Students Learning Virtually	14% by May 3 rd
Grade Level Teachers K-4	24 (note: preschool has three classroom teachers and other staff)
Total Number of Staff	120 (paraprofessionals, part time specialists, lunch staff, nurses, etc.)
Title I School	Yes, ‘school wide’ with 8 Title I Tutors (not all are full-time)
Percent Free or Reduced Lunch	Approximately 47%
Percent Diversity	~25% (Black 9%, Asian 10%, Hispanic 6%, Native .7%)
Percent ESOL/ELL	~5%, but fluctuates significantly
Percent Identified Special Identification	Approximately 22%
Percent Homeless	2%, but fluctuates
Percent Military	2%, but fluctuates
Number of Languages Spoken by Students other than English at Home	12 plus
Special Programming	Constellations services for specialized students
Teaching Internship Program	Yes, full-year, through the UNH Education Department

School Successes:

- The 2020-2021 school year occurred during the COVID-19 pandemic. The year started fully remote for all students. In early September, students identified as Priority Students were brought into the schools, part-time, for some in-person learning. In February, all students that selected for in-school learning were acclimated to in-classroom instruction while those that opted to remain virtual stayed out of school. Another round of adding more students to in-school learning happened in May. Staff continued instructing students in various formats while living with numerous pandemic protocols that often changed. Staff were brave, committed, and student centered. The professionalism and focus on doing what were best for the school community was both phenomenal and inspiring.
- Students were incredibly resilient. They had multiple modes of instruction this school year. Many had multiple different classroom teachers during the school year. New technology platforms were learned. Technology issues were prevalent and many patiently waited for the 1:1 technology to become a reality. For students who came into school for daily learning, there were numerous protocols and changes to a ‘normal’ school routine. Continual mask wearing was required. Water fountains could not be used. Constant washing of hands occurred. Middle bathroom stalls were

locked. Classroom seating was distanced and never in a circle on a classroom rug. Eating took place everywhere but the cafeteria. Recesses were cohorted. Shared items were limited, if allowed at all. High-fives and fist-bumps stopped. Walking in line was spaced out more than normal ('Zombie Arms'). Yet through it all, students smiled, were flexible, and continued to learn in all the different environments and circumstances. These elementary aged students (all aged ten and under) adapted to ever changing surroundings while having positive attitudes. The students were inspiring.

- The students and educators learned a lot of new technology platforms and about devices.
- The full-year UNH internship program with seven interns went well. They grew as educators and the school community was enriched by their talents and interests. Having interns allowed the educators to be reflective in how and what we practice. Growing professionally with the interns is a way that WPS can support the occupation of education.
- The professionalism and support provided by Constellations has continued to transform our school community. Their efforts, insight, and care ensured that at least a dozen students on the spectrum or engage with Applied Behavior Analysis remain positively included in daily classroom learning. They train staff and help decipher unique student needs. They continue to enhance our entire school community from students, staff, and families.

School Challenges:

- Extreme student behaviors continue to challenge our school community. Each year more and more students behave in a way that significantly impacts their learning and the learning of those around them. Working with Community Partners and the families are important. We work with DCYF and the Dover Police Department on these challenging dynamics. CPI training helps, but ultimately, it comes down to the safety of all in these extreme cases. At times, our public-school setting is not designed physically for these students.
- Tardy and absent students are a significant issue. At our age level of a school, students are dependent on adults to get them to school on time and ready to learn. Too many students are not getting to school on time or at all. A lack of a dedicated truancy officer, support from local courts, and DCYF actions make this challenge even more formidable.
- Staff absences combined with a lack of substitutes pose daily challenges even before the school day starts. The lack of substitutes is a nationwide problem in education. However, it is an issue that needs to be addressed more fully.
- Academic personalization for every student needs to occur. Every student needs a systematic intervention plan for academic progress. We do not have a consistent mechanism for this to occur for all our students. If personalization for instruction and relationships between the students and educator can be supported, then the opportunity for academic and social growth will increase.

Projects Completed:

- The 2020-2021 school year had multiple parts. Students, staff, families, and the school building had to transition from a virtual school to priority students, then to a choice of in-school learning or virtual session-one, then to a choice of in-school learning or virtual session-two. These four school years realigning within one school year were a significant accomplishment for all involved.
- The following were professional development topics explored by staff at staff meetings or on professional development days: Staff as Mandatory Reporters, WPS Campus emergency assignments, Chain of Command, and Off-Site Evacuation, Inquiry Planning, K-12 Standard Google Classroom Set Up, Google Classroom, The Distance Learning Playbook, modules 1-7 and 9, 'Freckle' Training, Curriculum Compression and Priority Standards for 2020-2021 K-4, Foundations, Introduction to Trauma Informed Care with Community Partners, Clever, GoGuardian, Screencast-O-Matic, COVID-19 Training for Service Providers, Equity Training with Moises Nunez, multiple meetings, Suicide Training - 2 hours, Title IX – 2 hours (Primex Training), Bloodborne Pathogens - 45 minutes (Primex Training), Bullying - 30 minutes (Primex Training), Harassment - 60 minutes (Primex Training), How to Support Students with Virtual Learning (Visuals/Charts/Task Analysis/Learning Bursts/Reinforcements), Go Guardian tutorial, Staff Share on Successful

Techniques of Remote Learning , Taking Care of You During Remote Learning, Pupil Assistance Team (PAT) During Remote Learning (Home Problems with School Solutions), Emergency Flip Chart Updates, especially Tornado and Avoid/Deny/Defend, Equity Checklist for Classroom Teachers, A Personal Self-Reflection and Whole Group Sharing of Section D (3 months), “How to Take Care of Yourself” by Dr. Allison Roy, NHSAS Proctor Training, Inquiry/Self Reflection for Re-Certification, Competency Based Education (CBE) Re-Introduction – Jackie Hansen, Professional Learning Communities (PLCs) Re-Introduction – Roseanna Drysdale, Preparing Students for Success in a Changing World by Ellen Hume-Howard & Jonathan Vander Els, Student-centered Learning Pathways Interest, Curiosity, and Passion or CBL Balanced Assessment Practices or Embedding Student Success Habits in classroom instruction or Positive Relationships that Buffer the Effects of Trauma or Special Education Supports in a Competency-based Learning System, Understanding Assessment and Instructional Shifts in a CBL System

- Created and implemented a new ‘student pick up’ system for vehicle riders at the end of the school day that was safe and complied with the pandemic protocols.

Areas to be addressed in the 2021-2022 school year:

- Starting a school year with students not able to receive the COVID-19 vaccination due to their age, was challenging. Students, staff, and families had to adapt as information and resources became available. It will be another year where protocols at the start of the school year will be different by the end of the school year.
- The Strategic Plan at the school level will remain the driving force for the monthly staff development and Professional Development days. It has many parts but needs to continue to push our school community positively forward.
- Adjusting student/school community behavior intervention practices to the State mandated Restorative Justice initiative will occur.
- Competency Based Education (CBE) training and development will occur with the WPS staff.
- Additional training in Professional Learning Communities (PLC) will occur with WPS staff.
- WPS will again be applying to continue to be a part of hosting UNH Interns in the future.
- The areas mentioned in the section ‘School Challenges’ above need to and will receive significant attention.

SUPERINTENDENT’S REFLECTION – DR. WILLIAM R. HARBRON

The 2020-2021 academic year had its challenges with the COVID-19 pandemic. Much of the work being accomplished in the District was temporarily sidelined as the District diverted efforts to the transitioning to and maintaining virtual learning and hybrid learning and eventually in-person learning. The school level leadership, teachers, and support staff responded well to the challenges presented throughout the year. Many lessons were learned that can be transferred into regular practices as indicated in the Big Opportunity Task Force Report.

There is still much work to be completed pertaining to curriculum and professional development as the District moves forward with competency-based learning. Progress has begun with the investment that has been made with the New Hampshire Learning Initiative. I believe we are in a better position for future success. An integral part of this work will require a continual emphasis on the development and implementation of professional learning communities.

I believe the District needs to develop a community of learners, including educators and students, and a commitment to continual learning and improvement. The District needs to further develop a culture that embraces innovations and innovative practices that will further enhance student learning and achievement. This will require maintaining and providing the necessary human resources, instructional materials and equipment, and ongoing professional development. Furthermore, we need to

develop a system of schools in the Dover School District and not a District of independent schools. The District must strive to be aligned in our policies, procedures, and practices as we move forward with the Strategic Plan. At times, the 2020-2021 school year advanced this such as with the application of technology into the daily learning practices with students, and the innovative ways teachers engaged students and parents/guardians.

There is much work ahead of us as we continue to strive to develop a school system that empowers all learners in an equitable system of schools that are fearless in embracing the future and are committed to developing a community of continual learners.

FOLLOWING DOCUMENTS INCLUDED:

Appendix A: Spring 2021 Summary of the Strategic Plan

Appendix B: District Organizational Chart

Appendix C: Committee Organizational Chart

Appendix D: Teacher Retention Data

Appendix E: Teacher Exit Survey

Dover School District Strategic Plan Assessment

DOVER SCHOOL DISTRICT

Date: July 1, 2021

GOAL 1: FOCUS: SCHOOL-COMMUNITY ENGAGEMENT - The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

OBJECTIVE 1.1 – STUDENT VOICE: We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

Strategy	Measure of Success	Accomplished	Next Steps
- Identify model classrooms where students have a voice and choice in designing and demonstrating their learning. - Provide professional development to support faculty and administration in developing an understanding of student-centered learning and meaningful and purposeful student choice. - Develop network of teacher coaches to support teachers in the development of student-centered learning and meaningful and purposeful student choice.	- Within five years, the number of educators implementing a student-centered environment where students have voice and choice in designing and demonstrating their learning, will increase. - Within five years, the number and effectiveness of professional development in initiating student-centered classrooms will increase.	- Growth in the number of teachers who are providing voice and choice through lessons, units and assessments. - Beginning of year PD on Distance Learning focused in part on student engagement. - Competency-based education professional day focused largely on student engagement and student-centered learning. - Instructional coaches providing support to K-8 teachers on CBE.	- Publish a list (with permission of teacher) of classrooms who can serve as exemplars in providing students with voice and choice in designing and demonstrating their learning. Set up schedules for teachers to visit exemplar classrooms. - Ongoing job embedded pd through plc's, coaching, classroom visitations. - Additional instructional coaches particularly at the high school level.

OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS: We will enhance support and wellness for all students through purposeful engagement in school and community-based activities.

Strategy	Measure of Success	Accomplished	Next Steps
- Develop a balance of physical, emotional, academic and social well-being for students. - Establish community partnerships to enhance support and wellness of students.	- Annually schools will provide evidence of establishing a balance of physical, emotional, academic, and social well-being of students. - Annually the District will identify and assess the number of beneficial and productive partnerships.	- Professional development for the full leadership team on: - Equity. - Online CPR - Title IX Training - Bloodborne pathogens - Suicide Prevention training - Training on Bullying	- Develop District equity plan to present to administrators, Equity Vision Keepers and School Board. - Draft – 08/2021 - To administrators – 08/2021 - Revised draft to Equity Vision Keepers – 09/2021

		○ Training on Harassment ○ How to Take Care of Yourself – Dr. Allison Roy ● 2020-2021 Partnerships: ○ Greater Schools Partnership ○ Community Partners ○ CAP ○ Police and Fire Departments	○ Final draft to School Board - To be determined ● Continue work with Equity Vision Keepers and coordinate with Dover Committee for Racial Equity and Inclusion to plan and promote community-wide efforts.
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OBJECTIVE 1.3 – COLLEGE AND CAREER PARTNERSHIPS: For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthening existing partnerships and developing new partnerships with businesses, non-profit organizations, and educational institutions.

Strategy	Measure of Success	Accomplished	Next Steps
● Support and strengthen existing partnerships between the District and other organizations in and out of the community. ● Develop new partnerships with organizations that enhance student exploration of post-graduation. ● Identify and remove policy and procedure barriers to collaborate and extend learning opportunities.	● Increased number of Initiatives and programs developed because of partnerships. ● Increased number of new and successful partnerships.	● 7th and 8th grade students participating in the summer learning program are being exposed to welding through a partnership between the summer program and CTE.	● Formalize outreach to potential partners in and out of our community.

OBJECTIVE 1.4 – FAMILY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

Strategy	Measure of Success	Accomplished	Next Steps
● Develop a communication and engagement plan inclusive of media, digital, and face-to-face communication.	● Develop and implement a short- and long-range communication plan for one- and two-way communication and community engagement. ● District is perceived as having highly effective communication systems in place.	Developed a District Communication Plan for school years 2018-19, 2019-20, and 2020-21; plans included: ● Distributed digitally: Board Weekly Updates, Leadership Team Weekly Updates, Staff Updates, and Family and Community Updates. ● District Website was updated and continues to evolve. ● District Facebook Account ● Channel 22 ● District E-blast ● School-based Parent Officer Meetings	● Review and revise the District Communication Plan annually. ● Continue to work with the City of Dover Media & Communication Department to identify how to enhance and expand the District's communication. ● Determine how to increase and improve the effectiveness of in-person communication.

		• Coffee with the Mayor and Superintendent • Student focus groups with the Superintendent • District Racial Equity Committee During the COVID-19 Pandemic, Updates were published weekly. Surveys were sent to families pertaining to models of educational services to be delivered during the pandemic.	
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OBJECTIVE 1.5 – COMMUNITY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

Strategy	Measure of Success	Accomplished	Next Steps
• Recruit community members to participate on District committees to increase the voice of the community. • Develop systems of communication between the school district and community on programs and services. • Develop community conversations with all stakeholder groups to discuss evolution towards competency-based education system.	• District demonstrates evidence of diverse community members on the District committees. • Communication systems are established to connect the school district and community. • Community is involved and informed about the District's evolution towards competency-based education. • Increase in the involvement of private and nonprofit partners commitment to supporting Dover schools as a community and economic development strategy.	The following Committee Structure was developed with each committee having a stated vision, mission, purpose, and targets: • Curriculum Planning Council • Teaching and Learning • Professional Development Committee • Education Technology Committee • Wellness Committee • Community Engagement Committee • Safety and Security • Facilities Use • Joint Loss Committee • DTU Safety Task Force • Dover School Racial Equity Vision Keepers During the 2020-2021 school year, committees were not active due to the COVID-19 Pandemic.	• To review and identify what committees add value to the District. • To develop community conversations with all stakeholder groups to discuss evolution towards a competency-based education system. • More community involvement in critical district decisions through establishment of a District Advisory Committee. • To develop a District Data Leadership Team. Note: Committee work may be restricted due to an insufficient number of substitutes.

GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

Strategy	Measure of Success	Accomplished	Next Steps
- Develop district wide student social competencies. - Create district climate and culture that supports instructional risk taking and growth for all. - Collaborate with area health and wellness agencies to expand school and community supports and offerings. - Develop core beliefs and values around student behavior. - Provide increased opportunity for student/staff physical activity and movement throughout the school day. - Increase opportunities for physical movement and social interactions.	- Social competencies can be articulated by staff and students. - System of reporting social competency acquisition is established. - Students and staff are confident in taking risks and show evidence of trying new practices in academic work and classrooms. - Increased partnerships with area agencies. - Consistency across schools on student behavioral expectations (as developmentally appropriate). - Increased staff participation rates in health insurance incentives. - Increased attendance for staff and students.	- Student Success habits have been totally realigned to match Dover's Portrait of a Graduate. - A system of feedback on the success habits has been created and will be introduced next year. - A multi-tiered systems of support initiative is being explored.	- Rolling out of student success habits to staff and students along with student success habits feedback chart. - Develop multi-tiered systems of support initiative. First year: Focus on developing infrastructure - Related Activities: conduct needs assessment, identify priorities, establish a vision for MTSS, & inventory resources. - Develop implementation & evaluation plans. - Professional learning focuses on cultivating staff buy-in & staff capacity to implement the four essential MTSS components

OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING: We will maximize each student's engagement in learning.

Strategy	Measure of Success	Accomplished	Next Steps
- Increase student engagement by implementing a system of planning and instruction, inclusive of Universal Design for Learning and Project Based Learning. - Increase student ability to problem-solve, using prosocial skills, by implementing the Collaborative Problem-Solving model. - Research and implement a digital system that enables students to capture evidence of their growth in all aspects of learning.	- Lesson and unit planning shows evidence of UDL/PBL and consideration of all ability levels when planning for instruction. - Educator evaluation rubrics speak directly to planning for all ability levels in instruction. - Collaborative Problem-Solving strategies are used in classrooms and behavior support spaces. - Improved student attendance and achievement as evidenced by available data reports.	- Professional Development in 2020-2021 focused on feedback and clarity, both of which are major contributors to student engagement. PD included: - Distance Learning Playbook - Inquiry PD choice board - CBE PD day	Continuation of CBE implementation.

	• Educators will assume the role of facilitator and students will demonstrate increased ownership of their learning. • Students will have digital portfolios.		
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OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

Strategy	Measure of Success	Accomplished	Next Steps
• Create equitable, caring, and respectful classrooms where all students can thrive. • Develop a robust RTI (response to intervention) model across the District, inclusive of culturally responsive academic and social-emotional interventions. • Develop extended opportunities for students who have exceeded academic expectations. • Research and develop alternative models of education that will enhance the District's capacity to serve all students.	• Teachers will be trained in culturally responsive and equitable learning environment practices. • Identification rates for educational disabilities will be proportionate among all sub-groups. • Student suspension rates will be proportionate for all sub-groups. • Existence of robust RTI (response to intervention) model across grade levels and district schools. • Existence of extended opportunity programming for students who have exceeded academic expectations. • Establish research based alternative models of education that will increase District's capacity to successfully serve all students. • Educator evaluation data specific to planning and preparation domain reflects culturally and developmentally responsive instruction. • Closing the achievement gap between sub-groups.	• A multi-tiered systems of support initiative is being explored.	• Develop a multi-tiered systems of support initiative. First year: Focus on developing infrastructure ○ Related Activities: conduct needs assessment, identify priorities, establish vision for MTSS, & inventory resources. ○ Develop implementation & evaluation plans. ○ Professional learning focuses on cultivating staff buy-in & staff capacity to implement the four essential MTSS components.

OBJECTIVE 2.4 – COMPETENCY BASED EDUCATION: We will optimize student learning and achievement by developing and implementing a competency-based education model.

Strategy	Measure of Success	Accomplished	Next Steps
• Develop competency-based education system of curriculum and	• Core subject areas are mapped vertically and within each grade	• Completion of CBE handbook.	• District wide focus in 2021-2022 on understanding and implementing

instruction that focuses on student mastery of skills and knowledge (both academic and social); one that provides for authentic problem-solving, and a student-driven learning environment which provides students choice and voice in their learning. • Develop system of formative and summative assessments that provide students choice in assessment and uses Depth of Knowledge 3 or 4 to assess competency. • Create competency-based grading and report card system. • Create system to address students mastering competencies at different rates and times.	level to define essential skills, benchmarks, and competencies for each grade level and content area. • Educators participated in relevant professional development and demonstrated evidence of understanding what instruction looks like in a competency-based learning system. • Assessments in place to support a competency-based education system. • Systems/protocols in place to address students mastering competencies at different rates/times. • Reporting system synchronized with competency-based learning is in place; student achievement is reported through this system. • Students can articulate competency-based learning as it applies to them, including where they are in mastering competencies.	• CBE professional development day for all staff and administrators with NHLI.	formative assessment practices that provide students choice and an understanding of where they are in the process of learning a competency. ○ Introduction to staff of pertinent pieces of the CBE handbook. ○ Continued work on the reporting system at the k-8 levels. ○ Continue scheduling work to provide all students with relearning time.
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OBJECTIVE 2.5 – TECHNOLOGY INSTRUCTION: We will facilitate the effective use of technology for all learning community members.

Strategy	Measure of Success	Accomplished	Next Steps
• Develop educator technology competencies related to the integration of technology to support all aspects of teaching and learning. • Develop and implement a district-wide scope and sequence of student technology competencies aligned with ISTE (International Society for Technology Education) standards.	• Development and implementation of educator technology competencies. • Development and implementation of student technology competencies • Through training, staff will gain confidence and competence in their ability to assist students in the development of their technology competencies. • Staff will demonstrate competence with technology.	• Provided working devices. • Streamlined products and software for easier workflows and trainings, including peer to peer work. • Developed Tech Resource Digital Page to assist with questions for device use that then transforms to more solo, team or school to district implementations. • Created How to Videos for Tech Device Use to build staff technology usage and confidence in using and integrating technology for teaching and learning.	• Establish additional training measures, along with resources. • Continue to build resources both readily available and digitally available. • Determine the teams to deliver an ISTE based standard for student tech use and objectives. • Determine the level of competencies which are expected for educators. • Continue to work with Teaching and Learning for Software and App alignment to curriculum.

		- Listings of 1612 PII approved Apps and software. - Implementation of GoGuardian Teacher for Digital Management.	Continue the collaborative work with Instructional Coaches.
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OBJECTIVE 2.6 – TECHNOLOGY CURRICULUM INTEGRATION: We will establish and sustain effective integration of technology into all aspects of the curriculum, teaching, and learning.

Strategy	Measure of Success	Accomplished	Next Steps
Technology will be used effectively and efficiently to enhance instruction and learning.	- Utilization rates of resources, support and professional development. - Degree to which educators are utilizing technology to support instructional practices. - Degree to which students are technologically competent.	- Created a 1:1 Student Device School System. - Single Sign On for ease of use. - Software for Subject, Grade, School or District alignment for singular learning of platforms for learning. Example, Google Classroom - Systems in place to manage digital learning. Example GoGuardian. - Systems in place to monitor cybersafety, examples Content Filtering, Gaggle, etc	- Determine a metrics of measure for expected utilization rate. - Define the district expectation of educator utilization and practice

OBJECTIVE 2.7 – EXTRACURRICULAR AND CO-CURRICULAR: We will establish and sustain opportunities for all students to engage in a variety of healthy and productive extracurricular and co-curricular activities.

Strategy	Measure of Success	Accomplished	Next Steps
- Increase extra- and co-curricular opportunities at elementary and middle school levels. - Develop communication strategies to provide information to families about community based athletic, recreational and fitness opportunities. - Develop a system to review athletic and co-curricular policies to support extended learning opportunities.	- Increased participation in extra- and co-curricular activities. - Increased prosocial behaviors as evidenced by Youth Risk Behavior Survey data. - Increased number of opportunities provided. - Expansion of communication tools to inform students and families about activities and events. - Policies are created that support extended learning opportunities.	The majority of extracurricular activities for the past 18 months were on hold due to the pandemic. Those that did occur proceeded with strong limitations.	Resume all pre-pandemic extracurricular activities at all levels.

GOAL 3: FOCUS: INVESTING IN FACILITIES AND TECHNOLOGY - The Dover School District is committed to continued investments in infrastructure to support student learning inclusive of facilities, technology, safety, and security.

OBJECTIVE 3.1 – FACILITIES MAINTENANCE AND DEVELOPMENT: We will provide, manage, and maintain clean, safe, and adequate facilities to support student learning, effective instruction, and community engagement.

Strategy	Measure of Success	Accomplished	Next Steps
- Develop District master plan based on the facilities study. - Develop and implement a comprehensive six-year capital improvement plan for repair and maintenance of District facilities. - Collaborate with community facility resources and programs such as the Children’s Museum, Woodman Museum, etc. for expanded student educational opportunities.	- Complete a comprehensive facilities study to address future facility needs. - Implement a master plan based on the facilities study addressing future facility needs. - Develop a comprehensive six-year capital improvement plan for repair and maintenance of District facilities. - School buildings will be maintained at the highest level of cleanliness to maintain a healthy and safe learning environment. - Schools will be used by community-based groups. - Evidence will be provided by schools on use of community facilities and resources for expanding educational opportunities for students.	- Collaborate with facilities/ maintenance services provider to maintain clean, healthy and safe learning environments. - Work with community-based groups to use school facilities for community activities and events. - C&W is developing a multiple year District Maintenance Plan.	- Contract with a provider to conduct comprehensive facilities study to address the District’s future facility needs to align with future community growth. - Make restoring the CIP budget a priority in FY23. - Research event planning programs and develop an evidence-based revenue forecast for 5 years of enhanced building use. - Collaborate with facilities/ maintenance services provider to maintain clean, healthy and safe learning environments. - Work with community-based groups to use school facilities for community activities and events. - Finalize/approve the C&W multiple year District Maintenance Plan.

OBJECTIVE 3.2 – INFORMATIONAL TECHNOLOGY MAINTENANCE AND DEVELOPMENT: We will provide robust technology infrastructure, support, and training to facilitate a technology rich, collaborative 21st century learning environment.

Strategy	Measure of Success	Accomplished	Next Steps
- Develop and implement policies, programs and funding to support the technology-infused vision and strategic plan. - Develop and maintain a robust technology infrastructure (i.e., networks, systems, software and devices) that adequately supports	- The district has a reliable, efficient, and effective technology infrastructure that fully serves the needs of all users. - The district provides the necessary support to maintain a reliable infrastructure. - Five-year technology plan is developed and implemented.	- Designed a robust Network Infrastructure that operates at 5G. - Upgraded all WAPS district wide. - Utilization of over 85% consistent network switches of HP/Aruba. - Restructured the SSID access. - Expansion of outdoor Wi-Fi Access to at least outdoor space at each facility.	- Complete Fail-Safe Operations of the Palo Network component. - Existing Infrastructure plan is viable past the current strategic plan, with a 7-year plan focus. - Expand personnel to support infrastructure that continues to include HVAC, Access Control, Security Camera’s etc.

and fully meets the needs of educators and students. • Develop and implement a comprehensive long-range technology plan. • Develop and implement a budget cycle to support the long-range technology plan. • Develop and implement a technology professional development plan.	• Five-year budget cycle is developed and implemented to support the five-year technology plan.	• Multi-Level Content Filtering implemented. • Cloud Based and Universal Printing. • Single Sign On. • Automation of Passwords. • Deployment of Intune for a refined structure of device management. • Implemented Remote Desktop Support. • Implemented a robust Helpdesk System. • Setup device deployment and inventory system.	• Continue range of Wi-Fi expansion. • Expand Helpdesk System to onboard other departments and workflows. • Improve and expand Universal Printing. • Focus higher level to Cyber Security. • Two Factor Authentication. • User Password Reset Capabilities on as many products as possible for user interface and school owned devices. • Expand more AI technology. • Expand more interactive technology and tracking.
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OBJECTIVE 3.3 – SAFETY AND SECURITY: We will commit to investing and supporting the safety and security for the well-being of all students and staff.

Strategy	Measure of Success	Accomplished	Next Steps
• Maintain school safety, emergency and security plans that are continually updated, improved, expanded, and consistent across all District facilities. • Maintain a security budget to support the District's safety and security plans.	• The District maintains an updated emergency plan for all schools. • All schools in the District follow state emergency laws and protocols. • The District effectively coordinates all safety plans with the City of Dover's Safety Departments – Fire and Police.	• Safety plans are updated annually and submitted to the state. • District works with the Dover Police Department. • District works with the Dover Fire Department.	• Continue to review safety plans annually. • Continue to work with the Dover Police Department. • Continue to work with the Dover Fire Department.

GOAL 4: FOCUS: STAFF - The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as a strong school.

OBJECTIVE 4.1 – RECRUITING AND RETAINING: We will plan for and manage staff hiring, placement, turnover and succession.

Strategy	Measure of Success	Accomplished	Next Steps
• Provide excellent support and services to the schools' programs, and services. • Execute a comprehensive hiring process to address placement, turnover and succession.	• The District's organization is assessed and adequately staffed to provide comprehensive support to the District schools' programs and services.	• Annually the District assess what the staffing needs are to move the strategic plan forward. • The District has articulated hiring process. • The District annually conducts a survey of retiring employees as well	• To develop a multi-year staffing plan. • To review and to refine a comprehensive hiring process.

• Work to understand what educators' value in their work environment. • Improve work conditions based on the data gathered from exit interviews.	• The District has a long-term comprehensive staffing plan to address current and future needs. • The District has a well-defined hiring process. • Data collected indicates less staff turnover. • The District has a systematic exit plan to gather data.	as those employees seek employment in other Districts. The data is collected and shared in the district's annual report.	
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OBJECTIVE 4.2 – PROFESSIONAL DEVELOPMENT: We will cultivate continuous improvement of instructional and leadership capacities to increase student growth and achievement through individual and collective professional development.

