



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #12
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, December 12, 2022
Meeting Time:	7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM** (to be recessed, if necessary, and resumed following Committee Reports)
- F. PUBLIC HEARING**
- G. APPROVAL OF MINUTES**
 - 1. Regular Meeting #11, November 14, 2022 (attached with revisions)
 - 2. Budget Workshop, November 28, 2022
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Jeffrey Leaf – Music Teacher – Dover Middle School - Retirement
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DPA Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:**
 - a. December Donations
- I. STUDENT REPORT:**
- J. POLICY – CHANGES – PROPOSALS:**
 - 1. EBBD – Indoor Air Quality and Water Quality – Revised Policy, First Reading
- K. POLICY ADOPTION:**
 - 1. BBBF – Student Board Members – New Policy, Second Reading
 - 2. EBB – School Safety Program – New Policy, Second Reading
 - 3. EBCA - Crisis Prevention and Emergency Response Plans – Revised Policy, Second Reading
 - 4. EBCD – Emergency Closings – Revised Policy, Second Reading
 - 5. EHAB – Data Governance and Security – Revised Policy, Second Reading
 - 6. EHB – Data/Records Retention – Revised Policy, Second Reading
 - 7. IC/ICA- School Calendar – Revised Policy, Second Reading
 - 8. IHBA – Special Education – Revised Policy, Second Reading
 - 9. IHBA – Policy for Independent Evaluation of Students – Revised Policy, Second Reading
 - 10. IHBA – Determining Specific Learning Disability – Withdraw, Second Reading
 - 11. IMBA – Distance Education – Revised Policy, Second Reading
 - 12. JJA – Co-Curricular and Extra-Curricular Programs, Student Activities, Organizations – Revised Policy, Second Reading



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13. JJJ – Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - New Policy, Second Reading
14. JJJ-R – Administrative Regulations for Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils – New Policy, Second Reading
15. JLCF – Wellness Policy – Nutrition and Physical Activity Components – Revised Policy, Second Reading
16. JLDDBB – Suicide Prevention and Response – Revised Policy, Second Reading
17. KFA – Conduct on School Property – New Policy, Second Reading

L. RESOLUTIONS: None

M. OLD BUSINESS: None

N. NEW BUSINESS:

1. Naming Recognition – Transfer of the name “Oliver J. Adams Memorial Gymnasium” from the previous Dover High School Gymnasium to the new Dover High School Gymnasium
2. Senate Bill 420 Extraordinary Need Grant
3. 2022-2023 Tuition Rates
 - a. Barrington School District
 - b. Bellamy Academy
 - c. Nottingham School District
 - d. Other NH Districts and CTC
4. 2023-2024 Dover School District Academic Calendar
5. Fiscal Year 2024 Budget Presentation
6. Condition of Accounts

O. SUBMISSION AND PAYMENT OF BILLS

P. SUPERINTENDENT’S REPORT

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. 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.

PUBLIC NOTICE

Dover School District

This public hearing is for the Dover School Board to:

Accept a donation of \$15,000 from FeedNH.org to be used within the Culinary Arts program.

Monday, December 12, 2022 at 7:00 p.m.
at the McConnell Center, 61 Locust Street,
Dover, NH. (Room 306)

Carolyn Mebert, Chair
Dover School Board



603.516.6976 

k.kennedy@dover.k12.nh.us 

ctc.dover.k12.nh.us 

November 22, 2022

Dr. William Harbron
Superintendent
Dover School District

Re: Donation to the Dover Regional Technical Center/Culinary

Dr. Harbron,

The Dover Regional Technical Center has been offered a very generous donation from FeedNH.org. The mission of this organization is to strengthen New Hampshire communities through philanthropic collaboration and volunteerism and they would like to donate \$15,000.00 to the Dover Regional Technical Center, earmarked for use within its Culinary Arts program.

By Dover School District policy, a donation of this size requires approval by the Dover Board of Education. I am hoping that the donation could be accepted at their next meeting.

Please let me know if you require any further information. Thank you.

Regards,



Kori Kennedy
CTC Director

Dover Regional Career Technical Center



DOVER SCHOOL BOARD – MINUTES

Meeting Type: Regular Meeting #11
Meeting Location: McConnell Center, Room 306
Meeting Date: **Monday, November 14, 2022**
Meeting Time: **7:00 p.m.**

A. CALL TO ORDER: Chairperson Carolyn Mebert called a meeting of the Dover School Board to order on Monday, November 14, 2022, at 7:01 p.m.

B. ROLL CALL: Present were Carolyn Mebert, Robin Trefethen, Micaela Demeter, and Michelle Clancy; Maggie Fogarty joined remotely. Kathy Morrison and Jessica Rozzo were excused.

Also present were Superintendent Bill Harbron, Assistant Superintendent Christine Boston, Business Administrator Michael Limanni, District Administrators Abby Small, Siobhan Mehalek, Travis Bickford, Peter Driscoll, Kim Lyndes, Patrick Boodey, Beth Dunton, Kim Stephens, Tom Waldron, and Peter Wotton.

C. PLEDGE OF ALLEGIANCE: Micaela Demeter led the Board in the Pledge of Allegiance.

D. AGENDA APPROVAL:

Micaela Demeter moved; Michelle Clancy seconded to approve the agenda with the amendment of moving agenda items M.1. and M.3. to directly follow the Consent Agenda. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye

E. CITIZENS' FORUM:

Citizen's Forum 7:04 – 7:44. (40 minutes)

Ernie Clark, Glenwood Avenue – In support of renaming the Dover High School Gymnasium in honor of Oliver J. Adams and the Basketball Court in honor of Gregory Kageleiry.

Robert Boucher, Barrington - In support of renaming the Dover High School Basketball Court in honor of Gregory Kageleiry.

Paul Grondin, 5 Green Street – In support of renaming the Dover High School Basketball Court in honor of Gregory Kageleiry.

Brian Kelly, 68 Constitution Way – In support of renaming the Dover High School Gymnasium in honor of Oliver J. Adams and the Basketball Court in honor of Gregory Kageleiry.

Tyler Foss, 24 Rochester Neck Road – In support of renaming the Dover High School Gymnasium in honor of Oliver J. Adams and the Basketball Court in honor of Gregory Kageleiry.

Dave Meserves – Hookset Road, Kensington – Micaela Demeter moved; Robin Trefethen seconded to allow the nonresident to speak. **A roll call VOTE PASSED 5/0.**



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Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

In support of renaming the Dover High School Gymnasium in honor of Oliver J. Adams and the Basketball Court in honor of Gregory Kageleiry.

Chuck Sheeny, Beech Road – In support of renaming the Dover High School Gymnasium in honor of Oliver J. Adams and the Basketball Court in honor of Gregory Kageleiry.

Richard Burke, Milton, NH - Micaela Demeter moved; Robin Trefethen seconded to allow the nonresident to speak. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

In support of renaming the Dover High School Basketball Court in honor of Gregory Kageleiry.

Alex Nossif, 23 Cote Drive – In support of renaming the Dover High School Basketball Court in honor of Gregory Kageleiry.

Ed Roche, 70 Old Rochester Road and Carl Roche, 64 Emery Street, Portsmouth - Micaela Demeter moved; Robin Trefethen seconded to allow the remainder of nonresidents to speak on the matter of renaming. **A roll call VOTE PASSED 5/0**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

In support of renaming the Dover High School Basketball Court in honor of Gregory Kageleiry.

Sue Davis, 34 Three Rivers Farm Road – In support of renaming the Dover High School Gymnasium in honor of Oliver J. Adams and the Basketball Court in honor of Gregory Kageleiry.

Sally Staude, Sierra Hill Drive – Against a group of books in the public and school libraries.

Mike Comeau, Dover Point Road – Against a group of books in the public and school libraries.



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Sue Davis, 34 Three Rivers Farm Road - Against a group of books in the public and school libraries.

Michael Denham, Richardson Drive – In support of renaming the Dover High School Gymnasium in honor of Oliver J. Adams and the Basketball Court in honor of Gregory Kageleiry.

F. APPROVAL OF MINUTES:

1. Regular Meeting #10, October 3, 2022

Michelle Clancy moved; Micaela Demeter seconded approval of the minutes as presented. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

G. CONSENT AGENDA:

1. Correspondence: None

2. Resignations/Retirements:

- a. Rebecca Shultz – Teacher - Dover Middle School - Retirement
- b. Holly Kessler – Float Nurse – Resignation
- c. Jillian Lacasse – Special Education Teacher – Garrison Elementary School - Resignation
- d. Barbara Lynch – Counselor – Dover Middle School - Retirement
- e. Jesslyn Mullett – STEM Teacher – Dover Middle School - Resignation
- f. Elizabeth Phillips – Special Education Teacher – Dover High School – Resignation
- g. Phillip Richmond – English Teacher – Dover High School – Retirement
- h. Heidi Stevens – Grade Four Teacher – Garrison Elementary School – Resignation
- i. Don Wason – Teacher – Dover High School - Retirement

3. Leaves of Absence:

- a. Kathy Haynes – Grade Two Teacher - Frances G. Hopkins School at Horne Street

4. Job Shares: None

5. Nominations:

- a. DPA Nominations
- b. Winter Coaching Nominations

6. Extended Travel (Student Trips):

- a. Dover High School World Language Department to Montreal, Quebec – April 22-24, 2023

7. Donations:

- a. November Donation Request

Michelle Clancy moved; Micaela Demeter seconded to approve the Consent Agenda to include the additional nominations presented. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye



DOVER SCHOOL BOARD – MINUTES

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Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

(Moved up in the agenda M.1. & M.3.)

M.1. Naming Recognition Request – Dover High School Basketball Court

Robin Trefethen moved; Micaela Demeter seconded to approve renaming the Dover High School Basketball Court to the Kageliery Court. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

M.3. 2021 Youth Risk Behavior Survey Results

Kim Stephens and Vicki Harris presented an overview of the 2021 Youth Risk Behavior Survey results.

H. STUDENT REPRESENTATIVE REPORT:

Griffin Sawyer updated the Board with the recent activities at Dover High School:

Survey pertaining to the high school bathrooms.
Recent college bound day.
Positive feedback from students regarding Tutor.com.

I. POLICY-CHANGES-PROPOSALS:

1. BBBF – Student Board Members – New Policy, First Reading
2. EBB – School Safety Program – New Policy, First Reading
3. EBCA - Crisis Prevention and Emergency Response Plans – Revised Policy, First Reading
4. EBCD – Emergency Closings – Revised Policy, First Reading
5. EHAB – Data Governance and Security – Revised Policy, First Reading
6. EHB – Data/Records Retention – Revised Policy, First Reading
7. IC/ICA- School Calendar – Revised Policy, First Reading
8. IHBA – Special Education – Revised Policy, First Reading
9. IHBA – Policy for Independent Evaluation of Students – Revised Policy, First Reading
10. IHBA – Determining Specific Learning Disability – Withdraw, First Reading
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12. JJA – Co-Curricular and Extra-Curricular Programs, Student Activities, Organizations – Revised Policy, First Reading
13. JJJ – Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - New Policy, First Reading
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15. JLCF – Wellness Policy – Nutrition and Physical Activity Components – Revised Policy, First Reading
16. JLDDB – Suicide Prevention and Response – Revised Policy, First Reading
17. KFA – Conduct on School Property – New Policy, First Reading

Michelle Clancy moved; Micaela Demeter seconded to table the policies presented until the next regular meeting. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye

J. POLICY ADOPTION:

1. DFGA – Crowd Funding – New Policy, Third Reading

Micaela Demeter moved; Robin Trefethen seconded to approve the policy presented. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye

2. IJOC – School Volunteers – Revised Policy, Second Reading

Micaela Demeter moved; Michelle Clancy seconded to approve the policy presented. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye

3. IKL – Academic Integrity and Honesty – New Policy, Second Reading

Micaela Demeter moved; Michelle Clancy seconded to approve the policy presented. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye



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Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

4. KDA – Public Information Program – Withdrawn, Second Reading

Micaela Demeter moved; Michelle Clancy seconded to approve the policy presented. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Naming Recognition Request – Dover High School Basketball Court

Moved up in the agenda.