Strategy	Measure of Success	Accomplished	Next Steps
• Provide high quality, differentiated, research-based, job-embedded professional learning that expands the repertoire of assessment strategies, responsive instructional skills, and content knowledge to increase student academic and pro-social learning. • Deliver actionable feedback about instruction and other professional practice through a valid, research-anchored system of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice. • Explore and implement options to increase professional development time. • Research and implement a variety of modalities of professional development. • Seek to increase diverse representation of educators on district committees. • Research and develop PLCs (Professional Learning Communities) that use student data to continually	• A refined inquiry process that utilizes data to continually increase student achievement and learning. • Educators have the knowledge and understanding that enables them to implement competency-based education. • Data from the evaluation system is used to inform professional development needs. • Creative district and school scheduling that allows for additional time for professional development. • District offers multiple pathways for educators to pursue professional development. • Increased amount of time available for teachers to work and learn professionally together. • Increased amount of professional development offered by educators to their peers. • More diverse representation on district committees to guide district decisions on professional development.	• Distance Learning Playbook (DLP) Modules • K-12 Standard Google Classroom Set Up • K-8 Classroom teachers and all paras • Intro to Freckle • K-12 Curriculum Compression • Clever Help Center • Clever Academy • Go Guardian-GoGuardian's YouTube Playlist for Teachers • GoGuardian University • Intro to Screencast-o-matic-Fantastic Collection of Short How-Tos for Screencast-o-matic • K-4 Reading- K- 4 Virtual Reading Groups - Video • Teaching Reading Groups Virtually Q & A (Live) (With Literacy Coaches and Elementary Reading • Equity Training with Moises Nunez and Ted Hall • Suicide Prevention Training • Title IX Training • Bloodborne pathogens • Training on Bullying	PD to support Teaching and Learning • Math Adoption • CBE Handbook • Formative Assessment • CBE reporting system • Writing and aligning curriculum on Eduplanet • Tech integration for K-8 • PLCs Continue the implementation of the Professional Development Committee.

improve student learning and achievement.	Establishment of professional learning communities that operate at the performance stage of team development.	- Training on Harassment - How to Take Care of Yourself – Dr. Allison Roy - CBE PD day - PLC Training for administrators with Jonathan Vander Els Coaches received training throughout the year on Competency-Based education and effective coaching from Ellen Hume-Howard of the NH Learning Initiative. District Professional Development Committee was formed that developed a framework for professional development.	
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Dover School District Strategic Plan Assessment

DOVER HIGH SCHOOL

Date: July 1, 2021

GOAL 1: FOCUS: SCHOOL-COMMUNITY ENGAGEMENT - The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

OBJECTIVE 1.1 – STUDENT VOICE: We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

Strategy	Measure of Success	Accomplished	Next Steps
- Increase in the quantity and quality of student generated initiatives. - Design units that incorporate student voice and choice in learning and assessment.	- Develop a system to gather, catalogue, measure and share student initiatives. - Increased participation rates in elective courses and Extended Learning Opportunities (ELO's). - Educator's unit plans will promote choice and voice in learning, content and assessment.	- Student generated initiatives have increased - ELOs on hold due to COVID - Elective course enrollment has increased - Growth in plans that promote choice and voice in learning	- Need to catalog student generated initiatives - Document voice and choice options provided - Continue to advocate for voice and choice and provide professional development on how it can be accomplished

OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS: We will enhance support and wellness for all students through purposeful engagement in school and community-based activities.

Strategy	Measure of Success	Accomplished	Next Steps
Develop and expand communication tools to inform students and families about activities and events occurring in both the school and community, related to mental and physical wellness.	Increased participation in extracurricular and co-curricular activities.	Increased communication via email and the addition of video due to COVID	Need a communications plan and a person responsible for communication either at the district or school level like the City of Dover

OBJECTIVE 1.3 – COLLEGE AND CAREER PARTNERSHIPS: For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthening existing partnerships and developing new partnerships with businesses, non-profit organizations, and educational institutions.

Strategy	Measure of Success	Accomplished	Next Steps
Increase student awareness of college and other post-graduate opportunities.	Increased graduation rates for all students and each subgroup.	Counseling Department works with students in a variety of ways on college and career readiness	Formalize outreach beyond CTC Advisories

Develop a sustainable system of two-way communication between the school and community partners that supports post-graduate opportunities.	- Increased percentage of students participating in post-secondary opportunities. - Increased percentage of students participating in career pathways and earning industry certifications. - Increased number of new partnerships with local businesses that enhance Dover High School programs.	including things like I am College Bound program	
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OBJECTIVE 1.4 – FAMILY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

Strategy	Measure of Success	Accomplished	Next Steps
- Expand opportunities to invite community members to participate in school-sponsored events. - Identify families' preferred methods of communication.	- Increased family and community involvement measured by participation. - Increased number of volunteer hours by individuals at Dover High School. - Increased participation in booster and support groups. - Families feel welcomed, empowered, and valued as partners and are actively engaged in their students' school success.		- When people can return to the building need to find more ways for parental involvement outside of booster activities - Survey families on preferred methods of communication

OBJECTIVE 1.5 – COMMUNITY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

Strategy	Measure of Success	Accomplished	Next Steps
Develop community conversations with all stakeholder groups to discuss evolution towards competency-based education system.	- New England Association of Schools and Colleges (NEASC) parent survey results. - Increased number of opportunities designed to engage in shared problem solving and decision making.	Survey done as part of self-study	Provide a formal method of two-way communication with parents beyond individual contact

GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

Strategy	Measure of Success	Accomplished	Next Steps
- Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - Increase opportunities for physical movement and social interactions.	- Increased prosocial student behavior. - All students receive support services in a consistent, meaningful way to meet their needs. - Increased participation rates in extracurricular and co-curricular activities. - Increase in healthy behavior choices as evidence by Youth Risk Behavior Survey (YRBS) Data. - Increase in positive responses from student, staff and family on climate survey data. - Improved attendance for staff and students.	- Developed a universal referral to dig deeper into the cause of student struggles academically and social-emotionally - Signs of Suicide program - Staff training around mental health - Participation in pilot adult training program so students can be exposed to Mental Health First Aid program - Flex has expanded social interaction and club involvement during the school - Substance abuse and bullying schoolwide presentations	- Formalize role of advisor as support person beyond counselor and administration - Provide more opportunities for physical activity during school day

OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING: We will maximize each student's engagement in learning.

Strategy	Measure of Success	Accomplished	Next Steps
- Examine, align and develop procedures for extended learning opportunities using input from impacted stakeholders. - Create clarity for students, families, staff, and community around extended learning opportunities. - Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options. - Use student and community feedback to enhance student programming.	- Improved engagement, as evidence by attendance rates and achievement data. - Unit and lesson plans reflect increased opportunities for student choice in projects, assessment and enrichment options. - Participation in extended learning opportunities.	- ELO handbook and procedures formalized - Choice has increased in many areas including assessment	- Survey student and families on access to ELOs - Pd on extending the curriculum for students

OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

Strategy	Measure of Success	Accomplished	Next Steps
• Research and implement models that emphasize, enhance and personalize academic support. • Provide equitable access across the curriculum and instructional framework. • Research, use, and refine consistent use of evidence-based strategies and structures that support competency-based learning. • Emphasize developmentally appropriate practices within the curriculum and instructional framework.	• Increased diversity of offerings in the Program of Studies. • Culturally and developmentally responsive unit and lesson plans. • An advisory program that focuses on meeting the academic and social needs of all students. • Increased flexibility in scheduling. • Competency based learning environment that supports all students. • Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. • Increased number of students receiving instruction matched to their needs.		

Dover School District Strategic Plan Assessment

DOVER MIDDLE SCHOOL

Date: July 1, 2021

GOAL 1: FOCUS: SCHOOL-COMMUNITY ENGAGEMENT - The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

OBJECTIVE 1.1 – STUDENT VOICE: We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

Strategy	Measure of Success	Accomplished	Next Steps
- Create a school-wide advisory program to provide a platform for student input and choice. - Design units that incorporate student voice and choice in learning and assessment. - Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community. - Research and create schedule concepts that allow time for student voice and choice opportunities.	- Students indicate a stronger connection to school, resulting in a school-wide improvement in attendance and behaviors. - Educator's unit plans will promote choice and voice in learning, content and assessment. - Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects. - Schedules reflect a student-centered approach that empowers students as learners.	- Advisory program was implemented, but on hold for 20-21 school year due to the pandemic. - Individual teachers are providing voice and choice through lessons, units, and assessments. - Community based engagements on hold for 20-21 school year. - Schedule has been upended due to various models with the pandemic.	- Start up advisory again in the fall if we are all back to school with a traditional schedule. - Continue to encourage lesson plans that have voice and choice component. - Revisit community connections when pandemic is under control. - Look at a schedule for this with the leadership team when other schedules do not need to take precedence.

OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS: We will enhance support and wellness for all students through purposeful engagement in school and community-based activities.

Strategy	Measure of Success	Accomplished	Next Steps
- Increase accessibility for students to participate in the after-school activities that are supported by the broader community. - Explore and develop opportunities to increase the number and diversity of after school programs offered by community entities.	- Increased participation rates in after-school programs. - Increased number of community partnerships providing programs for students. - Increased diversity of program offerings.	After school activities cancelled for 20-21 school year.	Revisit when after school activities commence.

OBJECTIVE 1.3 – COLLEGE AND CAREER PARTNERSHIPS: For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthening existing partnerships and developing new partnerships with businesses, non-profit organizations, and educational institutions.

Strategy	Measure of Success	Accomplished	Next Steps
Increase student awareness of college and other post-graduate opportunities.	Students can articulate future goals.	There has not been time in the schedule for this with condensed classes due to virtual learning.	Revisit when we return to a regular schedule.

OBJECTIVE 1.4 – FAMILY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

Strategy	Measure of Success	Accomplished	Next Steps
- Expand opportunities to invite community members to participate in school-sponsored events. - Identify families' preferred methods of communication.	- Increased family and community participation at school-sponsored events. - Use of varied methods of communication between families and schools, reaching families on platforms they are comfortable with and can access easily. - Families feel welcomed, empowered, and valued as partners, and are actively engaged in their students' school success.	- Community has not been invited to school events for the 20-21 school year due to the pandemic. - New platforms for communication were implemented during virtual learning—Google classroom, Google voice, Zoom for meetings. Parents who are traditionally hard to reach took to the Google voice texting option. It would be a good idea to budget for this, at least for counselors/administration. Zoom has been great for getting parents to special education meetings and team meetings with ease.	See which methods are sustainable/most preferred/used by families.

OBJECTIVE 1.5 – COMMUNITY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

Strategy	Measure of Success	Accomplished	Next Steps
Improve two-way communication with all stakeholder groups.	Increased number of opportunities designed to engage in shared problem solving and decision making.		Need to begin work on this next school year.

GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

Strategy	Measure of Success	Accomplished	Next Steps
- Identify and use additional resources for mental health support for students. - Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. - Increase opportunities for physical movement and social interactions.	- Increased number of students accessing support, leading to increased prosocial behaviors. - All students receive support services in a consistent, meaningful way to meet their needs. - Increased opportunities for physical activity. - Increased attendance for staff and students.	- N/A—pandemic protocols impacting. - Greater distribution of resources to parents during remote learning.	Such components as increased attendance, opportunities for physical activity, and accessing support will need to be addressed once we achieve a greater sense of normalcy.

OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING: We will maximize each student's engagement in learning.

Strategy	Measure of Success	Accomplished	Next Steps
Provide opportunities for students to drive their learning by providing choice in projects, assessment and enrichment options.	Unit and lesson plans reflect increased opportunities for student choice in projects, assessment and enrichment options.	Teachers have been providing student choice in projects and assessments.	Need to establish enrichment options—class based, and school based.

OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

Strategy	Measure of Success	Accomplished	Next Steps
- Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. - Provide equitable access across the curriculum and instructional framework. - Emphasize developmentally appropriate practices within the curriculum and instructional framework.	- Competency based learning environment that supports all students. - Growth in awareness of, and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. - Increased number of students receiving instruction matched to their needs.	- Pockets of this were occurring and some remain in place during the pandemic. - Instructional coaches have worked with some teachers to implement this in their classes.	- Move from groups working on this to subject area implementation. - Content area specific PD in this area would be beneficial. We've done school wide already. - More teachers/teams willing to work with the coaches to bring this model to their practice.

Dover School District
Strategic Plan Assessment
GARRISON ELEMENTARY SCHOOL

Date: July 1, 2021

GOAL 1: FOCUS: SCHOOL-COMMUNITY ENGAGEMENT - The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

OBJECTIVE 1.1 – STUDENT VOICE: We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

Strategy	Measure of Success	Accomplished	Next Steps
- Design units that incorporate student voice and choice in learning and assessment. - Research and create schedule concepts that allow time for student voice and choice opportunities. - Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	- Educator's unit plans will promote choice and voice in learning, content and assessment. - Schedules reflect a student-centered approach that empowers students as learners. - Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.	- Small group of teachers have worked with students to generate ideas for school garden and wildlife habitat. Students helped design/brainstorm the space. - District level Professional Development. - During remote learning, there was increased student choice in many areas - time, location, method, etc.	- Continued PD and expansion of student choice in learning and assessment. - How to continue with what worked from the pandemic/distance learning and keep in place for students.

OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS: We will enhance support and wellness for all students through purposeful engagement in school and community-based activities.

Strategy	Measure of Success	Accomplished	Next Steps
- Engage with community agencies to offer community-based wellness activities to students. - Communicate and collaborate with partners in the community and participate in local events.	- Increased opportunities to participate in school and community wellness events as evidenced in school activity calendars and newsletters. - Schools will invite or participate in multiple events in the community each year.	- GES PTA hosts annual Turkey Trot with incentives for students to participate. - Each year, we do a Halloween parade, 3rd and 4th graders parade to Bellamy Fields to visit residents. - Community Partners in our schools for student counseling and staff collaboration. - Youth2Youth works with grades K, 2 and 4.	Increase student/family/community events after pandemic.

OBJECTIVE 1.3 – COLLEGE AND CAREER PARTNERSHIPS: For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthening existing partnerships and developing new partnerships with businesses, non-profit organizations, and educational institutions.

Strategy	Measure of Success	Accomplished	Next Steps
- Increase student awareness of college and other post-graduate opportunities. - Strengthen CTE partnerships with elementary schools.	Students can articulate future goals.		

OBJECTIVE 1.4 – FAMILY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

Strategy	Measure of Success	Accomplished	Next Steps
- Expand opportunities to invite community members to participate in school-sponsored events. - Identify families' preferred methods of communication.	- Increased family and community participation at school-sponsored events. - Use of varied methods of communication between families and schools, reaching families on platforms they are comfortable with and can access easily. - Families feel welcomed, empowered, and valued as partners, and are actively engaged in their students' school success.	- Pandemic has allowed for greater home/school communication at the classroom level. - Families have had a greater insight to school and classrooms, which has changed our relationships with families - overall it is much stronger.	Remind will be a great bridge as it allows for text, many families' preferred method of communication.

OBJECTIVE 1.5 – COMMUNITY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

Strategy	Measure of Success	Accomplished	Next Steps
Improve two-way communication with all stakeholder groups.	Increased number of opportunities designed to engage in shared problem solving and decision making.	We had a parent on the interview committee to hire the Dean of Students in spring 2020.	Work with the PTA and parents to become more purposeful in our communication and find out what parents are looking for.

GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

Strategy	Measure of Success	Accomplished	Next Steps
- Develop and promote inclusive schoolwide community that supports physical, emotional, and social needs of each member of the school. - Identify and use additional resources for mental health support for students. - Increase opportunities for physical movement and social interactions.	- Increased attendance for staff and students. - Increased prosocial student behaviors. - All students receive support services in a consistent, meaningful way to meet their needs.	- Worked with Community Partners to help students in need of counseling. - Teachers worked to ensure post-COVID classrooms are still welcoming. - Staff participated in Responsive Classroom training and have expressed interest in Level 2 training.	Continue to increase the number of school events that include all students. Begin to look at being more purposeful around PBIS.

OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING: We will maximize each student's engagement in learning.

Strategy	Measure of Success	Accomplished	Next Steps
- Provide opportunities for students to share their learning progress. - Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	- Increased on-task student behavior. - Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.		

OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

Strategy	Measure of Success	Accomplished	Next Steps
- Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. - Provide equitable access across curriculum and instructional framework. - Emphasize developmentally appropriate practices within curriculum and instructional framework.	- Competency based learning environment that supports all students. - Growth in awareness of and capacity to serve all students, which will lead to decrease in achievement gap between subgroups. - Increased number of students receiving instruction matched to their needs.	Began PLCs in the 19-20 school year. On pause now.	Continue work and PD in CBE and PLCs.

**Dover School District
Strategic Plan Assessment
Horne Street Elementary School**

Date: July 1, 2021

GOAL 1: FOCUS: SCHOOL-COMMUNITY ENGAGEMENT - The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

OBJECTIVE 1.1 – STUDENT VOICE: We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

Strategy	Measure of Success	Accomplished	Next Steps
- Design units that incorporate student voice and choice in learning and assessment. - Research and create schedule concepts that allow time for student voice and choice opportunities. - Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	- Educator’s unit plans will promote choice and voice in learning, content and assessment. - Schedules reflect a student-centered approach that empowers students as learners. - Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.	Some units designed to incorporate student voice and choice in learning and assessment.	- Design units that incorporate student voice and choice in learning and assessment. - Research and create schedule concepts that allow time for student voice and choice opportunities. - Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.

OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS: We will enhance support and wellness for all students through purposeful engagement in school and community-based activities.

Strategy	Measure of Success	Accomplished	Next Steps
- Engage with community agencies to offer community-based wellness activities to students. - Communicate and collaborate with partners in the community and participate in local events.	- Increased opportunities to participate in school and community wellness events as evidenced in school activity calendars and newsletters. - Schools will invite or participate in multiple events in the community each year.		- Engage with community agencies to offer community-based wellness activities to students. - Communicate and collaborate with partners in the community and participate in local events.

OBJECTIVE 1.3 – COLLEGE AND CAREER PARTNERSHIPS: For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthening existing partnerships and developing new partnerships with businesses, non-profit organizations, and educational institutions.

Strategy	Measure of Success	Accomplished	Next Steps
• Increase student awareness of college and other post-graduate opportunities. • Strengthen CTE partnerships with elementary schools.	• Students can articulate future goals.		

OBJECTIVE 1.4 – FAMILY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

Strategy	Measure of Success	Accomplished	Next Steps
• Expand opportunities to invite community members to participate in school-sponsored events. • Identify families' preferred methods of communication.	• Increased family and community participation at school-sponsored events. • Use of varied methods of communication between families and schools, reaching families on platforms they are comfortable with and can access easily. • Families feel welcomed, empowered, and valued as partners, and are actively engaged in their students' school success.	• Increased in community participation with school liaison and HSS students in HSS vegetable garden.	• Expand opportunities to invite community members to participate in school-sponsored events. • Identify families' preferred methods of communication.

OBJECTIVE 1.5 – COMMUNITY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

Strategy	Measure of Success	Accomplished	Next Steps
• Improve two-way communication with all stakeholder groups.	• Increased number of opportunities designed to engage in shared problem solving and decision making.		

GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

Strategy	Measure of Success	Accomplished	Next Steps
- Develop and promote an inclusive school wide community that supports the physical, emotional, and social needs of each member of the school. - Identify and use additional resources for mental health support for students. - Increase opportunities for physical movement and social interactions.	- Increased attendance for staff and students. - Increased prosocial student behaviors. - All students receive support services in a consistent, meaningful way to meet their needs.	- HSS Faculty has collectively studied the literature we are using with our students this year, identifying implicit bias' and stereotypes we may be unknowingly reinforcing. - Goals for this work were to gain critical analysis skills with regard to: - identifying implicit bias' and stereotype reinforcement in children's literature. - identifying text with broad and positive representation of diverse backgrounds and perspectives. - Expand representation and inclusion in literature we are using with students. - The following resources were used to create this guide for analyzing children's literature: <u>Assessing Children's Literature</u> (from the Anti-Defamation League Website). <u>Guide for Selecting Anti-Bias Children's Books</u> (from socialjusticebooks.org). 12 Faculty members took the Harvard course Culturally Responsive Literature Instruction (paid for by a SEED grant). - PTG provided funding for each grade level to purchase books that reflected our student populations.	- Next steps involve identifying a HSS Faculty goal to support current work regarding racism and bias within children's literature. Goal will be set by the Faculty in late summer. - Create a multi-tiered system of support (MTSS) in which student emotional needs can be addressed and better supported. - Re-institute PLCs to analyze behavior data and to identify student learning needs within a structured support system.

OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING: We will maximize each student’s engagement in learning.

Strategy	Measure of Success	Accomplished	Next Steps
- Provide opportunities for students to share their learning progress. - Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	- Increased on-task student behavior. - Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.	- Some opportunities for students to share learning progress. - Some opportunities for students to drive their learning by providing student voice and choice in their learning and assessment options.	Goal 3: To Increase Prosocial Student Behaviors, so that all students can successfully navigate social situations by the end of 2021-2022 school year, as evidenced by our behavior data (goal is to decrease the number of incidents in each category by half). 2021-2022 Implementation Plan: - Students with self-regulation issues will be identified for targeted work to develop prosocial skills (students and areas of concern identified through behavior data), working with School Counselors and Behavior staff. - Target conflict resolution skills (systematically) to increase consistency and develop skills around conflict resolution, focusing on proactive rather than punitive measures to support student learning. - Use behavior data to identify specific teachers who may need to further develop strategies to increase prosocial student behaviors (Dean of Students will then directly work with identified teachers). - Continue to calibrate responses between the Behavior Specialist, Dean of Students and Principal. - Review behavior data monthly to address concerns, identify trends, etc. in a timely manner.

OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

Strategy	Measure of Success	Accomplished	Next Steps
Research, use, and refine consistent use of evidence-based strategies	Competency based learning environment that supports all students.		Create a multi-tiered system of support (MTSS) in which student

that support competency-based learning. • Provide equitable access across the curriculum and instructional framework. • Emphasize developmentally appropriate practices within the curriculum and instructional framework.	• Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups. • Increased number of students receiving instruction matched to their needs.		emotional needs can be addressed and better supported. • Re-institute PLCs to analyze student achievement and to identify student learning needs within a structured support system. Implementation Plan for 2021-2022: • Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1). • Focus on teacher clarity. • Focus on teacher/student feedback. • Identify “at risk” readers and prioritize student reading supports. • Frequent progress monitoring for at risk students. • Focus Professional Learning Communities around reading instruction, student reading growth and student reading achievement. Focus on teacher clarity and feedback by analyzing and reflecting upon micro teaching examples – specific to reading instruction and student reading growth and achievement. PLC work will focus on: • Developing teacher clarity and feedback. • Developing high effect universal reading intervention strategies. • Analyze teaching and lesson planning for teacher clarity and feedback from video models. • Analyzing student reading data, looking for student growth and achievement.
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Dover School District Strategic Plan Assessment

DOVER ELEMENTARY SCHOOLS

Woodman Park School

Date: July 1, 2021

GOAL 1: FOCUS: SCHOOL-COMMUNITY ENGAGEMENT - The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

OBJECTIVE 1.1 – STUDENT VOICE: We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.

Strategy	Measure of Success	Accomplished	Next Steps
- Design units that incorporate student voice and choice in learning and assessment. - Research and create schedule concepts that allow time for student voice and choice opportunities. - Identify and expand upon opportunities for students to engage in opportunities to solve problems and take on leadership roles within the school and local community.	- Educator's unit plans will promote choice and voice in learning, content and assessment. - Schedules reflect a student-centered approach that empowers students as learners. - Students have ownership and leadership roles within the school and community via clubs, school decisions, and community projects.	- Teachers used Google Classroom during Remote Learning that sometimes-had options for students to choose from to complete assignments. - Teachers received training from The Distance Learning Playbook, modules 6&7 on choice/engagement. - Freckle and BookFlix software have choice elements so students could be more invested in their learning. - Academic Choice Time is sometimes used by classroom teachers. Kindergarten has this time as a regular part of their schedule. - Choice Boards are often used by interventionist for supporting students academically or behaviorally.	- Student clubs will re-start when it is deemed safe to do so during the next school year of 2021-2022. - Service Learning is an area that has been inconsistent during the pandemic. However, the WPS school community values service to others during a meaningful learning experience. - Competency Based Education (CBE) and Professional Learning Communities (PLCs) will in time lead to more student voice and choice with experience by both staff and students.

OBJECTIVE 1.2 – STUDENT SUPPORT AND WELLNESS: We will enhance support and wellness for all students through purposeful engagement in school and community-based activities.

Strategy	Measure of Success	Accomplished	Next Steps
Engage with community agencies to offer community-based wellness activities to students.	Increased opportunities to participate in school and community wellness events as evidenced in	WPS Family Outreach Coordinator and School Counselors produced Family Newsletters. These included	WPS Family Outreach Coordinator will re-start on-site monthly family engagement activities for the WPS

Communicate and collaborate with partners in the community and participate in local events.	- school activity calendars and newsletters. - Schools will invite or participate in multiple events in the community each year.	wellness activities for families to participate with local entities or locations. - WPS Wellness Committee ran protocol compliant events for staff including social media workouts and book reading. - WPS Staff Meeting dedicated to “How to Support Students with Virtual Learning (Visuals/Charts/ Task Analysis/ Learning Bursts /Reinforcements)” to access Remote Learning to better meet needs of students and staff. - WPS participated in District wellness professional development; “Taking Care of You During Remote Learning “and “How to Take Care of Yourself” by Dr. Allison Roy. - WPS staff completed required District training: Staff as Mandatory Reporters, Introduction to Trauma Informed Care, Title IX, Suicide Prevention, Bullying, and Harassment.	community when it is deemed safe to do so. - Family Newsletters will continue with the support of the WPS Family Outreach Coordinator and School Counselors. - WPS Wellness Committee will continue its monthly events for staff. Student wellness will be explored as well. - Numerous traditional activities of community involvement will carry forward in the 2021-2022 school year (food drive, guest speakers, community readers, etc.). - WPS will participate in the Social Emotional Learning (SEL) priorities as set forward by the Dover School District for the next school year.
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OBJECTIVE 1.3 – COLLEGE AND CAREER PARTNERSHIPS: For students to freely explore all post-graduation options, we will improve and expand our college and career network by strengthening existing partnerships and developing new partnerships with businesses, non-profit organizations, and educational institutions.

Strategy	Measure of Success	Accomplished	Next Steps
- Increase student awareness of college and other post-graduate opportunities. - Strengthen CTE partnerships with elementary schools.	Students can articulate future goals.	- WPS hosts full-year UNH Interns who stay with a classroom teacher/case manager/Related Art professional but also support the school in many circumstances. Students know about school beyond high school and many want to go to college to be like the UNH intern ‘when they grow up’. - Guest speakers on Morning Announcements included police, fire, military, etc. One topic is always the	- WPS was selected again to host yearlong interns from UNH. This allows future role models for our students. - WPS looks to continue the SOCC’s partnership with the DHS CTC. - WPS will explore ways to continue and expand relationships with both the UNH Community Literacy Center and Seacoast Reads.

		importance of some form of education beyond high school. - Plans for SOCC after school program to partner with the DHS CTC did not happen due to the pandemic. - DHS CTC NJROTC Commander participated on the Morning Announcements frequently during Remote Learning.	WPS has solid relationships with the Dover Rotary and The Residence at Silver Square. Additional opportunities work with these outside organizations will continue.
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OBJECTIVE 1.4 – FAMILY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for all families to engage with the Dover schools using sustainable strategies to foster consistent and authentic two-way communication.

Strategy	Measure of Success	Accomplished	Next Steps
- Expand opportunities to invite community members to participate in school-sponsored events. - Identify families' preferred methods of communication.	- Increased family and community participation at school-sponsored events. - Use of varied methods of communication between families and schools, reaching families on platforms they are comfortable with and can access easily. - Families feel welcomed, empowered, and valued as partners, and are actively engaged in their students' school success.	- Dover Rotary participated in a pandemic form of Read Across America Day. Due to the pandemic, the dictionary donation to students did not occur. - Dover Police Department participated in Big Brothers/Big Sisters Program. - UNH Community Literacy Center and Seacoast Reads offered virtual events/services. - Guests participated on the Morning Announcements from outside agencies such as Dover Police, Dover Fire, Military, DHS CTC, C&W Services, and WPS PTO. - Families were polled on preferred ways to communicate with the school. Phone alerts, email, direct phone contact, social media, and website were identified as positive forms of communication. WPS PTO discussed this topic at a meeting to provide clarity. - WPS Morning Announcements were sent to families every day via YouTube between August 4 -	- Ongoing efforts will be needed to increase family participation at both WPS Monthly Family Events and at WPS PTO Meetings. - Maintaining current practices and relationships with families will be important and a priority for the next school year. - WPS will support the Dover School District initiatives to increase family participation on committees and various activities.