2. Thomas Waldron – Dissertation Approval

Michelle Clancy moved; Robin Trefethen seconded to approve the dissertation. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy – Aye

3. 2021 Youth Risk Behavior Survey Results

Moved up in the agenda.

4. Bid Award Recommendation - Network Switches

Mr. Limanni requested the Board approve the bid recommendation for Network Switches.



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Michelle Clancy moved; Micaela Demeter seconded to award \$62,273.76 to Omada Technologies, LLC. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye

5. Bid Award Recommendation – MTSS Consultative Services

Mr. Bickford requested the Board approve the bid recommendation for MTSS Consultative Services.

Micaela Demeter moved; Michelle Clancy seconded to award \$337,650 to Evolve & Effect, LLC. **A roll call VOTE PASSED 4/1**

Carolyn Mebert - Nay
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye

6. Fiscal Year 2024 Draft Budget Presentation

Mr. Limanni discussed an overview of the Fiscal Year 2024 budget.

7. Condition of Accounts

Mr. Limanni updated the Board on the condition of accounts.

N. SUBMISSION AND PAYMENT OF BILLS:

Micaela Demeter moved, Robin Trefethen seconded to direct the Superintendent to pay Manifest 23-E in the amount of \$5,317,865.32 for FY23 for the period of October 4, 2022, through November 14, 2022. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye



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O. SUPERINTENDENT'S REPORT:

Dr. Harbron presented his report to the Board.

P. COMMITTEE REPORTS:

The Board reported that many committees have begun such as the Data Committee, Curriculum Committee and Tech Integration Committee.

Micaela Demeter spoke of the curriculum committee's goals of reviewing curriculum regularly for review and consideration.

Q. SCHOOL BOARD MATTERS OF INTEREST:

Maggie Fogarty voiced her concern over comments made during Citizen's Forum regarding transgender people; she would like them to know they are welcome and valued in the community.

Carolyn Mebert announced the District has not received a large amount of book complaints, and included if a book is in the school library, it does not mean that it needs to be read by all students.

Robin Trefethen included that she is glad schools offer a variety of materials for all students.

Micaela Demeter spoke of the District's policies in place for material reconsideration requests, including the policies provide detailed steps for the process.

Micaela Demeter reminded the public that the Dover Turkey Trot will be held Thanksgiving morning. She encourages all to register.

Dr. Harbron recognized teachers and administrators for their efforts in working with the shortages the district faces daily.

R. ADJOURNMENT:

Michelle Clancy moved; Micaela Demeter seconded adjourning the meeting at 9:28 PM. **A roll call VOTE PASSED 5/0.**

Carolyn Mebert - Aye
Jessica Rozzo - Excused
Kathy Morrison - Excused
Maggie Fogarty - Aye
Robin Trefethen - Aye
Micaela Demeter - Aye
Michelle Clancy - Aye

Kimberly Lyndes
Principal
k.lyndes@dover.k12.nh.us

Lindsay Dube
Dean of Curriculum & Instruction
l.dube@dover.k12.nh.us

Meredith Vail
Dean of Students
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Charles Angwin
Dean of Student Services
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Dover Middle School
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Cal Marsden
School Counselor Grade 5
c.marsden@dover.k12.nh.us

Caitlin Fogg
School Counselor Grade 6
c.fogg@dover.k12.nh.us

Joan Breault
School Counselor Grade 7
j.breault@dover.k12.nh.us

Mary Calhoun
School Counselor Grade 8
m.calhoun@dover.k12.nh.us

Jeffrey Leaf
1 Wallingford St.
Dover, NH 03820

Nov. 15, 2022

Dear Dr. Harbron,

I am writing to inform you of my intent to retire from the Dover Schools at the end of the 2022-2023 school year.

Thank you.

Jeff Leaf

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

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

TO: **DOVER SCHOOL BOARD**

DATE: December 12, 2022

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 2022-2023 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Powers, Alison	Paraprofessional	Dover Middle School	Alison Powers	\$23.82	C3, Step 7

**Donation Request List for Approval
December 12, 2022 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
GES	GES PTA	\$2,195.00	Laminator	To purchase a new laminator for the school.
DMS	Geskus Studios	\$1,880.00	Monetary	To support student field trips, school celebrations and general supplies.
DMS	Hannaford Helps Schools	\$1,030.00	Monetary	To purchase various school supplies to benefit all students.
DHS	Hannaford Helps Schools	\$2,276.00	Monetary	To purchase items not in the school's budget.

DOVER SCHOOL DISTRICT	POLICY CODE: EBBD
DATE OF ADOPTION: December 13, 2010	PAGE 1 OF 1

FIRST READING - REVISIONS

INDOOR AIR QUALITY & WATER QUALITY

- A. **Indoor Air Quality.** In order to ensure that all school buildings have adequate indoor air quality, the Board directs the Superintendent **or Superintendent's designee** to address methods of minimizing or eliminating emissions from buses, cars, delivery vehicles, and other motorized vehicles. The Superintendent **or designee** may delegate the implementation of these methods to building principals. The Board encourages the Superintendent **or designee** to utilize methods and recommendations established by various State agencies.

In addition to addressing methods eliminating emissions, building principals are directed to annually investigate, **and report to the Superintendent or designee** air quality in their respective school buildings using a checklist provided by the New Hampshire Department of Education.

In support of this policy, the Superintendent is authorized to establish regulations and/or administrative rules necessary to implement anti-idling and clear air measures aimed at improving indoor air quality.

- B. **Water Quality and Access.** The Board directs the Superintendent or designee to take **measures to limit lead exposure in school drinking water and ensure compliance with RSA 485:17-a, III, and consistent with regulations and guidance of the N.H. Departments of Environmental Services and of Education.**

Water stations in school buildings shall be installed in accordance with Ed Rule 321.18(h) relative to the number of drinking fountains required.

The Superintendent or designee will make recommendations to the Board for any modifications that involve expenditures greater than \$10,000.

Legal References:

~~RSA 200:11-a, Investigation of Air Quality~~

~~RSA 200:48, Air Quality in Schools~~

Policy History

New policy: September 2010

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

Category: Optional

SECOND READING – NEW POLICY

STUDENT BOARD MEMBERS

A. General Policy.

The Board will have one student school board member from Dover High School.

Student School Board members (“Student-members”) will not have the right to vote and will be excluded from all non-public sessions the Board enters.

B. Election and Term of Student School Board-Members.

Student-members will serve one-year terms, beginning in September of each year.

Student-members will be chosen by a majority vote of the high school student body under procedures for nomination and election established by the student government of the high school, and in accordance with RSA 194:23-f.

C. Responsibilities of Student Government.

The student government of the high school shall establish procedures for:

1. The nomination and election of Student-member candidates;
2. Any public high school student in the school district to petition the Student-member to present proposals and opinions to the School Board;
3. Filling any vacancy that may occur in the Student-member position from that school.

D. Student-Member Expectations.

Under RSA 194:23-f, IV, Student-members are expected to:

1. Attend all School Board meetings;
2. Represent all high school students within the District;
3. Present to the School Board specific proposals and ideas from the high school student body;
4. Serve as a liaison between students, District staff, and the Board;
5. Keep the student body informed of Board business and actions; and
6. Comply with all Board policies relative to students and Board members, when applicable.

E. Oversight.

The Superintendent shall assure building principals coordinate with student council advisors to ensure the student council is aware of the requirements of Section D, above.

Policy History
New policy:

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

SECOND READING – NEW POLICY

SCHOOL SAFETY PROGRAM

The Board recognizes that effective learning and teaching takes place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. The practice of safety shall be considered a facet of the instructional programming of the District schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The Superintendent shall be responsible for developing and maintaining a comprehensive safety program/plan for the District, taking into account applicable laws, regulations, Board policies, and best practices. While the comprehensive safety program need not be a single consolidated document, it should include:

- A. The District-wide Crisis Prevention and Response Plan prepared under policy EBCA, which, in turn, includes the site-specific Emergency Operations Plan for each school (see also RSA 189:64 and policy EBCA);
- B. The Sports Injury Emergency Action Plan prepared under policy JLCJA;
- C. The District Communication Plan EG; and
- D. The School Bus Safety Program established under policy EEAE.

Additionally, to the extent not included in the above specific Board directed plans, the Superintendent will address the following areas of emphasis in the comprehensive safety plan:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities. See also KI and KFA.
4. Training programs for staff and students in crisis prevention and management. See EBCA.
5. Training programs for staff and students in emergency response procedures that include practice drills for fire and all hazards as required by law and Board policy EBCB.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Procedures and training to implement employee and work-place safety per Board policy EB.
8. Training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.

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9. Procedures for safe and confidential reporting of security and safety concerns at each school building.
10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy JKAA.
13. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, environmental hazards, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
14. District and building level procedures to assure timely safe schools reporting to law enforcement the N.H. Department. of Education and the School Board as required under RSA 193-D:4.

Whenever the Superintendent delegates tasks relating to the above to other District personnel, that delegation should be recorded in a manner readily accessible to others in the instance of the Superintendent's absence or departure.

Each Principal shall be responsible for the supervision and implementation of components of the safety programs in their school, inclusive of school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to, work-based learning and internships), and in the use of online resources.

Policy History:

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SECOND READING - REVISED

CRISIS PREVENTION AND EMERGENCY RESPONSE PLANS

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.

- A. Site-specific Emergency Operations Plan (RSA 189:64). Each school shall develop a site-specific school emergency operations plan ("EOP") based on and conforming with the Incident Command System and the National Incident Management System and pursuant to RSA 189:64.**

Each Emergency Operations Plan will address hazards as 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.

School building principals, or their designee, shall annually review their site-specific EOP and submit updated plans (or report of no changes) to the Superintendent for review by a time early enough to meet the required October 15th deadline.

If, after such review, the plan remains unchanged, then the Superintendent or Principal shall notify the New Hampshire Department of Safety by October 15th that the plan is unchanged. If an Emergency Operations Plan is updated/revised, the Superintendent or Principal shall submit the updated Emergency Operations Plan to the Director of Homeland Security and Emergency Management of the Department of Safety by October 15th.

All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB.

- B. District-wide Crisis Prevention and Response Plan.**

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan (the "District Crisis Plan"). The District Crisis Plan shall serve as a compilation of each site-specific Emergency Operations Plan for each District school and shall include the current Sports Injury Emergency Action Plan as required under Board policy JLCJA and RSA 200:40-c.

The District-wide Crisis Plan will include provisions addressing coordination of crisis prevention and responses between and among the different schools, grounds, school buses, and other facilities of the District. Additionally, the District Crisis Plan should address:

In order to avoid plan/policy conflicts, the District's Crisis Plan will reference applicable sections of other pertinent plans.

- C. Coordination.**

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The Superintendent will establish a relationship with local and state emergency services (e.g., police, fire, ambulance, etc.). Unless otherwise provided in a site-specific EOP, or the District Communication Plan, the Superintendent, or designee, will serve as the coordinator/liaison with these authorities. Additionally, the Superintendent should designate personnel to explore the availability of any training or support provided by the New Hampshire Departments of Education and/or Safety associated with risk assessment, crisis management, and other matters related to this policy.

~~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.~~

~~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 updated/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 History:

Policy Adopted: February 11, 2019

Policy Updated: April 13, 2020

Policy Updated: November 8, 2021

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SECOND READING - REVISIONS

EMERGENCY SCHOOL & DISTRICT CLOSINGS

~~The Superintendent is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel.~~

~~If circumstances warrant it, the opening of school may be delayed due to weather conditions or other emergencies.~~

~~Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings.~~

~~Schools may not be closed by the Superintendent on occasions such as deaths or assassinations of prominent figures except by decree from the Commissioner of Education, the Governor, or the President of the United States.~~

Statutory/Regulatory/Policy Cross Reference
Rules 306.18

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by a senior administrator specifically designated by the Superintendent.

- A. Announcements and Notifications. When the Superintendent/designee decides it is necessary to delay opening or close any facility or school or cancel any school event, they will initiate all related communications to the public by radio, television, website, school alert system, or other available means. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. In the event of any closings, cancellations, or early dismissals, the Superintendent shall notify the Board.**
- B. Delayed Opening of Schools. The Superintendent/designee may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.**
- C. Closing of Schools Only for the Entire Day. When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated to radio and television stations shall state that the school district is closed. If school is closed for the entire day, all afternoon and evening programs shall also be canceled.**

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- D. Distance Education During Inclement Weather. Pursuant to Board policy IC, the Superintendent may approve school or district-wide instruction by way of remote instruction or other form of “distance education”. Unless the use of distance education for a specific day has previously been communicated, the Superintendent/designee will include the necessary information regarding the remote instruction/distance learning day in the announcement that school has been canceled.
- E. Emergency Early Release. In the event that weather conditions are safe for travel in the morning but become hazardous by the time of normally scheduled dismissals, the Superintendent may decide to release students early. The Superintendent will notify parents as soon as possible in order to allow for the arrangement of after-school care and transportation when necessary. The Superintendent shall develop protocols for dismissal schedules, transportation of students, and notification of stakeholders. If there is an emergency early release, all afternoon and evening programs shall also be canceled.
- F. Afternoon and Evening Program Cancellations. When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent/designee may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.
- G. Weekend Closings. When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent/designee is responsible for decisions regarding cancellations and for notifying the appropriate media.
- H. Staff Responsibilities. When schools are closed pursuant to this policy, staff members shall remain available for work as directed by the Superintendent.

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SECOND READING - REVISIONS

DATA GOVERNANCE AND SECURITY

To accomplish the District's mission and comply with the law, the District must collect, create and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. All persons who have access to District data are required to follow state and federal law, District policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information - Information that the District is prohibited by law, policy or contract from disclosing or that the District may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information - Information that is determined to be essential to District operations and that must be accurately and securely maintained to avoid disruption to District operations. Critical data is not necessarily confidential.

Cybersecurity Incident – an occurrence that actually or potentially jeopardizes the confidentiality, integrity, or availability of an information system or the information processes, stores, or transmits, if that constitutes a violation or imminent threat of violation of security policies, security procedures, or acceptable use policies.

B. Data and Privacy Governance Plan - Administrative Procedures

1. **Data Governance Plan.** The Superintendent, in consultation with the District Information Security Officer ("ISO") (see paragraph C, below) shall ~~create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall~~ update the Data **and Privacy** Governance Plan ("**Data Governance Plan**") for presentation to the Board no later than June 30 each year.

The Data Governance Plan shall include:

- a. An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;
- b. A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;

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- c. Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);
- d. A response plan for any breach of information/**cybersecurity incidents; see RSA 31:103-b and RSA 359-C:19-21;** and;
- e. A requirement for a service provider to meet or exceed standards for data protection and privacy.

The Data Governance Plan shall include standards and provisions that meet or exceed the standards set forth in the N.H. Dept. of Education's *Minimum Standards for Privacy and Security of Student and Employee Data*.

- 2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures ~~will~~ may or may not be included in the annual Data Governance Plan.

C. Information Security Officer

The Director of Technology is hereby designated as the District's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the District's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of District data. The ISO will work with both District and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the District's data.

~~The Director of Technology will designate the Systems Administrator as the alternate ISO if the ISO is not available.~~ **A designated member of the Technology Department will be the District's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.**

D. Responsibility and Data Stewardship

All District employees, volunteers and agents are responsible for accurately collecting, maintaining and securing District data including, but not limited to, confidential and/or critical data/Information.

E. Data Managers

All District administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the District's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the District and that confidential and critical information is

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modified only by authorized employees. Data managers will assist the ISO in enforcing District policies and procedures regarding data management.

F. Confidential and Critical Information

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

The Superintendent and/or the ISO shall immediately report any known or suspected cybersecurity incidents within the District's information systems, or within an information system of any vendor of the District, to the New Hampshire Cyber Integration Center of the Department of Information Technology. The Superintendent and/or the ISO shall disclose all known information and interactions. See RSA 31:103-b.

The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist the District in promptly and appropriately addressing a security breach.

As a part of this investigation, the ISO or designee will promptly determine the likelihood that any information part of a cybersecurity incident has been or will be misused. If the determination is that the misuse of information has occurred or is reasonably likely to occur, or if a determination cannot be made, the ISO will notify the affected individuals as soon as possible, consistent with the notification requirements under RSA 359-C:20.

Likewise, the District will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All District staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications

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District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on District technology resources. The retention schedule should comply with, and be incorporated into the data/record retention schedule established under Policy EHB and administrative procedure EHB-R. including but not limited to, provisions relating to Litigation and Right to Know holds as described in Policy EHB.

J. Consequences

Employees who fail to follow the law, or District policies or procedures, regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing services to the District. The District will end business relationships with any contractor who fails to follow the law, District policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The District may suspend all access to data or use of District technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the District.

Any attempted violation of District policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Legal References:

~~15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA)~~
~~20 U.S.C. § 1232g * Family Educational Rights and Privacy Act (FERPA)~~
~~20 U.S.C. § 1232h * Protection of Pupil Rights Amendment (PPRA)~~
~~20 U.S.C. § 1400-1417 * Individuals with Disabilities Education Act (IDEA)~~
~~20 U.S.C. § 7926 * Elementary and Secondary Education Act (ESSA)~~
~~RSA 189:65 * Definitions~~
~~RSA 186:66 * Student Information Protection and Privacy~~

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*~~RSA 189:67 * Limits on Disclosure of Information~~*

*~~RSA 189:68 * Student Privacy~~*

*~~RSA 189:68-a * Student Online Personal Information~~*

*~~RSA 359-C:19-21 * Right to Privacy/Notice of Security Breach~~*

Policy History

Adopted February 11, 2019

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SECOND READING - REVISED

DATA/RECORDS RETENTION AND DESTRUCTION

The Superintendent shall develop and maintain (a) a schedule for the minimum retention of various district records ("Record Retention Schedule") as required under RSA 189:29-a, and procedures for a records retention and/or destruction. ~~system that is in compliance with RSA 189:29-A and Department of Education regulations and also addresses retention/destruction of all other record which are subject to specific statutes or regulations.~~ The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by state or federal law. Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy applies to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc.

- A. Record Retention Schedule. Records of the District shall be retained no less than the time prescribed in District's Record Retention Schedule EHB-R. The Superintendent shall update the Record Retention Schedule from time-to-time in accordance with legislative or regulatory changes, directives of the Board, as recommended by the New Hampshire School Boards Association, or upon advice of counsel. The Superintendent shall inform the Board of any revisions to EHB-R no later than the second School Board meeting after the changes were made.
- B. Special Holding or Destruction Provisions. Notwithstanding the District's Record Retention Schedule, (a) special destruction rules may apply to student special education records, and, (b) for other records, the normal retention periods may be suspended when the records are implicated by either a litigation hold or a request for records under the New Hampshire Right to Know law, RSA 91-A.
 1. Special Education Records
 - a. Upon a student's graduation from high school, ~~his or her~~ parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
 - b. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
 - c. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.
 - d. A permanent record of a student's name, address, and phone number, their grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.

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- e. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
 - f. The District shall provide public notice of its document destruction policy at least annually.
2. **Litigation Hold.** On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic **or digital** records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the district has received a written directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.
 3. **Right-to-Know Request Hold.** On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than 90 days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.
- C. **Disposal of Sensitive Information & Media Sanitization.** District records which include **"Sensitive Information"** shall be destroyed as provided in this paragraph. All electronic devices with storage capacity shall be deemed to contain sensitive information. For purposes of this section, **"Sensitive Information"** shall mean and include:
- **Records containing student or employee personally identifiable information (PII) as defined in RSA 189:65, VII and VII-a;**
 - **Criminal History Records Information (see Board policy GBCD);**
 - **Drug test records;**
 - **Child labor permits;**
 - **Cobra notices;**
 - **Accident reports;**
 - **Special education student records;**
 - **Records pertaining to civil rights investigations;**
 - **Bonds and continuation certificates;**
 - **Accident reports;**
 - **Banking records;**

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- Business correspondence including confidential information such as account numbers, banking or digital transaction information;
 - Tax forms, unemployment records, etc. with confidential data; and
 - Any other information that would be exempt from disclosure under RSA 91-A:5 or deemed sensitive information by the Board, the Superintendent, Building Principal or their designees.
1. Physical media (i.e., “hard copies”, printouts, etc.) including sensitive information shall be destroyed by one of the following:
- shredding using District issued cross-cut shredders;
 - placed in locked shredding bins approved by the Superintendent to come on-site and shred, witnessed by District personnel throughout the entire process; or
 - incineration using District incinerators or if conducted by non-authorized personnel offsite, witnessed by the Superintendent or Superintendent’s designee.
2. Electronic media. All electronic media should be assumed to contain sensitive information. When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, and other similar items used to process, store and/or transmit district records with sensitive data shall be disposed of as follows:
- Overwriting (at least three times)
 - Degaussing (removal of magnetism)
 - Physical destruction (i.e., dismantling by methods of crushing, disassembling, etc., ensuring that the platter or other storage device has have been physically destroyed so that no data can be extracted).

Computers and other digital or electronic devices or systems that have been used to process, store, or transmit sensitive information shall not be released from the District’s direct control until the equipment has been sanitized and all stored sensitive information has been destroyed using one of the above methods.

- D. Destruction of District Records with No Sensitive Information. All records which do not include sensitive information should be destroyed as soon as practicable upon the expiration of the applicable retention period and in a manner deemed most efficient and practical.

Legal References:

RSA 91-A, Right to Know Law
RSA 189:29-a, Records Retention and Disposition
NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention
NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention
NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements
20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

Appendix EHB-R, Records Retention Schedule

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SECOND READING - REVISED

SCHOOL YEAR AND SCHOOL YEAR CALENDAR

~~The school calendar will be developed by the Superintendent and approved by the Board. Any exceptions or revisions to the calendar must be approved in advance by the Board.~~

~~The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.~~

~~To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools and regional special education programs.~~

A. School Year.

The student school year shall be a minimum of 177 instructional days or, alternatively, the equivalent number of hours as required in the rules of the N.H. Department of Education (see Ed 306.18).

The school year for teachers and other certified professionals shall be 184 days unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school year for paraeducators shall equal the number of annual student days. Paraeducators may also attend up to (4) scheduled teacher workshop days to include the teacher return day unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school calendar will be established annually as described in paragraph D below.