		February 8. Beginning February 8, Announcements were live via Google Classroom. • WPS PTO maintained monthly meetings and staff interviews (Dr. Harbron, Mr. Boodey, Mr., Brown, Mrs. Lapierre, and Mr. Velazquez) through Zoom and Facebook Live. • Elementary school administrators hosted two school specific family 'question and answer sessions' about Remote Learning, COVID-19 Protocols, and in-school learning through Zoom. • Google polls were sent to families to gain information on family enrollment regarding remote or in-school learning. • Letters were sent to families through One-Call Now to update on various school topics. • E-mail and phone calls remain the most prevalent way to communicate between school and families.	
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OBJECTIVE 1.5 – COMMUNITY UNDERSTANDING AND PARTICIPATION: We will provide opportunities for diverse community stakeholders to engage with the Dover schools in shared problem solving and decision making.

Strategy	Measure of Success	Accomplished	Next Steps
• Improve two-way communication with all stakeholder groups.	• Increased number of opportunities designed to engage in shared problem solving and decision making.	• WPS has a School Instructional Leadership Team (SILT) to support academic communication and PLC training but was limited during the pandemic. • Grade levels, Special Education, and Related Arts meet weekly and submit minutes to WPS Administration for communication. • Staff Meetings occur each month for all WPS staff but only DTU members are required to attend.	• Maintaining current practices and relationships with stakeholders will be important and a priority for the next school year. • WPS will support the Dover School District initiatives to increase community participation on committees and various activities.

		• Emails sent to WPS staff weekly to inform on timely topics. • PTO meetings occur monthly to coordinate information to the school community. Their social media presence helps families throughout the school year. • Some WPS staff participated on the District's Equity Vision Keepers Committee. An Equity Plan is being developed, the exchange of perspectives has been beneficial for mutual understanding.	
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GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

Strategy	Measure of Success	Accomplished	Next Steps
• Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school. • Identify and use additional resources for mental health support for students. • Increase opportunities for physical movement and social interactions.	• Increased attendance for staff and students. • Increased prosocial student behaviors. • All students receive support services in a consistent, meaningful way to meet their needs.	• WPS had staff meetings, professional development, and committees (Wellness, Pupil Assistance Team, Positive Behavior Intervention Support) that promote overall health and wellbeing of students and staff. • Elementary deans and principals met to discuss attendance and school participation for student learning. • Community Partners supported some of our most at-risk students/ families. • Counselors met with many students/ families on a regular and on-demand basis. • Title I, Reading Specialists, ELL and Special Education services were instrumental during remote learning and in school delivery models. Communication and coordination	• Maintaining current practices regarding Social, Emotional, and Physical support will be an important priority next school year. • WPS will support District initiatives to increase overall health and wellbeing of students and staff, particularly Social Emotional Learning (SEL) initiatives. • Restorative Justice will be explored per the new state statute. • The PBIS committee will continue and look for ways to support the whole school community and student participation.

		between the teams and teachers was thorough and coordinated. • School wide expectations (PBIS) extended into homes and educational pods. • GoGuardian and Clever software training and implementation for staff helped support a virtual environment for students that was conducive to learning.	
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OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING: We will maximize each student’s engagement in learning.

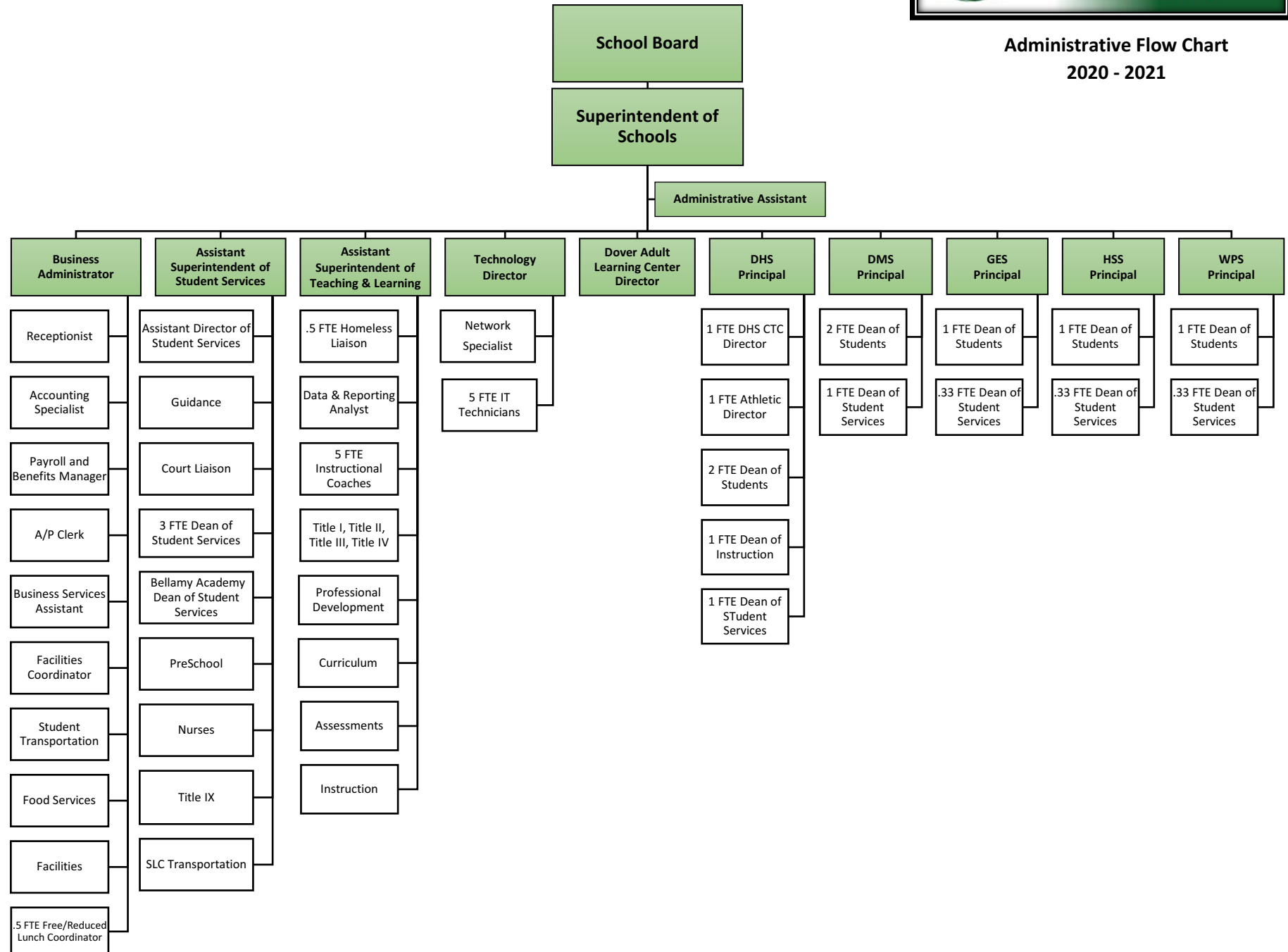
Strategy	Measure of Success	Accomplished	Next Steps
• Provide opportunities for students to share their learning progress. • Provide opportunities for students to drive their learning by providing students voice and choice in their learning and assessment options.	• Increased on-task student behavior. • Unit and lesson plans reflect increased use of best practices in project based learning and other high engagement strategies.	• Use of the Google Classroom Platform provided new ways for students to share/monitor their learning progress. Other technology platforms will help in this area with additional use and experience. • Responsive Classroom and PBIS techniques were other ways the students and classes could self-monitor behavior and time on task. • Professional development on “The Distance Playbook” module 6 supported staff during Remote Learning.	• Increased use and proficiency with Google Classroom and other technology platforms will increase student engagement. • Maintaining the commitment to use Responsive Classroom and PBIS strategies will be crucial to amplify student engagement. • Utilizing Competency Based Education (CBE) and Professional Learning Communities (PLCs) will lend themselves to increase opportunities for student engagement.

OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

Strategy	Measure of Success	Accomplished	Next Steps
• Research, use, and refine consistent use of evidence-based strategies that support competency-based learning. • Provide equitable access across the curriculum and instructional framework.	• Competency based learning environment that supports all students. • Growth in awareness of and capacity to serve all students, which will lead to a decrease in the achievement gap between subgroups.	• Monthly Staff Meeting were dedicated to reintroducing Competency Based Education (CBE) and Professional Learning Communities (PLCs). • May 28 Professional Development Day was dedicated to investigating CBE deeper.	• WPS will support roll out plan by the District’s Equity Vision Keepers. • WPS will participate in continuing work with Great Schools Partnership on issues of Equity. • WPS will continue its training and use on/of Professional Learning Communities.

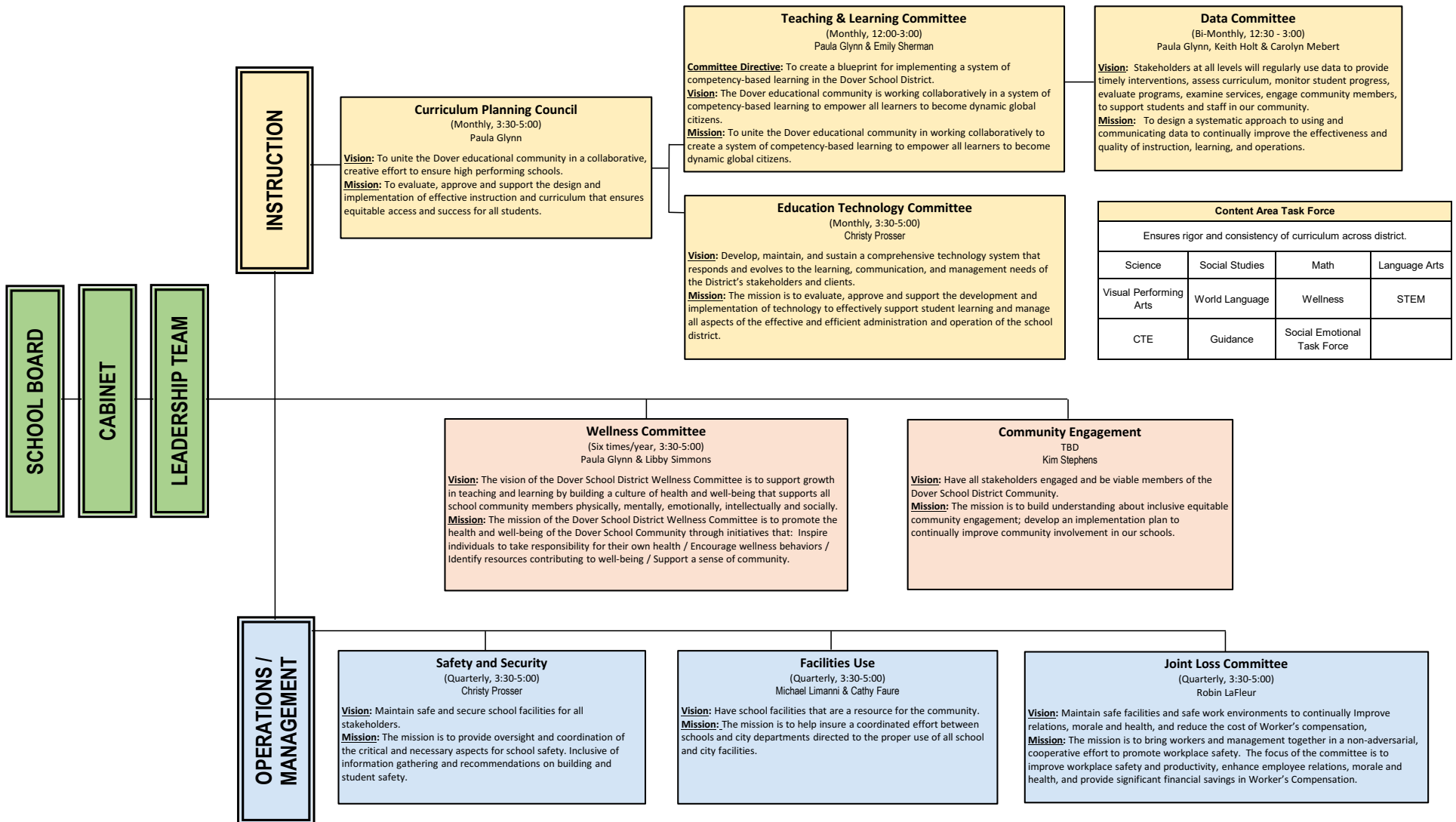
• Emphasize developmentally appropriate practices within the curriculum and instructional framework.	• Increased number of students receiving instruction matched to their needs.	• Held meetings with staff and Great Schools Partnership to explore issues of Equity. • Multiple staff meetings allowed work on the “Equity Checklist for Classroom Teachers”, A Personal Self-Reflection and Whole Group Sharing of Section D. • Foundations implementation and training occurred for base Literacy skills.	• WPS will continue its training and use on/of Competency Based Education. • WPS will continue its training and use on/of Foundations. • WPS will start to train with the new Math curriculum of Bridges in Mathematics. • WPS will continue to use Pupil Assistance Team (PAT), Intervention Coordination, and a Data Team.
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Administrative Flow Chart 2020 - 2021



Green indicates a direct report to the Superintendent

Updated – September 13, 2021





DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Retention of Teacher Data

GOAL 4 – Objective 4.1

Item A: Annually, the District reviews enrollment and programs and services to identify staffing recommendations for the annual budget that will continue to improve the District's capacity to support the District's programs and services. For the FY20 budget, the following positions were recommended to the School Board for FY21 budget considerations:

- Lead Psychologist – 1 FTE
- Masters Social Worker – 3 FTEs
- Occupational Therapist – 1 FTE
- Case Managers – 5 FTEs
- Special Education Administrative Assistant – 1 FTE
- DHS Music Teacher – Increase from .34 to 1 FTE
- DHS Science Teacher – 1 FTE
- DHS Library Aide – 1 FTE
- DMS World Language Teacher or Related Arts – 1 FTE
- DMS Library Aide – 1 FTE
- Additional Summer Days for School Counselors – 12 days total
- CTC Building Construction Teacher – Increase from .33 to 1 FTE
- CTC Health Science Teacher – Increase from .33 to .67 FTE
- CTC Sports Medicine Teacher – Increase from .67 to 1 FTE
- Technology Specialist – 4 FTEs
- Assistant Director of Teaching and Learning – 1 FTE
- DMS Dean of Instruction – 1 FTE
- Elementary Math and Science Coach – 1 FTE
- DMS Instruction Coach – 1 FTE
- DMS Office Support – Increase hours for 3 members
- Administrative Assistant to Nurse – 1 FTE
- DHS Study Hall Supervision Paraprofessionals – 3 FTEs
- CTC Office Support – 4 hours per day
- Bellamy Academy – Increase of hours
- Athletic Coaches – 8

Item B: The District developed a long-term staffing plan that is revised annually based on the funded positions for the identified fiscal year. For the 2020-2021 school year the following new positions were funded for the 2020-2021 school year:

- DHS Music Teacher – Increase from .34 to 1 FTE
- Technology Specialist – 1 FTE



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Retention of Teacher Data

- DMS Related Arts – 1 FTE
- DHS Science Teacher – 1 FTE
- Athletic Coaches – 8

Item C: The District has a hiring process. During the three hiring seasons the Superintendent's Office has used the *Ventures for Excellence 22 Question Screener for Teachers*. The instrument helps to identify the teacher candidates that have the potential to be successful. The data from the Superintendent Interview is shared with the principal or director to make the final staffing recommendation to the superintendent.