B. School Closures.

Any days that the schools are closed for emergency reasons and are not designated by the Superintendent as distance education days (see paragraph C below) will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

C. Distance Education During Inclement Weather.

If inclement weather makes it unsafe to safely transport students to or from in-person instruction, the Superintendent/designee is authorized to designate that day as a remote instruction or "distance learning". Before remote instruction/distance learning is used as instructional day for the purpose of satisfying the minimum instructional day/hour requirements of the N.H. Department of Education, the Superintendent shall ensure that a plan exists with procedures to promote and allow for participation by all students in any affected school.

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Prior to approving designating a day as a remote instruction/distance learning day, or any school/district-wide distance education that is dependent on technology, the Superintendent/designee will consider the impact that the inclement weather event might have on necessary technology.

Distance education will only count toward required instructional days/time when conducted in accordance with N.H. Dept. of Education Rule Ed 306.22. See also Board policy IMBA.

D. School Calendar.

The school calendar shall be established by the School Board and made available to the district as outlined in the applicable bargaining agreement, or individual contract. Any exceptions or revisions to the calendar thereafter must be approved in advance by the Board.

The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, regional special education programs, and other districts in the SAU.

The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year. The date may remain fixed notwithstanding the need for other grades to make up days lost to inclement weather or other emergencies. See Ed 306.18(a)(4).

Statutory/Regulatory/Policy Cross References:

NH Code of Administrative Rules, Section Ed. 306.19, School Calendar; 306.18(b)(c) and 306.27(q)

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SECOND READING - REVISED

SPECIAL EDUCATION PROGRAMS FOR PUPILS WITH DISABILITIES

The Dover School District, in accordance with its philosophy of education, should provide a learning environment in which:

All students who are identified as needing special education and related services shall have the same opportunity as those not so identified to attend their neighborhood schools in classrooms with their same-age peers. Special classes, separate schooling, or removal of pupils from the regular class environment should occur only when extensive and appropriate individual program planning indicates that education in regular classes with the provision of supplementary supports and services cannot meet the student's educational and social needs, or there is clear evidence that partial or full removal is desirable for the welfare of the child or other children. If removal from the regular class is deemed necessary, this should occur for a limited period and with a goal-oriented plan focused on returning the child to his/her regular class.

Modifications to the curriculum for individual students will be done and implemented collaboratively by special educators, therapists, and regular educators.

Individual Education Program (IEP) development, implementation, and review will be a collective effort between school, parents, and students, and, when appropriate, community agencies.

Students will have the opportunity to be included in all activities of the school.

The IEP will address current and future functioning in integrated educational, community, and vocational settings.

All students will have equal opportunity to complete a course of studies leading to a high school diploma.

Statutory/Regulatory/Policy Cross References

Section 504 Procedural Safeguards

ADA

20 USCA {1401 et seq.}

RSA 186-C, Special Education

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and

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provided with appropriate educational accommodations. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need accommodations or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational safeguards. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 22nd birthday or until such time as they receive a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent or Superintendent's designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.

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SECOND READING - REVISIONS

POLICY FOR INDEPENDENT EVALUATION OF STUDENTS

EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents/guardians and other interested persons are directed to the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*.

In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the District shall use:

- A. The “pattern of strengths and weaknesses” model as set forth in New Hampshire State Board of Education rule Ed 1107.02(a)(1) and in federal regulation 34 C.F.R. §§ 300.307(a)(1) and 300.309(a)(2)(ii).

The District will find the child eligible if the child satisfies the model, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in N.H. Department of Education rule 1107 and 34 C.F.R. §§300.301 - .311, as applicable.

~~The state and federal special education laws require that the Dover School District evaluate children with disabilities who are in need of special education and related services. The districts evaluate children upon referral for special education and re-evaluate educationally disabled children at least once every three years or when conditions warrant a re-evaluation.~~

~~The Dover School District is committed to ensuring that each child’s IEP team bases its decisions on high-quality, reliable, and educationally sound special education evaluations.~~

~~As a result, the Dover School District has established the following list of criteria for all special education evaluations the district conducts, obtains, or funds.~~

~~Unique circumstances may justify deviation from these criteria. If a parent or district staff member is aware of such unique circumstances, they should inform the student’s special education teacher, building LEA, or district special education administrator immediately.~~

- ~~1. The evaluation must comply with the relevant provisions of the state and federal special education laws, including but not limited to 34 C.F.R. 300.301-300.311 (effective Oct. 13, 2006, formerly C.F.R. 300.350-300.356), NH Code of Administrative Rules Ed 1107 (amended 2001), and any successor regulations.~~
- ~~2. The evaluation must be conducted in New Hampshire, by an evaluator whose principal office is located in New Hampshire, unless there is no qualified evaluator in New Hampshire.~~

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3. ~~The evaluator must hold a valid license or certification from the State of New Hampshire in the field related to the known or suspected disability. The evaluator must have extensive training and experience in evaluation in the area(s) of concern and be able to interpret the instructional implications of evaluation results. In instances where no "applicable license or certification" exists, the district must be satisfied that the evaluator has extensive training and experience related to the known or suspected disability.~~
4. ~~All tests administered will be the current version of the test. The test must be norm referenced for the individual evaluation appropriate for the age and education level of the child and measure the same cognitive, motoric, and achievement skills as district tests, and meet the same standards of technical adequacy for reliability and validity.~~
5. ~~The School District will pay no more for evaluations than the amount listed on the attached fee schedule. If an evaluation is not listed on the attached fee schedule, the Dover School District will pay no more than the usual and customary rate for such an evaluation by a New Hampshire evaluator. The school district will not pay for the evaluation until it receives the evaluator's report.~~
6. ~~The evaluator must review educational records located in the student's local public school and other relevant educational records.~~
7. ~~The evaluator must either: a) observe the child in one or more educational settings; or b) make at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general and special education teachers and related service providers.~~
8. ~~The evaluator must be permitted to directly communicate and share information with members of the IEP team, the district's special education administrators, or the special education administrators' designees. The evaluator must also release the assessments and results, including any parent and teacher questionnaires, to members of the IEP team, the district's special education administrators, or the administrators' designee.~~
9. ~~All evaluation reports will include the appropriate standardization and reporting methods as designed by test publishes.~~
10. ~~The district shall be entitled to inspect and obtain copies of the evaluator's records directly pertaining to the student being evaluated, including any records created by third parties. However, those records will not be deemed accessible to any school personnel other than the evaluator unless and until the district exercises its right to inspect or obtain copies of those records from the evaluator.~~

~~Parents have a right to request an independent educational evaluation at public expense and initiate a due process hearing to demonstrate that the district's evaluation was appropriate.~~

~~A parent has the right to get an independent educational evaluation at his or her own expense. The team must consider the results of any independent educational evaluation, regardless of who pays for it, if the evaluation meets the district's criteria in decisions about the provision of a free and appropriate public education for the child.~~

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See Attachment IHBA-E

Legal References:

~~NH Code of Administrative Rules Ed. 1102.06, 1107, 1125.07 (amended 2001)~~

~~34 C.F.R. 300.301-300.311, 300.502 (effective October 13, 2006, formerly 34 C.F.R. 300.502, 300.530-300.536(1999)).~~

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SECOND READING – WITHDRAW

~~DETERMINING SPECIFIC LEARNING DISABILITY~~

~~In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the Dover School District shall use the “pattern of strengths and weaknesses” model, as set forth in state regulation Ed 1107.01(a) and in federal regulation 34 C.F.R. § 300.309, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in the attached LD eligibility checklist, dated October 26, 2008, reflecting requirements set forth in NH Ed 1107.01 and .02 and 34 C.F.R. § 300.301 to .311 (as applicable).~~

Legal Reference:

Legal References: NH Ed 1107.01, .02 (2008); 34 C.F.R. § 300.307, .309 (2006).

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DOVER SCHOOL DISTRICT
NH LEARNING DISABILITY ELIGIBILITY CHECKLIST

Student:		School/Grade:		Date:	
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Specific Learning Disability Definition:

~~The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.~~

I. Eligibility Questions — Answer All Of Them

	YES	NO		
1. Is there a disorder in one or more of the basic psychological processes?				
<i>Processing Disorder: A processing disorder is generally characterized by the following: (1) standard scores at or below one standard deviation from the test's mean in the area of processing deficit (i.e. standard score of 85 on tests with a mean of 100 and standard deviation of 15); and (2) on a measure of cognitive functioning, at least one composite standardized score within the broad "average range" defined here as no lower than one standard deviation below the mean (i.e. standard score of 85 on tests with a mean of 100 and standard deviation of 15). Scores listed here are guidelines. The clinical judgment of the team determines if there is a processing disorder.</i> Indicate area(s) of processing deficit <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> _____ Verbal/Crystallized Ability _____ Nonverbal/Fluid Reasoning _____ Visual Spatial Processing _____ Short Term Memory _____ Long Term Memory _____ Other specify _____ </td> <td style="width: 50%; vertical-align: top;"> _____ Processing Speed _____ Phonological Processing _____ Executive Functions _____ Orthographic Processing _____ Auditory Processing _____ Other specify _____ </td> </tr> </table> Verification: [Include here composite standard scores on measures of psychological processes and cognitive functioning]			_____ Verbal/Crystallized Ability _____ Nonverbal/Fluid Reasoning _____ Visual Spatial Processing _____ Short Term Memory _____ Long Term Memory _____ Other specify _____	_____ Processing Speed _____ Phonological Processing _____ Executive Functions _____ Orthographic Processing _____ Auditory Processing _____ Other specify _____
_____ Verbal/Crystallized Ability _____ Nonverbal/Fluid Reasoning _____ Visual Spatial Processing _____ Short Term Memory _____ Long Term Memory _____ Other specify _____	_____ Processing Speed _____ Phonological Processing _____ Executive Functions _____ Orthographic Processing _____ Auditory Processing _____ Other specify _____			

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To be eligible, the answer to Question 1 must be YES. Proceed to next question. If NO, go to II. Eligibility conclusions

	YES	NO
2. When provided with learning experiences and instruction appropriate for the student's age or grade level, the student is failing to achieve adequately for his/her age or to meet State approved grade level standards? If yes, identify the area(s): ☐ oral expression ☐ listening comprehension ☐ written expression ☐ basic reading skill ☐ reading comprehension ☐ reading fluency skills ☐ mathematics calculation ☐ mathematics problem solving Verify: [Include here standardized scores on tests of academic achievement, scores on district and state assessments of achievement on grade level standards, and/or documentation of appropriate learning experiences and instruction]		

To be eligible, the answer to Question 2 must be YES. Proceed to next question. If NO, go to II. Eligibility conclusions.

	YES	NO	N/A
3. Does the student exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards, or intellectual development, that is determined by the IEP			

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team to be relevant to the identification of a specific learning disability, using appropriate assessments?			
Verification: [Include here description of pattern of strengths and weaknesses and description of the impact of the processing deficit on the area of academic deficit indicated in Question 2.]			

To be eligible, the answer to Question 3 must be YES. Proceed to next question. If NO, go to II. Eligibility conclusions.

4. Is the underachievement due to the lack of appropriate instruction in reading or math?	YES	NO
<i>In making this determination, the Team must consider:</i> <i>a) Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and</i> <i>b) Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.</i>		

To be eligible, the answer to Question 4 must be NO. Proceed to next question. If YES, go to II. Eligibility conclusions.

5. Is the student's lack of achievement primarily the result of:		
a. Visual, Hearing or Motor Disability	YES	NO
Verification:		
b. Mental Retardation	YES	NO
Verification:		
c. Emotional Disturbance	YES	NO
Verification:		

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d. Environmental, Cultural or Economic Disadvantage and/or Limited English proficiency?	YES	NO
Verification:		

To be eligible, the answer to all of Question 5 must be NO. Proceed to next question.