Item D: The District developed and implemented an exit survey for employees. The data from the current survey will be summarized into a separate report.

Following is the summary of teacher exit data:

2009-2010

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	0	0	0	
Woodman Park	0	0	0	0	
DMS	0	5	1	0	
DHS	0	2	1	0	
CTC	0	0	0	0	
TOTAL	0	7	2	0	6

2010-2011

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	0	0	0	
Woodman Park	0	0	1	0	
DMS	0	1	1	0	
DHS	0	4	0	0	
CTC	0	0	1	0	
TOTAL	0	5	3	0	8

2011-2012

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	0	2	0	
Woodman Park	0	0	1	0	
DMS	0	2	2	0	
DHS	0	2	0	0	
CTC	0	1	1	0	
TOTAL	0	5	6	0	5



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Retention of Teacher Data

2012-2013

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	2	0	
Horne Street	0	0	1	0	
Woodman Park	0	0	0	0	
DMS	0	1	2	0	
DHS	0	1	2	0	
CTC	0	4	0	0	
TOTAL	0	6	7	0	5

2013-2014

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	2	0	
Horne Street	0	2	1	0	
Woodman Park	0	1	0	0	
DMS	0	2	3	0	
DHS	0	0	2	0	
CTC	0	0	1	0	
TOTAL	0	5	9	0	3

2014-2015

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	1	2	0	
Horne Street	0	1	1	0	
Woodman Park	0	0	1	1	
DMS	0	0	1	0	
DHS	0	0	3	1	
CTC	0	0	1	0	
TOTAL	0	2	9	2	2

2015-2016

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	0	0	
Horne Street	0	1	1	0	
Woodman Park	0	1	2	1	
DMS	0	1	1	0	
DHS	0	3	1	1	
CTC	0	0	0	0	
TOTAL	0	5	3	2	4

2016-2017

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	0	0	1	2	
Horne Street	0	0	1	0	
Woodman Park	0	0	2	1	
DMS	0	4	0	3	
DHS	0	3	4	2	



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Retention of Teacher Data

CTC	0	0	0	0	
TOTAL	0	7	8	8	2

2017-2018

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	1	0	1	1	
Horne Street	0	1	2	0	
Woodman Park	0	0	3	0	
DMS	3	2	1	1	
DHS	4	2	4	1	
CTC	1	0	2	0	
TOTAL	9	5	13	3	2

2018-2019

SCHOOL	Retired	New Position	Personal	No Reason	Non-Renewals
Garrison	1	1	0	0	
Horne Street	1	0	2	1	
Woodman Park	1	0	0	0	
DMS	5	2	2	0	
DHS	3	2	1	0	
CTC	0	0	0	0	
TOTAL	11	5	5	1	

2019-2020

SCHOOL	Retired	New Position	Personal	No Reason
Garrison	0	0	0	0
Horne Street	3	0	2	0
Woodman Park	2	0	2	1
DMS	3	0	0	0
DHS	3	4	2	2
CTC	0	0	0	0
TOTAL	11	4	6	3

2020-2021

SCHOOL	Retired	New Position	Personal	No Reason
Garrison	3	0	0	0
Horne Street	2	1	2	1
Woodman Park	1	0	2	0
DMS	3	1	0	4
DHS	2	1	5	2
CTC	2	0	2	0
TOTAL	13	3	11	7



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY – August 2021

The Dover School District is offering an exit survey to educators who have left the district due to retirement or other opportunities in or outside the field of education. The survey data will be collected and summarized without any personal identification information. Your participation in the survey will help the District to better understand teacher mobility and attrition.

After completing the survey, please returned in the postage paid envelope provided. Thank you for your participation.

SECTION 1 - DEMOGRAPHIC INFORMATION

Color in the appropriate circle for your response.

1. Gender:

Female—7

Male—4

2. Age:

22-25 — 1

26-30 — 1

31-35 — 1

36-40 — 0

41-45 — 2

46-50 — 1

51-55 — 0

56-60 — 0

61+ — 5

3. Highest Degree

BA/BS — 2

BA/BS+ — 4

Master's — 2

Master's + — 2

CAGS — 0

Doctorate — 1

4. Including this year, how many years of teaching experience do you have?

0-3 years — 1

4-6 years — 1

7-10 years — 3

11-15 years — 1

16-20 years — 1

21-25 years —1

26-30 years —0

31+ years — 3



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY – August 2021

5. What grade band below best captures the position you are leaving?

- Elementary Teacher (K-4) — 2
- Middle School Teacher (5-8) — 3
- High School Teacher (9-12) — 3
- Special Education Teacher (Any Level) — 3
- Multiple Grade Levels — 0

6. How was your position classified?

- Full-time — 11
- Part-time — 0

7. For how many years did you anticipate staying when you first started this position? (*only 5 responded*)

- 0-3 years — 0
- 4-6 years — 0
- 7-10 years — 3
- 11-15 years — 1
- 16+ years — 7
- Note of — 0

8. Reason for leaving this position:

- Retirement—5
- Accept a position in another school district — 3
- Accept a position outside of public education — 2
- Other—2

9. How long did you consider leaving the position?

- ☐ Less than a month — 1
- ☐ 1-3 months — 1
- ☐ 4-6 months — 2
- ☐ 6-12 months — 3
- ☐ One year or more — 4



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY – August 2021

SECTION 2A

Using the categories following categories respond to the following sentence stems:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neither agree nor disagree
- 4 = Disagree
- 5 = Strongly disagree

QUESTION	1	2	3	4	5
10. The post I held at this school (or equivalent) was fulfilling and varied	5	3	1		1
11. I received the support I needed to discharge my duties effectively	4	2	4		
12. I felt that my work was valued and appreciated	6	2	1	1	
13. There were good opportunities for professional advancement	1	3	5	1	
14. There were good opportunities for personal development	1	4	4	1	
15. Overall, I was happy with my pay	2	4	2	1	1
16. My working conditions were good	4	3	1		2
17. I was given necessary training to discharge my duties effectively	1	2	6	1	
18. The job made use of the full range of my abilities	4	1	2	2	1
19. Changes occurring within the school were always well managed	3	2	4	1	
20. The working environment was pleasant and well-maintained	4	3	2	1	
21. Workload and work/life balance issues were well-managed	3	2	1	1	3
22. Health and safety issues were properly addressed	3	2	2	2	1
23. Workplace bullying and harassment were not tolerated	4	3	1		2
24. While teaching here I have been able to maintain a good quality life outside work	3	3	1	1	2
25. I got on well with pupils at school	7	1			2
26. I got on well with colleagues	8				2
27. I go on well with managers	7		1	1	1
28. I generally felt I was in control of my job	4	3	1	1	1

SECTION 2B - RETIREES ONLY

Only retirees are to answer the following questions, using the categories following categories respond to the following sentence stems:

- 1 = Very Important
- 2 = Somewhat important
- 3 = Not very important
- 4 = Not at all important

QUESTION	1	2	3	4
1. Became eligible to receive full pension benefits	3			2
2. Wanted to teach in a different state, but my state teacher certification was not accepted there			2	2
3. Dissatisfied with job description and responsibilities			3	2
4. Dissatisfied with changes in job description or responsibilities			4	1
5. Did not feel prepared to implement new reform measures		2	3	
6. Did not agree with new reform measures			3	2
7. Dissatisfied with teaching as a career				5
8. Retired because of family/personal reasons	1	1	1	2



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY – August 2021

SECTION 3

Color in the appropriate circle for your response.

29. From the list below, please select up to two (2) factors that might have encouraged you to remain in your position. If none exists select none of the above.

- Pay increase — 4
- Different administrator— 0
- Smaller class — 3
- More time to plan or prepare — 2
- Opportunities for collaboration with colleagues — 0
- Better facilities—1
- Opportunities for advancement—1
- Other— 2
- None of the above — 4

30. What are your plans for next year?

- Teach in a different school — 3
- Accept a position WITHIN education — 2
- Accept another position OUTSIDE of education — 1
- Return to school to improve career WITHIN education —0
- Return to school to improve career OUTSIDE education — 1
- Stay at home to take care of family — 1
- Retire — 3
- Unemployed and seeking employment — 0
- Other — 1

31. Is your new position a promotion?

- Yes — 1
- No — 5
- Other — 3

32. Are you moving to a new district?

- Yes — 3
- No — 4
- Other — 2



DOVER SCHOOL DISTRICT

EDUCATOR EXIT SURVEY – August 2021

Is there anything else you would like to share regarding your decision to leave the Dover School District?

- I had an exit interview with the superintendent and discussed the positive direction that the school is moving towards, we also discussed some of the improvements that could be made to the school. I would gladly sit in a non-public session with the Board if they would like more information.
- After working two years as a para, sped and Title 1, I finally was offered a full-time position in the classroom. It was at that time I decided to teach for ten years and the 20-21 school year was the tenth year. This is the main reason I have retired.
- I had decided to leave teaching before COVID because it was time. I loved teaching here!
- Special education caseloads are too high and case managers have too many responsibilities to do the job effectively within their contracted hours.
- Dover Middle School is a great place to work! The staff is amazing at what they do and very supportive. The principal and deans were great and communicated what they knew about changes in as neutral a way as possible with examples and support if needed.

Leaving for a position where I actually get time off on my days off, so I can spend it with my family. In order to do well, I was constantly choosing work over my family.

I was going to stay for another year before moving on, but after the “negotiations” game the district played and the unsupportive non-response to the news and community, I realized the supervisory level does not value its employees and chose to leave earlier than intended. If I’m going to give up my family for work, there needs to be value and appreciation from the employer who understands the roles of its employees.

- It broke my heart to leave my established case management position in Dover because of the strong relationships I had with families, my team of special educators, teachers, and all staff, including administration in my building. The district put me in a very difficult position when a special educator position was being eliminated in my building due to budget reason, decreasing 4 positions down to 3. The already large caseload was going to be increased, making it more difficult to meet student needs, support general education teachers, and complete the necessary paperwork following special education timelines. This increased workload would inevitably lead to a further imbalance of work and homelife.

I want to thank the Dover School District for providing me with the experience required to obtain a position with another district.

- I left the district related to health issues. I would have stayed indefinitely, if it weren’t for that reason.

DOVER SCHOOL DISTRICT
Condition of Accounts - October 31, 2021

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 22,641,069	\$ 4,454,563	\$ 18,186,506	\$ 17,613,272	\$ 573,234
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,109,962	\$ 3,297,497	\$ 11,812,465	\$ 10,773,853	\$ 1,038,612
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,561,623	\$ 425,637	\$ 2,135,986	\$ 1,441,509	\$ 694,477
1400	OTHER EDUCATIONAL PROGRAMS	\$ 739,826	\$ 248,664	\$ 491,162	\$ 319,257	\$ 171,905
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 225,968	\$ 76,420	\$ 149,548	\$ 151,191	\$ (1,643)
2100	SUPPORT SERVICES - Students	\$ 4,929,348	\$ 934,615	\$ 3,994,733	\$ 3,506,728	\$ 488,005
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,645,780	\$ 373,383	\$ 1,272,397	\$ 783,813	\$ 488,584
2300	SUPPORT SERVICES - General Admin.	\$ 1,545,713	\$ 421,435	\$ 1,124,279	\$ 851,812	\$ 272,467
2400	SUPPORT SERVICES - School Admin.	\$ 3,118,039	\$ 951,118	\$ 2,166,921	\$ 2,043,518	\$ 123,403
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,125,976	\$ 1,177,582	\$ 3,948,394	\$ 3,606,841	\$ 341,553
2700	SUPPORT SERVICES - Student Transportation	\$ 3,374,104	\$ 359,400	\$ 3,014,704	\$ 3,150,830	\$ (136,127)
2800	SUPPORT SERVICES - Centralized Services	\$ 1,389,702	\$ 445,783	\$ 943,919	\$ 491,590	\$ 452,329
2900	SUPPORT SERVICES - Other	\$ 24,342	\$ -	\$ 24,342	\$ -	\$ 24,342
5200	FUND TRANSFERS OUT	\$ 814,573	\$ -	\$ 814,573	\$ -	\$ 814,573
47190	SCHOOL DEBT - Principal & Interest	\$ 6,439,335	\$ 109,407	\$ 6,329,928	\$ 6,284,188	\$ 45,740
TOTAL GENERAL FUND EXPENDITURES:		\$ 69,685,360	\$ 13,275,503	\$ 56,409,857	\$ 51,018,401	\$ 5,391,456
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 323,497	\$ 1,326,503	\$ 1,277,022	\$ 49,481
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 5,669,085	\$ 1,401,590	\$ 4,267,496	\$ 2,263,705	\$ 2,003,791
Summarized Condition of District Expenditures:		\$ 77,004,445	\$ 15,000,589	\$ 62,003,856	\$ 54,559,128	\$ 7,444,728

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	\$ 75,000	\$ 1,806,216	\$ -	\$ 1,806,216
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 2,340	\$ 7,660	\$ -	\$ 7,660
01321.3390	TUITION - BELLAMY ACADEMY	\$ 81,690	\$ 19,663	\$ 62,027	\$ -	\$ 62,027
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	\$ 150	\$ 103,850	\$ -	\$ 103,850
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,747,452	\$ 2,150,137	\$ 8,597,315	\$ -	\$ 8,597,315
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ -	\$ 389,462	\$ -	\$ 389,462
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,075,000	\$ -	\$ 1,075,000	\$ -	\$ 1,075,000
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	\$ -	\$ 40,200	\$ (40,200)	\$ -	\$ (40,200)
04210.3599	INDIRECT COST ALLOCATION	\$ 85,000	\$ 14,748	\$ 70,252	\$ -	\$ 70,252
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	\$ 36,105	\$ 213,895	\$ -	\$ 213,895
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 18,178,854	\$ 2,338,343	\$ 15,840,511	\$ -	\$ 15,840,511
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 2,988	\$ 1,647,012	\$ -	\$ 1,647,012
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 5,591,970	\$ 672,427	\$ 4,919,543	\$ -	\$ 4,919,543
Summarized Condition of District Revenue:		\$ 25,420,824	\$ 3,013,758	\$ 22,407,067	\$ -	\$ 22,407,067

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 18,178,854	\$ 2,338,343
State Wide Property Tax:	\$ 7,093,652	\$ 7,093,652
Local Property Tax:	\$ 44,412,854	\$ 44,412,854
TOTAL GF Revenue:	\$ 69,685,360	\$ 53,844,849
TOTAL GF Expenditure:	\$ (69,685,360)	\$ (64,293,904)
Ending GF Fund Balance:	\$ -	\$ (10,449,055)
TOTAL FS Revenue:	\$ 1,650,000	\$ 2,988
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,600,519)
Ending FS Fund Balance:	\$ -	\$ (1,597,531)
TOTAL Other SR Fund Revenue:	\$ 5,591,970	\$ 672,427
TOTAL Other SR Fund Expenditures:	\$ (5,669,085)	\$ (3,665,294)
Ending Grant Fund Balance:	\$ (77,115)	\$ (2,992,867)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, November 8, 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 with the stipulation of remaining in the position until a replacement has been hired for teachers who are resigning.