6. Relevant behavior noted during the observation(s) and its relationship to academic functioning:
<i>The child must be observed in learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.</i>

7. Educationally relevant medical findings:	YES	NO
If yes, specify:		

8. Are evaluations utilized valid and reliable assessments and performed by qualified individuals, consistent with Ed 1107.04, Table 1100.1?	YES	NO
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II. Eligibility Conclusions:

1. Does a learning disability exist? <i>To be eligible, answers to questions 1, 2, and 3 must each be "Yes," and the answers to questions 4 and 5 must each be "No."</i>	YES	NO
Summarize basis for decision:		

To be eligible, the answer to Question 1 must be yes. Proceed to Question 2.

2. If there is a learning disability, does the child require special education and related services because of that disability?	YES	NO
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Verification:

If the answers to questions 1 and 2 are "yes," the student qualifies as a child with a specific learning disability. If the answer to either question is "no," then the student is ineligible under this coding. Team members should certify their agreement or disagreement by signing below.

I certify that this report reflects my conclusions:

NAME and TITLE:	NAME and TITLE:

Dissenting members shall submit a separate statement.

As parents of a student with a disability you have protections under the procedural safeguards, which are enclosed, of the New Hampshire Special Education Rules. Sources for parents to contact to obtain assistance in understanding the provisions of these regulations call: (603) 516-6722 Dover Special Education Office or email: s.crosson@dover.k12.nh.us or contact New Hampshire Dep't of Education, Bureau of Special Education, State Office Park South, 101 Pleasant St. Concord, NH, 03301 (603) 271-2299, Fax: (603) 271-1953. Web: www.ed.state.nh.us/education/doe/organization/instruction/bose.htm

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SECOND READING - REVISIONS

DISTANCE EDUCATION

~~The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBI, Alternative Learning Plans.~~

~~Students must have distance education courses approved by the school principal ahead of time in order to receive credit.~~

~~The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.~~

~~Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.~~

~~Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.~~

~~The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.~~

~~Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.~~

~~The school district will provide safeguards for students participating in online instruction activities, and Policy EHAA, School District Internet Access for Students, will apply.~~

~~Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.~~

~~Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.~~

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Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(12), Policy Development
 NH Code of Administrative Rules, Section Ed. 306.22, Distance Education
 NH Code of Administrative Rules, Section Ed. 306.27(q), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

“Distance education” means and includes any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

Under rules of the N.H. Department of Education, distance education may be offered only:

- (1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction (i.e., remote learning day); or**
- (2) As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses).**

A. District/School-Wide Distance Education During Inclement Weather.

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the District or school may elect to provide instruction remotely, pursuant to Board policy IC.

B. Individualized Distance Education.

The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education.

- 1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.**
- 2. Alternative Credit Options. If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.**
- 3. Pre-conditions for Online Enrollment. The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.**
- 4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific**

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learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
 6. Staff supervision. The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.
 7. Privacy and Confidentiality. Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.
 8. Safeguards. The school district will provide safeguards for students participating in online instruction activities.
 9. Earning of Credit. Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.
- C. Educational Progress and Policy Violations.

If a student participating in distance education is not making educational progress, as determined by educational assessments, the option to participate in distance education may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 306.22(f).

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

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SECOND READING - REVISIONS

~~CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS~~ STUDENT ACTIVITIES AND ORGANIZATIONS

It is the policy of the Board to allow opportunities for all students residing in the District to participate in co/~~extra~~-curricular activities and programs designed to meet their needs and interests. Co/extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others.

Such activities and programs ~~must~~ are intended to supplement and enrich regular academic instruction, provide opportunities for social development, encourage participation in clubs, athletics, performing groups, or encourage service to the school and community.

Any student organization or school/District sanctioned team, club, or activity must be recommended by the building Principal and approved by the Board. ~~must be approved by the Principal.~~

A. Eligibility

To participate in co-curricular and extra-curricular activities, all students must meet eligibility requirements, and understand that such participation is a privilege, not a right. The Superintendent is directed to establish eligibility standards and procedures for acceptable academic performance, good citizenship/sportsmanship, parental permission, fees, and physical exams/health requirements. The eligibility standards and procedures will be published in the student/parent handbooks. The building Principal, or their designee(s), will verify that all students meet eligibility standards and procedures prior to the students' participation in the activity. Any person so designated by the Principal must be trained on the requirements of Board policy JJJ.

~~In addition, students who choose to participate in interscholastic sports will be governed by the eligibility standards of the New Hampshire Interscholastic Athletic Association (NHIAA).~~

In addition, participation in interscholastic sports or other school activities affiliated with outside organizations (e.g., the New Hampshire Interscholastic Athletic Association, or the New Hampshire Music Educators Association, etc.) is subject to the rules and eligibility requirements of those organizations. Additional Board policies, administrative regulations, or activity rules may apply to specific programs, clubs, and activities. See, e.g., Board policy JJIB, regarding interscholastic athletics.

In the event that a program has reached capacity, determinations must be made in the same manner as described in Section A of Board policy JJJ.

B. Participation by Home Education and Other Non-Enrolled District Students

~~The district allows students enrolled in other schools, including charter schools, non-public schools, and home schools, to participate on an equal basis in any activity offered by the district that is not offered at a student's school of attendance, provided they meet the eligibility requirements for participation. This applies to:~~

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1. ~~Students who are residents of this school district but who are educated in home school may participate provided they comply with all laws governing non-public home-based education.~~
2. ~~Students who are residents of the district who are being educated in an independent or parochial school if the school in which the student is enrolled does not sponsor the activity.~~

~~The Superintendent is directed to establish procedures for application and appeal to implement this participation allowance.~~

Participation in student activities and organizations must have the same eligibility and participation requirements for both district students and for home educated, charter school, or non-enrolled district school resident students (“non-enrolled district students”). See Board policy JJJ for information on participation by such students.

C. Appeals

Any student/parent who believes that the district’s policies/regulations or the State’s laws/regulations have not been appropriately or fairly interpreted regarding eligibility or participation in a school a course or program may appeal in the same manner as provided in Section E of Board policy JJJ.

D. Administrative Regulations for Procedures

The Superintendent or designee may adopt such administrative regulations or procedures as they deem appropriate in order to implement this policy. Such regulations or procedures must also comply with Board policy JJJ.

Participation Fees

~~Non-enrolled students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.~~

Legal References:

~~NH Code of Administrative Rules, Section Ed. 306.26(d), Kindergarten-Grade 8 Curriculum
NH Code of Administrative Rules, Section Ed. 306.27(b)(5), High School Co-curricular Program
NH Code of Administrative Rules, Section Ed. 306.27(v), Reasonable Accommodations for Students with Disabilities~~

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SECOND READING – NEW POLICY

ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools (collectively, “non-enrolled district students”), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

A. Equal Access to District Courses and Programs.

Non-enrolled district students will have the same access as do enrolled students to the District’s courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District’s courses or programs that are more restrictive than those governing the District’s enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District’s students as described in paragraph B below.

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined in Board policy {**}JJA-R

B. Participation in Curricular Courses.

In order to participate in the District’s curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal consistent with Board procedures JJJ-R. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as they would:

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1. for determining whether a course satisfies requirements for awarding credits (Board policy IK) and
2. for assigning to classes or grade levels and for students transferring from other schools (Board policy JG).

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the Director of Student Services. If a dispute arises between the parent/guardian and the District as to the pupil's right to these services, the Director of Student Services shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

C. Use of School Texts and Library Materials.

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

D. Participation in Activities and Co/extra-curricular Programs.

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;
2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district (see Board policy JJA); and
3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity (see Board policy JJA).

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals.

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the

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Superintendent's decision shall be final. Step 5 shall not apply.

1. **Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.**
2. **Within five (5) school days the Principal will convene a meeting with themselves, the student and/or parents, the coach/advisor, and a teacher(s).**
3. **The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.**
4. **The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of their decision in writing via email. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.**
5. **The student/parent/guardian may within 3 days of the Principal's email of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision, or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.**

F. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as they deem appropriate in order to implement this policy.

Policy History
New policy:

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SECOND READING – NEW POLICY

ADMINISTRATIVE REGULATIONS FOR ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

- A. Participation in District Programs. Participation in District curricular courses or co/extra-curricular programming and activities by home educated, public chartered school, or nonpublic school pupils (“non-district students”) is governed by Board policy JJJ.
- B. Participation in Curricular Courses. The following additional criteria and conditions are established:
1. Transportation to and from school is only provided when the transportation falls within the ordinary school bus schedule or is otherwise required under state law. The Principal may make an exception to this condition based on a review of all pertinent circumstances.
 2. All pupils participating in curricular courses are expected to maintain punctual attendance and complete all required coursework, homework, exams, etc., as established by the teacher or instructor for all students.
 3. If the pupil is taking the course for credit or grade, such credit or grade will be granted only after the completion of the class.
 4. Requests for participation that are received after class schedules have been made will be granted only if there is space available
- C. Participation in Co/Extra-Curricular Activities. Requests by non-district students for participation in co/extra-curricular activities shall be made in writing by the parent/guardian to the building. Co/extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others. See Board policies JJA, JJJ and JJIB regarding school activities, organizations, and athletics.

The following criteria and conditions are hereby established:

1. The parent/guardian must provide prior written permission for participation.
2. The participating pupil agrees to abide by all Board policies relative to student code of conduct and eligibility.
3. Participation in the activity is developmentally appropriate for the pupil.
4. The building Principal, advisor, coach may ask the parent/guardian to chaperone an event if the same applies to parent/guardians of enrolled students.
5. Coaches, teachers and group/club supervisors may establish their own rules relative to participation, attendance, and expectations, provided such rules are not

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contrary to these regulations corresponding policy JJJ. Participating non-district students are expected to abide by those rules as well.

6. Home educated or other non-district school students may be required to provide proof of a recent physical examination from their physician for participation in athletic activities, consistent with other Board policies relative to athletic participation.

Policy History
New policy:

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SECOND READING – REVISED

WELLNESS POLICY – NUTRITION AND PHYSICAL ACTIVITY COMPONENTS

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Overview

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

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

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

Component #1: Goals for Nutrition Education

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

Nutrition Education and Promotion

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

- Is based on state and district health education curriculum standards. This education is interactive and teaches the skills they need to adopt healthy eating behaviors;

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- Is not only part of health education classes but also included across the curriculum when possible;
- Provides information to students, staff, families and the community that will allow for students to receive a consistent nutrition message throughout the school in media, the classroom, the cafeteria, home and the community;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health enhancing nutrition practices;
- Discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other individual dietary restrictions;
- Links with school meal programs in coordination between teachers and foodservice staff and nutrition-related community services as appropriate; and
- Includes training for teachers and other staff.

Staff Wellness and Education

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

Component #2: Goals for Physical Activity

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

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

Physical Education

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

Integrating Physical Activity into the Classroom Setting

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

- Health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Recess

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

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

Physical Activity Opportunities Before and After School

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

Component #3: Nutrition Guidelines for Students

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

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

School Meals

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

- Meet or exceed the nutrition requirements established by the USDA laws and regulations;
- Be provided by qualified school food service staff;
- Be served in a safe, appealing and clean setting with adequate adult supervision;
- Be offered with consideration of space distribution and scheduling to assure that students have adequate space and serving areas to minimize wait time;
- Offer a variety of foods and choices for students. Efforts will be made to:
 - Provide a variety of fruits and vegetables with an emphasis on local, fresh and seasonal produce;
 - Serve only low-fat (1%) and fat-free milk and nutritionally equivalent nondairy alternatives (to be defined by the Dover School District Food Service Director); and
 - Ensure that half of the served grains are whole grain.

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

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

Breakfast

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

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- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Mealtimes and Scheduling

The Dover School District schools will:

- Provide students with at least 10 minutes to eat breakfast and 20 minutes for lunch and take into consideration transition time;
- Schedule meal periods at appropriate times, with lunches being offered between 10:30 a.m. and 1:30 p.m.;
- Not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- Take reasonable steps to accommodate the personal regimens of children with special health needs.
- Develop school norms for lunchroom routines.

Sharing of Foods and Beverages

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

Foods and Beverages Sold Individually

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

Food Sales: All food items made available through schools including vending machines should meet or exceed current nutritional standards established by the NH Department of Education School Food and Nutrition Services Standards (2011) and based upon the 2010 current Dietary Guidelines for Americans (DGA).

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

Middle and High Schools: In the middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte lines, vending machines, student stores, or fundraising activities) between 7 a.m. – 4 p.m. will meet or exceed the current NH Department of Education School Food and Nutrition Services Standards (2011).

Beverages: The following beverages are allowed: water or seltzer water without added caloric

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sweeteners, 100% fruit and vegetable juices that do not contain additional caloric sweeteners, unflavored or flavored low-fat or fat-free fluid milk and nutritionally equivalent non-dairy milk (e.g., soy milk). These beverages (diet or caloric) are not allowed: soft drinks/soda/pop/tonic, sports drinks, energy drinks, sweetened-iced tea, fruit-based drinks that contain less than 100% real fruit juice or that contain additional caloric sweeteners. **To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes from water fountains, faucets and/or hydration fill-stations.**

Foods: A food item sold individually will meet the **current** NH Department of Education School Food and Nutrition Services Standards (2011) and will:

- have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated fat;
- have no trans-fat;
- have no more than 35% of its *weight* from added sugars; and
- contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

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

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

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater

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than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits but must meet minimum requirements.

Food Marketing in Schools

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

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

Celebrations

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

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

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

Classroom Activities

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

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

School Store

Any food and beverage items sold in the school store will meet guidelines of this policy. Food items in

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the school store will not be sold when the school food service program is open for sale.

School-Sponsored Events

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

Meals for Extracurricular Events

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

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

Nutrition Guidelines for Reimbursable School Meals

Reimbursable meals will be served in the same manner as stated under *Component #3: Nutrition Guidelines for Meals*. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high-quality meals. In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the USDA as applicable to schools.

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

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

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

Component #4: School Environment

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The Dover School District shall educate students and employees to the important benefits of a healthy lifestyle. ~~The district shall offer nutrition education to the community.~~

Communications with Parents

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

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

Component #5: Implementation & Review of the Wellness Policy

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

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

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

Policy Review

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

Periodic assessments will be repeated to help review policy compliance, assess progress, and determine areas in need of improvement (e.g., The NH Department of Education's School Wellness Policy Assessment). As part of that review, the school district will review ~~our~~ their nutrition and physical

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activity policies to assure an environment that supports healthy eating and physical activity and nutrition and physical education. The Dover School District Wellness Committee will revise the Wellness Policy and develop work plans to facilitate its implementation as necessary. The superintendent, or his/her designee, will make available to the public the Dover School District Wellness Policy evaluation progress and results.

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

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

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

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

Policy History:
Adopted on August 13, 2013
Revised on June 8, 2020

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SECOND READING - REVISIONS

SUICIDE PREVENTION AND RESPONSE

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

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

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;

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- j) ~~Such~~ Include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).
- 2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the *District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons* and with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons

- 1. District Suicide Prevention Coordinator. The Assistant Superintendent of ~~Student Services~~ is designated as the District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District’s website;
 - c) developing - or assisting individual teachers with the development – of age-appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.
- 2. Building Suicide Prevention Liaison. The school counselor, or, in ~~his/her~~ **their** absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, **or designee**, who shall immediately or as soon as possible, establish and implement a response plan with the **and communicate that plan with the** District Suicide Prevention Coordinator.

- C. Annual Staff Training**. The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other

DOVER SCHOOL DISTRICT	POLICY CODE: JLDDBB
DATE OF ADOPTION: MAY 11, 2020	PAGE 3 OF 3

personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

- D. Dissemination.** Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.
- E. Student Identification Cards.** The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide Prevention Lifeline 988 Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date.

DOVER SCHOOL DISTRICT	POLICY CODE: KFA
DATE OF ADOPTION:	Page 1 of 3

SECOND READING – NEW POLICY

CONDUCT ON SCHOOL PROPERTY

A. General Statement and Purpose.

The purpose of this policy is to establish a minimum standard of conduct upon school district property, and during school sponsored events and activities that will provide the best possible educational climate for the students; encourage participation in the educational process by the general public; protect the investment of the public in both the educational process and the physical plant in which it is conducted; and honor and protect the rights of all individuals within the community.

While this policy applies generally to conduct by any and all persons on school property, additional policies, rules, regulations, or procedures will apply (1) as to certain defined groups (e.g., JIC regarding student conduct); (2) for visits during the school day (see Board policy KI); or (3) during other specific activities or times (e.g., KF regarding use of school facilities).

B. Definitions.

As used in this policy:

1. "Authorized District Personnel" means any person who is designated by the Superintendent, the Principal (as to grounds or activities within their purview), the Athletic Director (as to athletic events), or any other person or persons so designated by either of them to administer the provisions of this policy relative to specific school property or a school sponsored or approved activity or function.
2. "School property" means any buildings, vehicles, property, land, or facilities used for school purposes or school-sponsored events or activities, whether public or private.

C. Prohibited Conduct.

No person on school property or during any school sponsored or approved activity may:

1. Injure, threaten, bully, harass, or intimidate a student, staff member, sports official, coach, or any other person;
2. Engage in behaviors that are harassing or discriminatory in nature based on a person's actual or perceived age, sex, gender identity, sexual orientation, marital status, familial status, disability, religion, national origin race, or color (including those traits historically associated with race, color or religion, including but not limited to head coverings, hair texture, or protective hairstyles);
3. Impede, delay, disrupt, or otherwise interfere with any school function or any activity sponsored or approved by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
4. Damage or threaten to damage another's property;

DOVER SCHOOL DISTRICT	POLICY CODE: KFA
DATE OF ADOPTION:	Page 2 of 3

5. Damage or deface School District property;
6. Smoke or otherwise use tobacco or tobacco related products;
7. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs/controlled substances; (persons known or suspected to be under the influence of liquor or a controlled substance will not be permitted to enter the school building or grounds, and law enforcement may be contacted);
8. Use, or attempt to use, or threaten to use any device, instrument, material, or substance ("prohibited object), including look-a-like objects such as toy guns and knives, with the purpose to injure, threaten, intimidate, or coerce another person. For the purposes of this section, any reckless use of any prohibited object which places or may place another in danger of serious bodily injury is also prohibited;

NOTES: while students are prohibited from possessing firearms on school property under Board policy JIC1 and RSA 193:13), mere possession or displaying of a firearm by non-student adults shall not, in and of itself and without additional circumstances as described in this paragraph, constitute reckless conduct or a violation of this policy;

9. Enter upon any portion of school property at any time for purposes other than those that are lawful and specifically authorized by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
10. Operate (either upon or over school property) a drone or other unmanned aircraft.
11. Violate any state law or regulation, or any duly adopted policy and/or regulation of the Board;
12. Violate any federal law with the exception of any such law that is pre-empted by New Hampshire state law (e.g., RSA 159-E pertaining to firearms, etc.);
13. Operate a motor vehicle in violation of any Authorized District Personnel directive or posted road signs;
14. Refuse to comply with or obey a directive of any Authorized District Personnel or posted rules or regulations.

D. Enforcement & Consequences.

Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds by Authorized Personnel, who may, also at their discretion, contact law enforcement. Students and employees who violate this policy shall be further subject to such consequences or interventions as provided under applicable Board policies or District or school administrative regulations.

Additionally, the Board authorizes the Superintendent or their designee to issue "no trespass" letters to any person whose conduct violates this policy. The Superintendent is further authorized, upon consultation with district counsel, to file any criminal complaint with respect to such violations.

E. Severability.

If any provision of this policy or the application thereof to any person or

DOVER SCHOOL DISTRICT	POLICY CODE: KFA
DATE OF ADOPTION:	Page 3 of 3

circumstances is held invalid, such invalidity shall not affect other provisions or applications of the policy which can be given effect without the invalid provision or application, and to this end the provisions of this policy are declared to be severable.

Policy History

CHAPTER 318
SB 420-FN-A-LOCAL - FINAL VERSION

21Apr2022... 1384h
4May2022... 1761h
4May2022... 1925h
05/26/2022 2038CofC
05/26/2022 2119EBA

2022 SESSION

22-3110
10/04

SENATE BILL ***420-FN-A-LOCAL***

AN ACT establishing an extraordinary need grant for schools.

SPONSORS: Sen. Hennessey, Dist 1; Sen. Birdsell, Dist 19; Sen. Bradley, Dist 3; Sen. Watters, Dist 4;
Sen. Giuda, Dist 2; Sen. Ricciardi, Dist 9; Sen. Avar, Dist 12; Sen. Carson, Dist 14;
Sen. Morse, Dist 22; Rep. Shaw, Hills. 16

COMMITTEE: Education

AMENDED ANALYSIS

This bill establishes an extraordinary need grant for schools in addition to regular adequate education grants and relief grants.

Explanation: Matter added to current law appears in ***bold italics***.
Matter removed from current law appears ~~[in brackets and struck through.]~~
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.
21Apr2022... 1384h
4May2022... 1761h
4May2022... 1925h
05/26/2022 2038CofC
05/26/2022 2119EBA 22-3110
10/04

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty Two

AN ACT establishing an extraordinary need grant for schools.

Be it Enacted by the Senate and House of Representatives in General Court convened:

318:1 New Section; Extraordinary Need Grants for Schools. Amend RSA 198 by inserting after section 40-
e the following new section:
198:40-f Extraordinary Need Grants.

I. In addition to aid for the cost of the opportunity for an adequate education provided under RSA 198:40-a, each year the commissioner shall calculate an extraordinary need grant for schools and provide that amount of aid to a municipality's school districts as follows:

(a) A municipality with an equalized valuation per pupil eligible to receive a free or reduced-priced meal of \$1,000,000 or less shall receive \$650 per pupil eligible to receive a free or reduced-price meal in the municipality's ADMR.

(b) A municipality with an equalized valuation per pupil eligible to receive a free or reduced-price meal between \$1,000,001 and \$5,999,999 shall receive a grant equal to \$0.00013 for each dollar of difference between its equalized valuation per pupil eligible to receive a free or reduced-price meal and \$6,000,000, per pupil eligible to receive a free or reduced-price meal in the municipality's ADMR.

(c) A municipality with an equalized valuation per pupil eligible to receive a free or reduced-price meal of \$6,000,000 or more shall not receive an extraordinary need grant.

II. In order to receive an extraordinary need grant, the eligible school district shall provide a plan to the department of education outlining how the district intends to use grant award funds to improve the educational achievement and growth of students. The extraordinary need grant plan shall include an accountability component designed to generate data that measures student academic achievement and growth of knowledge and skills in reading and language arts and/or mathematics at what grade levels funds will be used. The school district shall develop and administer its own grant accountability assessment that identifies a pupil's range of learning and yields objective data to use in improving instruction and learning, or use the statewide assessment. The school district shall submit to the department an annual grant accountability progress report that includes evidence of satisfactory program implementation and progress toward grant accountability improvement targets. The primary goal of this grant is to improve student achievement and growth and to help the school district to have funding for successful, best practice student learning approaches.