Leaves of Absence – None

Job Shares – None

Nominations – I recommend approving the nominations as listed for (a) DTU Nominations and (b) DPA Nominations. Please see memorandum on special education teacher position.

Extended Trips – None

Donations – I recommend the Board approve the requested donations.

I. POLICY – CHANGES – PROPOSALS:

The Board has received a chart indicating the revised policies and new policies recommended by the New Hampshire School Boards Association (NHSBA). Many of the revisions and new policies are based on recent laws passed by the New Hampshire State Legislature. The Board will be presented a series of Board Policies starting in October through December. The policies will require a first and second reading. The policies being presented in the October Board Agenda will receive their first reading in October and second reading in November followed by the Board acting on the recommended policies. The Board is also receiving policies for their first reading in November and the second reading and potential action in December.

The following policies are being proposed for the Board's first reading:

1. **DAF – Administration of Federal Grant Funds – First Reading Revised Policy:** DAF was revised to reflect 2020 amendments to the Uniform Grant Guidance (generally 2 CFR 200), primarily regarding pre-award costs (DAF-1.F.), micro-purchase limits (DAF-3.C), addition of "domestic preference" and Huawei ban (DAF-3.H), and grant closeout provisions (DAF-10). Revisions also include minor grammatical corrections.
2. **DSAF – Student and School Activities Fund Management – First Reading New Policy:** The policy defines the two main categories of activity funds (Student Activity Fund and School Activity Fund). The policy outlines the accounting standards that will be applied to the Student Activity Funds and the School Activity funds.
3. **ECAF – Audio & Video Surveillance on School Buses – First Reading New Policy:** Amendments were made to clarify its relationship with Policy EEAA, to emphasize that audio recordings carry separate restrictions,

to indicate methods of notification, and to include parents as having a right to view recordings when appropriate in disciplinary proceedings.

4. **EEA – Student Transportation Services – First Reading Revised Policy:** Revised generally along with a restructuring of related transportation sample policies and procedures, primarily to reduce redundancies and conflicting provisions, as well as improved integration. EEA now establishes general transportation policy with duplicative language or content in the former version replaced with references to other applicable policies and procedures. Also, the revisions add a Transportation Coordinator, a position that was formerly referenced in many NHSBA samples but not specifically established. Clarification was added via an “Authorized Transportation Providers” subsection to define applicable services in accordance with the new contracted carrier provisions in SB 147 (Part III), which will be codified as RSA 376:2, VII. Revisions also included addition of the new requirement to provide transportation services to students attending CTE and alternative programs in accordance RSA 188-E:8 (SB 148, Pt II).
5. **EEAA – Video and Audio Surveillance on School Property – First Reading Revised Policy:** Revisions were made to emphasize that particular statutory restrictions apply to audio recordings, to clarify this policy’s relationship with Policy ECAF, and to clarify language. Additional changes included added legal and policy references, and formatting to improve usability.
6. **EEAB – Establishment of School Bus Routes – First Reading Revised Policy:** Content of NHSBA sample policy EEAB was formerly located in sample “-R” document EEA-R. Given recent experiences of districts with parent transportation challenges, NHSBA recommends adopting as a Board policy.
7. **EEAE – School Bus Safety Program – First Reading Revised Policy:** Amendments were made to clarify drug and alcohol testing policies for contracted carriers, in accordance with the new contracted carrier provisions in SB 147 (Part III), which will be codified as RSA 376:2. Additionally, some duplicative language has been replaced with references to other applicable sample policies. See also September 2021 revision notes to sample EEA.
8. **EEAE-R – Safety Guidelines for Parents/Guardians of Students Using School Buses – First Reading New Policy:** Sample NHSBA procedure EEAE-R is comprised of content formerly located in EEA-R, which is now withdrawn. It is intended as sample guidelines for administrators to use in student/parent handbooks, and not Board policy. Student bus conduct rules are found in JICC-R.
9. **EEAEA – Mandatory Drug & Alcohol Testing – School Bus Drivers and Contracted Carriers – First Reading Revised Policy:** Amendments were made to include contracted carriers, in accordance with the new contracted carrier provisions in SB 147 (Part III), which will be codified as RSA 376:2, and to indicate which provisions of this policy affect both bus drivers and contracted carriers. Additionally, reference to the federal requirements relative to the Drug and Alcohol were inserted in Section 5. Some language has been edited for consistency and clarity.
10. **EEAEA-R – Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers – First Reading New Policy:** Changes are intended to (a) add reference to Federal regulations pertaining to the Drug and Alcohol Clearinghouse, in accordance with 49 C.F.R. 391.23. These changes are found under the new hearing on page 1 “Drug and Alcohol Clearinghouse, and under the Notifications heading. Additional changes appear under the heading Random Alcohol and Drug Tests to better reflect the Federal standards.
11. **EEAEC – School Transportation Policy – First Reading – Withdrawn:** Withdrew because the subject matter was the same as that included in JICC. Concurrent with the withdrawal of EEAEC, NHSBA also substantially restructured or revised most of its other transportation policies, including JICC. See revision notes to EEA and JICC for further information. See also Sept. 2021 revision notes for sample EEA.
12. **EEAG – Use of Private Vehicles to Transport Students – First Reading Revised Policy:** Amended to clarify that contracted carriers are not characterized as private vehicles, in accordance with the new contracted carrier provisions in SB 147 (Part III), which will be codified as RSA 376:2.
13. **FAA – Annual Facility Plan – First Reading New Policy:** Developed to encourage districts to maintain annual records of facilities and usage, and to provide for organized long-term planning and efficiency in facility use. It also accounts for new statutory obligations requiring annual reports to the N.H. Department

of Education of germane to unused facilities for which there is no plan for usage in the next 2 years pursuant to RSA 194:61 (HB 278).

14. **IHCD/LEB – Advanced Course Work/Advanced Placement Courses and Stem Dual and Concurrent Enrollment Program – First Reading Revised Policy** IHCD: In the first paragraph of NHSBA sample policy IHCD/LEB, Section A, was corrected “10 and 12” to “10 through 12” and added reference to CTE courses in the same paragraph to reflect 2021 amendment to RSA 188-E:26.
15. **IK – Earning of High School Credit – First Reading Revised Policy:** Revised to reflect 2021 enactment of RSA 193- E:3-f (HB182), include additional legal references, and added paragraph formatting to improve usability.
16. **IKF – High School Graduation Requirements – First Reading Revised Policy:** Required for districts with high school grades. Districts which tuition high school students would reference the policy of the receiving district. Other substantive revisions include: (A) reflect 2021 amendments to RSA 189:11, II (HB320) requiring (i) students to obtain a 70% or better grade on the U.S. Citizenship test; (ii) districts to report civics OR citizenship test results to the N.H. Dept. of Ed., and (B) 2021 passage of new RSA 193:26-a (SB147) requiring graduating students to file applications for financial aid. Additional revisions include reformatting and re-organization for improved usability, and addition of related policies and legal references.
17. **IMBC – Alternative Credit Options – First Reading Revised Policy:** Required for districts with high school grades. Districts which tuition high school students would reference policy of the receiving district. Additional revisions include reference to awarding credit for courses at another approved school per 2021 passage of RSA 193-E:3-f (HB182) and added additional related policies and legal references.
18. **JICC – Student Conduct on School Buses – First Reading New Policy:** The 2021 update corresponds to changes to most of NHSBA sample policies relating to transportation, including the withdrawal of redundant sample policy EEAEC. In adopting the revisions to JICC – or adopting it in the first instance – districts should assure that they withdraw EEAEC. Because policy references can often be found in handbooks, procedures and other such documents, a district withdrawing EEAEC should retain a “withdrawn” copy in the manual, with direction that “All reference to EEAEC found in external materials shall mean / refer to policy JICC.”
19. **JICC-R – School Bus Conduct Rules – First Reading New Policy:** NHSBA sample regulations, JICC-R, replace previous JICC-R, and EEAEC. They are not intended as school board policy, but rather administrative regulations and procedures to help administrators implement related board policies EEA & JICC. As with all administrative regulations, the scope and breadth are subject to school board policies and review, as well as applicable law.
20. **KCDA – Memorials, Dedications and Recognitions - First Reading New Policy:** The policy frames the philosophy that will guide memorials, dedications, and recognitions associated with student, staff, or faculty deaths.
21. **KCDA-R – Memorials, Dedications and Recognitions Procedure - First Reading New Policy:** The policy outlines the details for memorials, dedications, and recognitions procedures. It is inclusive of the following: assemblies; moments of silence; spontaneous memorials; yearbooks, graduations, and award assemblies; permanent memorials; alternatives to permanent memorials; living memorials; existing memorials; and prohibited memorial activities.
22. **Safe Messaging Guidelines-SPRC:** This is a supporting document for policies KCDEA and KCDA-R.

J. POLICY ADOPTION:

The following policies received their first reading in October and are being proposed for the Board’s second reading and adoption:

1. **BA – School Board By-Laws – Second Reading Revised Policy:** Updated to reflect two-year term of Board members.

2. **BEC – Non-Public Sessions – Second Reading New Policy:** Elements of sample policy BEC that were specific to non-public minutes were moved to sample policy BEDG such that all minutes provisions are in one comprehensive sample policy. Additional changes include language clarifying on the one hand that non-public sessions may only occur during a public meeting, on the other hand may occur even if there is no reference on the meeting notice or agenda that such a session might occur. Final revisions include reference to Ed 303.01 directing Boards to require the presence of the Superintendent/designee at Board meetings, as well as a reminder that information discussed in non-public is confidential.
3. **BEDG – Meeting Minutes – Second Reading Revised Policy:** Much of the content in sample policy BEDG reflects requirements of the New Hampshire’s Right to Know Law. The elements of the policy that are best practice recommendations use language that is permissive (e.g., “should”) rather than mandatory (e.g., “shall”, “must” or “will”). Additional revisions include merged minute sections regarding non-public sessions from sample policy BEC and also include references reflecting 2021 amendments to RSA 91-A:3.
4. **EBCA – Crisis Prevention & Emergency Response Plans – Second Reading Revised Policy:** Paragraph 4 of sample policy has been revised to include reference to Sports Injury Emergency Plan as required by RSA 200:40-c (2021 N.H. Laws Chapter 210). See also new related policy JLCJA. Any additional changes were to related policies and legal references.
5. **GBCD – Background Investigation and Criminal Records Check – Second Reading Revised Policy:** Revisions include addition of “designee” language in Section F to reflect 2021 amendments to RSA 189:13-a, and also to clarify prohibition of employing applicant who has been charged pending disposition or convicted of a Section V offense.
6. **IGE – Parental Objections to Specific Course Materials – Second Reading Revised Policy:** Revisions include: (i) reference to RSA 193:40 “Prohibition on Teaching Discrimination” enacted in 2021, (ii) modifying language regarding minimum state standards to track language of 186:11, IX-c; (iii) addition of related policies; and (iv) revising provision regarding human sexual education to better track the statutory language. *Current district policy code for this subject matter is policy code IGEA. We are requesting to change the code to IGE to align with the NHSBA policy code.*
7. **IGEA – Curriculum Guides and Course Outlines – Second Reading Revised Policy:** NHSBA recommended revisions to policy IGE (above). The District currently has policy IGE, titled-Curriculum Guides and Course Outlines. *To align with the NHSBA policy codes, we are requesting to change the current district policy IGE to policy IGEA.*
8. **IHBG – Home Education Instruction and Access to Curricular and Co-Curricular Programs – Second Reading Revised Policy:** Revised generally in order to align with 2020 changes to Ed 315. Under the revised rules (and policy) the parent now selects a “participating agency” at the outset of the home education program. The rules also clarify that the choice of participating agency in large measure controls the District’s function and obligations relative to evaluation, record keeping and reporting. The rules and policy revisions also clarify that the District may charge a fee for most evaluation services (other than state or district assessments). Changes have been made to all applicable sections of this policy
9. **JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Second Reading New Policy:** Revisions reflect 2021 amendments to RSA 193:3, I-II, & VI (HB388) which (i) expanded allowable best interest and manifest hardship re-assignments to include “approved” private schools (irrespective of whether sectarian), and (ii) added language to 193:3, IV clarifying that if denial of a manifest hardship assignment is based upon a child’s disability, a complaint may be filed with the N.H. Human Rights Commission.
10. **JEC – Change of School or Assignment-Manifest Educational Hardship – Second Reading Withdrawn Policy:** Former policy JEC, which was specific to Manifest Educational Hardship reassignments, is withdrawn, and combined with related policy JCA.
11. **JLCJA – Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Second Reading New Policy:** Created to facilitate compliance with RSA 200:40-c, as enacted by passage of SB 148 Part III, which requires the creation of emergency plans for sports related injuries, protocols for

gathering health records from student-athletes engaging in sports, and procedures overseeing return to play following injury. Newly enacted RSA 200:40-c requires an emergency plan for sports related injuries for school districts with any grades 4-12. It is optional for grades PreK – 3.