III. Extraordinary need grants shall be distributed pursuant to RSA 198:42.

IV. In this section, "equalized valuation per pupil eligible to receive a free or reduced-price meal" means a municipality's equalized valuation, excluding properties subject to taxation under RSA 82 and equalized payments in lieu of taxes, as determined by the department of revenue administration, that was the basis for the local tax assessment in the determination year, divided by the school district's kindergarten through grade 12 ADMR in the determination year eligible to receive a free or reduced-price meal.

318:2 New Subparagraph; Determination of Final Adequate Education Grants. Amend RSA 198:41, I by inserting after subparagraph (d) the following new subparagraph:

(e) Add the municipality's extraordinary need grant pursuant to RSA 198:40-f.

318:3 Education Aid; Fiscal Year 2023. Amend 2021, 91:52 to read as follows:

91:52 Conditional Differential Aid Calculation For Pupils Eligible for a Free or Reduced Price Meal; Fiscal Year 2023.

I. If, as of any of the dates set forth in RSA 198:41, V, VI, or VII, either (a) the state of New Hampshire is in a declared state of emergency pursuant to RSA 4:45 as it relates to the COVID-19 pandemic or (b) the U.S. Department of Agriculture has not rescinded the Child Nutrition Covid-19 Waivers enacted in response to the pandemic, or both, then the department of education shall, in consultation with the governor, determine whether the alternative differential aid calculation set forth in paragraph II is required for fiscal year 2023 when making the required estimate or final determination described in RSA 198:41, V, VI, or VII as applicable.

II. Upon making a determination that the alternative differential aid calculation applies pursuant to paragraph I, the department of education shall divide each pupil in the ADMA who is eligible for a free or reduced price meal by the average daily member in ~~[attendance (ADMA)]~~ **residence (ADMR)**, defined in RSA 198:38, for each district and town for school year 2019-2020. The percentage shall be applied to the ~~[ADMA]~~ **ADMR** for school year 2021-2022 to establish a new calculation of ~~[ADMA]~~ **ADMR** for who is eligible for a free or reduced price meal. The greater of the ~~[ADMA]~~ **ADMR** of pupils who are eligible for a free or reduced price meal for school year 2021-2022 and the new calculation based on the 2019-2020 school year percentage shall be used to calculate the differential aid under RSA 198:40-a, II(b) ~~[and]~~, relief aid under RSA 198:40-e, **and extraordinary need grants under RSA 198:40-f.**

318:4 Effective Date. This act shall take effect July 1, 2022.

Approved: July 01, 2022

Effective Date: July 01, 2022



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 Dover School Board
CC: Dr. William R. Harbron, Superintendent of Schools

FROM: Michael Limanni, Business Administrator

DATE: November 28, 2022

RE: Barrington Tuition Rate Approval for FY2022-2023

See below for the calculated tuition rate for the Barrington School District:

	Elementary	Middle	High
*Cost per Pupil, DOE-25 FY2022	\$18,855.69	\$14,296.05	\$14,394.96
**Barrington	-	-	\$15,546.56

*Please note that the *Cost per Pupil* rates are subject to change upon final approval by the New Hampshire Department of Education.

**Subject to change upon final approval by NHDOE of CPP rates.



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 Dover School Board
CC: Dr. William R. Harbron, Superintendent of Schools
FROM: Michael Limanni, Business Administrator
DATE: December 12, 2022
RE: Bellamy Tuition Rate Approval for FY2022-2023

See below for the calculated tuition rate for the Bellamy Academy at Dover School District:

	Elementary	Middle	High
Bellamy Academy	N/A	N/A	\$48,925

Last year the Dover School Board increased the tuition rate from \$40,845 to \$48,925, and we are still recommending this rate for fiscal year 2022-2023.



DOVER SCHOOL DISTRICT

SAU 11

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Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

TO: Members Dover School Board
CC: Dr. William R. Harbron, Superintendent of Schools

FROM: Michael Limanni, Business Administrator

DATE: November 28, 2022

RE: Nottingham Tuition Rate Approval for FY2022-2023

See below for the calculated tuition rate for the Nottingham School District:

	Elementary	Middle	High
*Cost per Pupil, DOE-25 FY2022	\$18,855.69	\$14,296.05	\$14,394.96
Nottingham	-	-	\$ \$16,848.41

NOTTINGHAM	HIGH SCHOOL
2021-2022 TUITION RATE	\$ 15,817.19
TOTAL GENERAL FUND APPROPRIATIONS:	
2021-2022 Adopted Budget	\$ 69,685,360
2022-2023 CC Adopted Budget	\$ 74,228,580
Percentage Increase/Decrease: In	6.52%
2022-2023 TUITION RATE	\$ 16,848.41

\$ Increase	\$ 1,031.22
-------------	-------------

FY23 Enroll Est. 98
FY23 ES Tuition \$ 1,651,144.49

*Please note that the *Cost per Pupil* rates are subject to change upon final approval by the New Hampshire Department of Education.



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: Dr. William R. Harbron, Superintendent of Schools
Members Dover School Board

FROM: Michael A Limanni, Business Administrator

DATE: December 12, 2022

RE: (Other) Tuition Rate Approvals for FY2022-2023

Below are the tuition rates for school districts in New Hampshire and Maine who send their students through the Dover schools. These rates exclude Barrington and Nottingham School Districts as each District has their own separate tuition agreement.

*Please note that the rates are subject to change upon final approval of *Cost per Pupil* rates by the New Hampshire Department of Education.

	Elementary	Middle	High
*Cost per Pupil, DOE-25 FY2022	\$18,855.69	\$14,296.05	\$14,394.96
*Other NH and ME Districts	\$19,735.25	\$14,936.75	\$15,443.42
*CTC Tuition	-	-	\$12,679.39

DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2023 – 2024

	M	T	W	TH	F		M	T	W	TH	F
AUG/SEPT S = 19 & T = 23	28	29	30	31	1					1	2
	4	5	6	7	8		5	6	7	8	9
	11	12	13	14	15		12	13	14	15	16
	18	19	20	21	22		19	20	21	22	23
	25	26	27	28	29		26	27	28	29	
OCTOBER S = 21 & T = 21	2	3	4	5	6						1
	9	10	11	12	13		4	5	6	7	8
	16	17	18	19	20		11	12	13	14	15
	23	24	25	26	27		18	19	20	21	22
	30	31					25	26	27	28	29
NOVEMBER S = 17 & T = 18			1	2	3						
	6	7	8	9	10		1	2	3	4	5
	13	14	15	16	17		8	9	10	11	12
	20	21	22	23	24		15	16	17	18	19
	27	28	29	30			22	23	24	25	26
							29	30			
DECEMBER S = 15 & T = 16					1				1	2	3
	4	5	6	7	8		6	7	8	9	10
	11	12	13	14	15		13	14	15	16	17
	18	19	20	21	22		20	21	22	23	24
	25	26	27	28	29		27	28	29	30	31
JANUARY S = 21 & T = 21	1	2	3	4	5						
	8	9	10	11	12		3	4	5	6	7
	15	16	17	18	19		10	11	12	*13	14
	22	23	24	25	26		17	18	19	20	21
	29	30	31				24	25	26	27	28
FEBRUARY S = 16 & T = 17											
MARCH S = 20 & T = 20											
APRIL S = 17 & T = 17											
MAY S = 22 & T = 22											
JUNE S = 9 & T = 9											

S = Students In-Session: 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 177 Student Days which meets the hours required.

T = Teachers In-Session: 184 days.

SUMMARY OF DAYS NOT IN SESSION:

August 28, 2023	Teachers Return – Teacher Workshop
August 29, 2023	Teacher Workshop
August 30, 2023	Teacher Workshop
August 31, 2023	Teacher Workshop
September 1 - 4, 2023	Labor Day Recess
September 5, 2023	Students Return
October 9, 2023	Indigenous Peoples' Day
November 7, 2023	Teacher Workshop (Due to Municipal Elections)
November 10, 2023	Veterans' Day
November 22 – 24, 2023	Thanksgiving Recess
December 8, 2023	Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development
December 25, 2023 – January 1, 2024	Holiday Recess
January 15, 2024	Martin Luther King Day
February 13, 2024	Tentative Teacher Workshop (Due to Presidential Primary) (Date Announced Feb. 2023)
February 26 - March 1, 2024	Winter Recess (To include February 19 th Presidents' Day)
April 22 – 26, 2024	Spring Recess
May 27, 2024	Memorial Day
*June 13, 2024	Tentative Last Day of School (half-day), or Upon Completion of 180 Days

DOVER SCHOOL DISTRICT
Condition of Accounts - December 12, 2022

DISTRICT-WIDE Expenditures							
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance	
1100	REGULAR EDUCATION PROGRAMS	\$ 26,114,671	\$ 8,058,884	\$ 18,055,787	\$ 16,786,062	\$ 1,269,725	
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,885,300	\$ 5,825,050	\$ 10,060,249	\$ 10,631,060	\$ (570,810)	
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,426,352	\$ 751,243	\$ 1,675,109	\$ 1,397,477	\$ 277,632	
1400	OTHER EDUCATIONAL PROGRAMS	\$ 730,524	\$ 261,971	\$ 468,554	\$ 351,226	\$ 117,328	
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 238,851	\$ 111,349	\$ 127,502	\$ 137,044	\$ (9,541)	
2100	SUPPORT SERVICES - Students	\$ 5,100,085	\$ 1,528,547	\$ 3,571,538	\$ 3,272,884	\$ 298,654	
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,371,909	\$ 507,883	\$ 864,026	\$ 523,907	\$ 340,119	
2300	SUPPORT SERVICES - General Admin.	\$ 1,530,897	\$ 1,107,359	\$ 423,538	\$ 1,178,571	\$ (755,033)	
2400	SUPPORT SERVICES - School Admin.	\$ 3,284,297	\$ 1,370,923	\$ 1,913,374	\$ 1,787,694	\$ 125,679	
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,585,201	\$ 2,298,637	\$ 3,286,564	\$ 2,963,647	\$ 322,917	
2700	SUPPORT SERVICES - Student Transportation	\$ 3,837,938	\$ 1,036,312	\$ 2,801,626	\$ 3,264,807	\$ (463,180)	
2800	SUPPORT SERVICES - Centralized Services	\$ 1,506,210	\$ 770,131	\$ 736,079	\$ 725,982	\$ 10,097	
2900	SUPPORT SERVICES - Other	\$ 24,342	\$ 5,726	\$ 18,616	\$ -	\$ 18,616	
5200	FUND TRANSFERS OUT	\$ 339,573	\$ -	\$ 339,573	\$ 339,573	\$ -	
47190	SCHOOL DEBT - Principal & Interest	\$ 6,362,322	\$ 144,333	\$ 6,217,989	\$ 6,217,989	\$ 1	
TOTAL GENERAL FUND EXPENDITURES:		\$ 74,338,473	\$ 23,778,348	\$ 50,560,125	\$ 49,577,922	\$ 982,204	
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 511,918	\$ 1,138,082	\$ 1,218,369	\$ (80,287)	
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 13,712,073	\$ 1,534,600	\$ 12,177,474	\$ 2,426,845	\$ 9,750,628	
Summarized Condition of District Expenditures:		\$ 89,700,546	\$ 25,824,865	\$ 63,875,681	\$ 53,223,136	\$ 10,652,545	