K. **RESOLUTIONS:** I recommend the Board approve the Resolution for the establishment of The Kate Crowell Scholarship Fund. This donation was approved at the October meeting, but due to the amount of the donation a resolution is required.

L. **OLD BUSINESS:** None

M. **NEW BUSINESS:**

1. **Food Services Update – Fresh Picks Café:** Chris Faro will be available to update the Board on the food services operations and to answer questions by the Board.
2. **Review of the COVID-19 Metric and Identify Level of Restrictions:** The COVID-19 Metric will be reviewed and based on the rubric data; the Board will need to set the level of COVID-19 restrictions.
3. **COVID-19 Guidelines – Group Usage of School Facilities –PAPE** Guidelines have been developed to guide the usage of school facilities by outside groups. The Board is requested to review and to act to approve the PAPE Guidelines for Outside Groups usage of schools.
4. **COVID-19 Guidelines – Dover High School and Dover Middle School – Winter Athletics 2021-2022 – PAPE** guidelines have been developed for the winter sports season. In addition, the City Recreation Department and the Dover School District winter sports guidelines have been aligned. The Board is requested to review and to act on the approval of the Winter Athletic Guidelines.
5. **Quarantine Student Tutor Job Description –** A job description has been developed for tutors to support students who are quarantined. The Board is requested to review and to act on the approval of the job description. The District is still in the process of recruiting and hiring tutors to fulfill this role.
6. **Bid Award – Fiscal Year 2022 Snow Removal Services –** Michael Limanni recommends the bid for Snow Removal be awarded to North Atlantic Snow Services, LLC in the amount of \$52,800.
7. **Summer Learning Program –** The Board will receive the Summer Learning 2021 Report prepared by Paula Glynn, Assistant Superintendent of Teaching and Learning. No action is required by the Board. Paula Glynn will be available for questions.
8. **2020-2021 Dover School District Annual Report –** The Board will receive the 2020-2021 Annual Report. No action is required by the Board. The 2020-2021 Dover School District Annual Report provides a comprehensive review of the previous academic year.
9. **Condition of Accounts:** Michael Limanni, Business Administrator will review the Condition of Accounts.

N. **SUBMISSION AND PAYMENT OF BILLS**

O. SUPERINTENDENT'S REPORT

The following is for the month of October 2021:

- **Weekly Review for Monday, September 27 through Friday, October 1:**

Twenty instructional days have been completed by the students. Schools are open and operating with teachers, support staff, and administrative staff working to the best of their ability to provide quality and effective education to students. The frustration is daily absences of teachers and support staff and the lack of substitute teachers and paraeducators. Principals, with their deans must invest time each morning arranging class coverage. There are many days the principals and/or deans are substituting in the class for a full-day or partial day. At the high school and middle school level this may also cause a study hall assignment. Recruitment of substitutes continues.

I have had the opportunity to be in elementary classrooms to observe the implementation of the *Bridges Program*. I have been impressed with the level of student engagement, quality and level of questioning, and the level of problem solving.

This week has been dedicated to completing the plan to support quarantined students. The major items to be completed is the financial support for the before and after school tutors as outlined in the plan, posting the tutoring positions and selection of tutors, and informing the DTU of the plan. Currently the District is recruiting tutors for the quarantined student program.

Printers for the print management program are arriving and are in the process of being installed. The copiers continue to be delivered and are stored at DMS until the copiers can be installed. Acceptance of the delivery prevents them from being given to another customer.

Christine Boston and I had the opportunity to meet with two companies that can offer SASS. After examining what the two companies could provide, it was determined that the schools do not have the capacity to add another item to the list to be done. At this time, SASS will not be offered.

This week the leadership team completed the third day of training by Research Based Teaching – *Building Strong Adult Professional Culture*. This completes the series.

On September 30, the Board and City Council held a joint committee meeting. I had the opportunity to attend and participate in the session.

I have had several planning sessions with Christine Boston, Paula Glynn, and Travis Bickford as we work through the process to be used with the District Data Leadership Team.

- **Weekly Review for Monday, October 4 through Friday, October 8:**

Students have completed twenty-five instructional days. The highlights from the week include the following:

- This month I started the cycle of monthly meetings with Lisa Dillingham, DTU president. The monthly meetings offered us the opportunity to update and discuss potential issues and resolutions.
- On Tuesday, Paula Glynn, Christy Prosser, Kiley Hemphill, Debora Nary, Jackie Hansen, Siobhan Mehalek, Jennifer Krans, and I had the opportunity to attend full-day training provided by the New Hampshire Learning Initiative on portrait of a learner and learning pathways.

- Garrison School and Woodman Park School parent organizations hosted “Walk to School Day” on Wednesday, October 6. Both schools had high levels of participation by students.
- Michael Limanni represented the District on October 6th at the Council Workshop on CIP. A video was prepared in advance outlining the CIP projects of the departments of the City and the Dover School District.
- On Wednesday, I had a meeting with the elementary principals to determine when Chromebooks would be sent home with students. The needs of elementary students with the use of Chromebooks are different from the needs of the students in grades 5-12. It was decided that the Chromebooks would be sent home in the following manner:
 - ✓ Students that are quarantined due to COVID-19.
 - ✓ Snow or winter storm emergencies.
 - ✓ Discretion of third and fourth grade teachers as needed for projects and schoolwork.
- Southeasters had their monthly meeting at Barrington Middle School. Christine Boston, Paula Glynn, and I attended the meeting.
- COVID-19 Command Team held a third meeting of the 2021-2022 school year. The team is meeting to coordinate and align COVID-19 Protocols as needed to respond properly to different circumstances that are continually presented.
- Woodman Park School Title I Program hosted *Stories in the Schoolyard* on Thursday evening. This was an outdoor family event that included a meal. The event was well organized and well attended by the Woodman Park families.
- This week I have also had opportunities to be in the schools and observe classes and talk with students and teachers.
- Dover High School and Dover Middle School have sent letters to parents/guardians pertaining to Tik Tok Challenges. The District letter was sent to parents/guardians on Friday, October 8.
- As discussed at Monday’s Board meeting, the District continues to struggle to have enough substitutes to fill all positions. The following is an update report from Evonne Kill-Kish on working substitutes:

A report was run in Infinite Visions for working substitutes. This year we have paid **92 substitutes starting 9/1/2021**. This list includes Long Term, Nurse and Interns working as substitutes.

This report shows the active substitutes that could take a position. We have 267 substitutes - out of those 267:

- ✓ **98** substitutes have turned off the **phones calls** or reduced the time as to when they would receive calls
- ✓ **54** have **not logged** in since last year
- ✓ **207 logged in** sometime this year
- ✓ **6** have never started working

▪ **Weekly Review for Monday, October 11 through Friday, October 15:**

Students have completed thirty-three instructional days. The highlights from the week include the following:

- Monday was a holiday for Indigenous Peoples’ Day.
- The District discovered that it is confronting a lawsuit with the following school districts: Barrington School District, Derry School District, Milford School District, Newmarket School District, Oyster River Cooperative School District, Rochester School District, and Somersworth School District. To date, the District has not received official notice of the lawsuit. The lawsuit was filed by the Nonprofit Parents Unite for Kids Healthcare.
- I had the opportunity to spend time in the schools and classrooms this week and observe some of our teachers. I am impressed with the work I was able to observe. Teachers are working to engage students in

the learning process. I have also had the opportunity to observe the implementation of the new math curriculum and am impressed with student engagement and the level of problem solving.

At all levels, some students are still adjusting to the full return of in-person learning. It is requiring a relearning and adjustment to social and behavioral norms of being together in the physical space of school. Depending on the age group, students display this in different forms of behavior.

It is also necessary to understand students have experienced two years of interrupted school due to the COVID-19 pandemic. This has implications for behavior, socialization, and their level of academic preparedness. This requires knowing where students are and adjusting priorities to meet their needs.

Even though we have returned to in-person learning, this is not a typical school year. This has added an additional level of teacher stress as teachers learn there are different priorities that must be met before the academics can proceed. It is evident that Dover teachers are invested in making a positive impact on students.

- School administrators are still working through the daily management of making sure all classes are covered. This is due to the shortage of substitute teachers and paraeducators. There are still paraeducator positions to be filled with few candidates available. Principals are feeling the impact of daily management of circumstances related to the staffing shortage and coming to terms with the adjustment of educational priorities related to the school's strategic plan. In short, it is a demanding balancing act of the daily management issues and educational leadership.
- A letter will be sent today to our school families explaining the shortage of available staff for the schools, food service, maintenance and custodians, and bus transportation. The most recent has been a shortage of bus drivers causing routes to combine and delays in getting to school. This has also impacted dismissals which is causing later arrivals home. First Student is working to resolve the issue.

▪ **Weekly Review for Monday, October 18 through Friday, October 22:**

Students have completed thirty-eight instructional days. The highlights from the week include the following:

All schools conducted their annual houses virtually. From the District's perspective the open houses went well. There were a few minor technical issues, but the IT Team was available on and off site to address them immediately.

Schools continue to move forward with the understanding that priorities will need to be adjusted to respond to the current needs of the students. There are some students who have successfully returned to school this year with no setbacks from the isolation of virtual learning, but some are finding it difficult to navigate – they lost the freedom and flexibility that virtual learning provided and are basically reentering society with socialization and schedules thrown at them. Student setbacks can present themselves in a multitude of ways; frustration through actions and words, or isolation; being silent and withdrawn.

Academic learning and progress of our students was also disrupted over the past two-years. For example, today's third graders had their first and second grades disrupted; fifth graders had their third and fourth grades disrupted; and freshmen had their seventh and eighth grades disrupted. Each student experienced the disruptions differently. Schools will need to readjust expectations to where students should be and are emotionally, as well as where they are on their educational journey as we move forward. This has been an adjustment period for all.

The District was served Parents Unite for Kids, Inc v Dover School District, et al. The other school districts involved in the lawsuit include Barrington, Derry, Milford, Newmarket, Oyster River, Rochester, and Somersworth. The preliminary Hearing is scheduled for November 3, 2021, 9 a.m. at the Strafford County Superior Court. The Dover Schools will be represented by Josh Wyatt, City of Dover Attorney.

This week has been filled with a variety of meetings:

- ✓ On Monday, I attended the full-day NHSBA/NHSAA 2021 Bradley F. Kidder Law Conference. It was an update on the new laws impacting schools and school districts. The sessions I attended are detailed later in the update.
- ✓ COVID-19 Command Team did meet to review the winter sports COVID-19 protocols. The meeting was also inclusive of the City Recreation Department in order that the protocols are aligned.
- ✓ Dover High School JBC did meet to review the following projects: Animal Science Exercise Shelter bid approval, Animal Science Cabinets and Weighted Stanchions Proposal.
- ✓ The second All Leadership Team meeting was held. The focus was on equity facilitated by Ted Hall and Mo Nunez. The agenda items are listed later.
- ✓ Strafford Learning Center Board held their second meeting of the year. I am serving as the Board Chair for the academic year 2021-2022.
- ✓ Dover Medical Advisory Council met for the second time this academic year. Meeting was dedicated to updates from the various medical representatives and an opportunity for the District to seek information on identified topics. The major portion of the meeting was dedicated to the vaccination of children 5 to 11 years. The following is noted:
 - Strafford County continues to be substantial, and masking needs to continue. There is no peer review evidence that masking is harmful.
 - More information about child vaccinations will be available the week of October 26 from the FDA. ACIP is an advisory group to review the FDA recommendations before being sent to the CDC. It is estimated that the CDC will decide by November 15. <https://www.cdc.gov/vaccines/acip/recommendations.html>
 - [A promotion plan for the vaccination plan was discussed with a variety of ideas generated.](#)
 - [Logistic plan is being scheduled to include Beth Dunton, Patty Driscoll, Patrick Boodey, Kim Lyndes, Paul Haas, Scott Schuler, and me.](#)
- ✓ The Vision Equity Keepers held their second meeting of the academic school year. It is essential that the committee continues to be developed with consistent members to achieve the purpose of the committee and to make strides in developing a long-term equity plan. Agenda items of the meeting are indicated later. Combination of 7 community members, parents, and educators attended the meeting. Representatives from DREAM, including Tom Waldron also joined the meeting. The discussion was robust.
- ✓ SEED met this week and reviewed seven SEED grant proposals. Selected to fund four grants with two of the four being combined for funding.
- ✓ On Friday, I attended the statewide meeting of the New Hampshire School Administrators Association. The most important topic was the training pertaining to the new criminal background checks and process.

The District continues to work with the staffing shortages in the various areas. Information was released to our Dover School families pertaining the shortages with links to applications for school district, First Student, C&W Services, and Fresh Picks.

▪ **Weekly Review for Monday, October 25 through Friday, October 29:**

Students have completed forty-three instructional days. The highlights from the week include the following:

The District received notice from the NH DOE that the District has received conceptual approval for the HVAC project identified for ESSER III Funding for Dover Middle School, Horne Street School, and Woodman Park School. The next step to be completed is Project Design.

The meetings that I have participated in this week included outside the normal scope of meetings:

- ✓ Department of Education Update for Public School Superintendents
- ✓ Meeting with the Granite YMCA to discuss summer learning program
- ✓ Executive coaching session with Tamara Lindholm
- ✓ Dover Mental Health Monthly meeting
- ✓ Mental Health, Wellness and Recovery in the Workplace Summit, and
- ✓ Tri-City Regional Advisory Meeting

There have been two meetings this week pertaining to preparation for the lawsuit pertaining to the masking requirement. The first appearance in Strafford County Superior Court is Wednesday, November 3. The District is being represented by Josh Wyatt, City Attorney. The eight Districts included in the lawsuit have signed an agreement to exchange information and to work with each other during the lawsuit.

Two interviews were held with candidates for special education teacher positions at Dover High School. Both candidates have been serving as special education paraeducators at Dover High School. The two paraeducator positions will need to be replaced. The staffing continues to be an issue in the Dover Schools as well as the area.

This week you received an email from Chris Faro pertaining to school lunches, and the action that Fresh Picks Café is taking. I have also shared feedback with Chris from the Leadership Team. Chris will be meeting with the Leadership Team on November 9 to review and to discuss their feedback. Chris has been invited to attend the November 8 Board meeting to provide an update.