DISTRICT-WIDE Revenue							
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance	
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ -	\$ -	\$ -	\$ -	
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -	
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -	
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 40,417	\$ 20,588	\$ 19,829	\$ -	\$ 19,829	
01321.3390	TUITION - BARRINGTON	\$ 2,801,505	\$ 752,935	\$ 2,048,570	\$ -	\$ 2,048,570	
01321.3390	TUITION - NOTTINGHAM	\$ 1,644,988	\$ 408,235	\$ 1,236,753	\$ -	\$ 1,236,753	
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 6,172	\$ 3,828	\$ -	\$ 3,828	
01321.3390	TUITION - BELLAMY ACADEMY	\$ 146,775	\$ 60,327	\$ 86,448	\$ -	\$ 86,448	
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ 109,615	\$ 175,385	\$ -	\$ 175,385	
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 135,000	\$ -	\$ 135,000	\$ -	\$ 135,000	
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000	
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 10,000	\$ 20,000	\$ -	\$ 20,000	
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 36,450	\$ 67,550	\$ -	\$ 67,550	
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000	
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 11,863,524	\$ 2,441,387	\$ 9,422,137	\$ -	\$ 9,422,137	
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ 194,731	\$ 194,731	\$ -	\$ 194,731	
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,285,000	\$ -	\$ 1,285,000	\$ -	\$ 1,285,000	
03241.3700	CTE TUITION AID	\$ 431,092	\$ -	\$ 431,092	\$ -	\$ 431,092	
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 3,000	
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ 45,270	\$ (45,270)	\$ -	\$ (45,270)	
04210.3599	INDIRECT COST ALLOCATION	\$ 110,000	\$ 17,626	\$ 92,374	\$ -	\$ 92,374	
04220.3599	ABE ALLOCATION	\$ 43,000	\$ -	\$ 43,000	\$ -	\$ 43,000	
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 71,784	\$ 128,216	\$ -	\$ 128,216	
05251.3918	FUND TRANSFERS IN	\$ 250,000	\$ 339,573	\$ (89,573)	\$ -	\$ (89,573)	
TOTAL GENERAL FUND REVENUE:		\$ 19,845,763	\$ 4,514,692	\$ 15,331,071	\$ -	\$ 15,331,071	
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 445,508	\$ 1,204,492	\$ -	\$ 1,204,492	
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 13,675,439	\$ 695,261	\$ 12,980,177	\$ -	\$ 12,980,177	
Summarized Condition of District Revenue:		\$ 35,171,202	\$ 5,655,461	\$ 29,515,741	\$ -	\$ 29,515,741	

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 19,845,763	\$ 4,514,692
State Wide Property Tax:	\$ 7,093,652	\$ 7,093,652
Local Property Tax:	\$ 44,412,854	\$ 44,412,854
TOTAL GF Revenue:	\$ 71,352,269	\$ 56,021,198
TOTAL GF Expenditure:	\$ (74,338,473)	\$ (73,356,269)
Ending GF Fund Balance:	\$ (2,986,204)	\$ (17,335,072)
TOTAL FS Revenue:	\$ 1,650,000	\$ 445,508
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,730,287)
Ending FS Fund Balance:	\$ -	\$ (1,284,780)
TOTAL Other SR Fund Revenue:	\$ 13,675,439	\$ 695,261
TOTAL Other SR Fund Expenditures:	\$ (13,712,073)	\$ (3,961,445)
Ending Grant Fund Balance:	\$ (36,635)	\$ (3,266,184)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, December 12, 2022

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

F. PUBLIC HEARING: Chef Ashley Mota of the Dover Regional Technical Center entered an application for funding from FeedNH.org for a \$15,000 donation to the culinary program. I am pleased to announce that her application was chosen to receive the funds from a donation made by FeedNH.org. I recommend the Board accept the donation of funds to be used solely in the culinary program as requested.

G. CONSENT AGENDA

2. **Resignations/Retirements** – I recommend the Board approve the resignations/retirements as listed.
3. **Leaves of Absence** – None
4. **Job Shares** - None
5. **Nominations** -
 - a. **DPA Nominations** – I recommend the Board approve the nomination presented.
6. **Extended Trips** – None
7. **Donations** – I recommend the Board approve the donations presented.

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS:

1. **EBBD – Indoor Air Quality and Water Quality – Revised Policy, First Reading** - NHSBA revised sample policy EBBD to add section II on Water Quality and Access reflective of HB 1421 (2022 N.H. Laws Ch. 325), which seeks to limit exposure to lead in drinking water and requires schools to install compliant water bottle filling stations or to test and remediate all water outlets in the facility. **Recommendation:** First reading. Input needed from the Board.

J. POLICY ADOPTION:

1. **BBBF – Student Board Members – New Policy, Second Reading** – NHSBA revised sample policy in response to HB 1381 (2022 N.H. Laws Ch. 195), which amended RSA 189:1-c and RSA 194:23-f to require districts with high schools to have at least one student board member from each district high school within the district. Previously, boards were permitted, but not required to have such members, and districts with more than one high school could establish a rotation between or among the schools. NHSBA also added Sections B and C to BBBF to include the statutory requirements relative to selection, duties, and terms of student board members. **Recommendation:** The Board act to approve the Policy BBBF. Dover High School will need to develop a procedure for electing the DHS student as the student board representative.
2. **EBB – School Safety Program – New Policy, Second Reading** – Change what was previously called the site-specific Emergency Response Plan to now be titled the site-specific Emergency Operations Plan in response to HB 1125 (2022 N.H. Laws Ch. 187) and NHSBA sample policy EBCA; and add the general safety plan will include (1) the Sports Injury Emergency Action Plan and should include procedures for responding to serious

or potentially life-threatening injuries sustained from sports or other school sponsored activities (NHSBA sample policy JLCJA) and (2) the District Communications Plan. **Recommendation:** The Board act to approve Policy EBB.

3. **EBCA - Crisis Prevention and Emergency Response Plans – Revised Policy, Second Reading** – NHSBA changed to reflect the 2022 passage of HB 1125, which amended RSA 189:64 to (a) change the name of the site-specific plans from “Emergency Response Plans” to “Emergency Operations Plans” as used by the Federal Dept. of Homeland Security), (b) the state submission date for the EOP from 9/1 to 10/15 of each year, and (c) the recipient of the submission from N.H. DOE to the N.H. Department of Safety; and; remove some redundancies and to clarify the distinction and relationship among the site-specific EOPs, the District-wide plan, and other related plans/policies. **Recommendation:** The Board act to approve Policy EBCA.
4. **EBCD – Emergency Closings – Revised Policy, Second Reading** – NHSBA revised sample policy EBCE to combine sample policies EBCA (School Closings) and EBCD (Emergency Closings – which is now withdrawn). NHSBA combined the policies to have fewer but more comprehensive policies where two samples have substantial overlap. NHSBA also added the section on distance education to meet the criteria of Ed. Rule 306.22 and a section on emergency early release. **Recommendation:** The Board act to approve Policy EBCD.
5. **EHAB – Data Governance and Security – Revised Policy, Second Reading** – NHSBA revised sample policy EHAB sections B(1)(d) and F to reflect the 2022 passage of HB 1277, enacting new statute – RSA 31:103-b (which is applicable to school districts as political subdivisions of the state) and amends RSA 359-C:19-21, regarding cybersecurity incidents and data breaches respectfully. Revisions also included updating legal references and adding additional reference to and resources from the New Hampshire Department of Education. **Recommendation:** The Board act to approve Policy EHAB
6. **EHB – Data/Records Retention – Revised Policy, Second Reading** – NHSBA revised sample policy EHB to include more specific provisions relating to the destruction of records and clarify relation to the District Record Retention Schedule. **Recommendation:** The Board act to approve Policy EHB.
7. **IC/ICA- School Calendar – Revised Policy, Second Reading** - The District currently has policy IC/ICA. NHSBA previously had these policies as individual policies but has now combined them. NHSBA is now withdrawing policy ICA to make fewer and more comprehensive policies. In adopting IC, **districts should withdraw policy ICA.**
 - Include the addition of separate elementary and middle school requirements for instructional time.
 - Add information on distance learning reflective of the 2022 update to Ed. Rule 306.22 effectively limiting the use of “blizzard bags”/remote instruction during inclement weather.**Recommendation:** The Board act to approve the withdrawal Policy ICA and adopt Policy IC.
8. **IHBA – Special Education – Revised Policy, Second Reading** - NHSBA revised sample policy IHBA to reflect 2022’s SB 394 and HB 1513, which both amend the definition in RSA 186-C:2 of “child with a disability” to include such children until they reach the age of 22. **Recommendation:** The Board act to approve Policy IHBA.
9. **IHBAA – Policy for Independent Evaluation of Students – Revised Policy, Second Reading** – NHSBA revised sample policy IHBAA to include options for the method(s) and mode(s) for the district to use to determine if a child has a specific learning disability under both federal and state law/rules. **Recommendation:** The Board act to approve Policy IHBAA
10. **IHBAAA – Determining Specific Learning Disability – Withdraw, Second Reading** – Due to the changes made in policy IHBAA, the Board is requested to withdraw policy IHBAAA. **Recommendation:** The Board act to withdraw Policy IHBAAA.

11. IMBA – Distance Education – Revised Policy, Second Reading – NHSBA revised sample policy IMBA to draw a distinction between district-wide distance education due to inclement weather and individualized distance education. Revisions also include the addition of N.H. Department of Education Rules Ed. 306.18(a)(7) and 306.22 as amended in 2022. **Recommendation:** The Board act to approve Policy IMBA.

12. JJA – Co-Curricular and Extra-Curricular Programs, Student Activities, Organizations – Revised Policy, Second Reading – NHSBA revised sample policy JJA, along with several other home-education policies, in response to HB 1663 (2022 N.H. Laws Ch. 131), to reflect the statutory mandate that policies relative to District courses, programs, and activities must not be more restrictive for non-public students than for the District’s enrolled students. The revisions to JJA include:

- Adding that the building Principal, or designee, will verify student eligibility for participation; and
- Adding that participation in student activities and organizations must have the same requirements for both district students and non-public students.

Recommendation: The Board act to approve Policy JJA.

13. JJJ – Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - New Policy, Second Reading – NHSBA substantially revised sample policy JJJ in response to passage 2022 HB1663, which among other things amended RSA 193:1-c. That statute now requires a policy to the effect that District curricular courses and co/extra-curricular programs must not be more restrictive for non-public students than for the District’s enrolled students. While NHSBA’s samples IHBG and JJJ, as well as procedural document IHBG-R, already included the general substantive standard of 193:1-c, as amended, the policy was previously coded as recommended, rather than required.

Major revisions to JJJ, along with revisions to other related policies/procedures (IHBG, IHBG-R, JJA, JJA-R & JJJ-R) are intended to better coordinate the “equal access” provisions relating to home educated and other non-enrolled district students’ participation in public school district courses, programs, and activities.

Significant revisions to JJJ include:

Change of classification from Recommended to Priority/Required by Law;

- Multiple changes intended to ensure that the requirements of 193:1-c are implemented, rather than merely included in policy language (e.g., addition of a provision that the building Principal, or her designee, will verify student eligibility for participation);
- Addition of an appeal process (formerly in JJA);
- Inclusion of provision relative to access to textbooks and school libraries (formerly in IHBG).

Recommendation: The Board act to approve Policy JJJ.

14. JJJ-R – Administrative Regulations for Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils – New Policy, Second Reading – JJJ-R is a recoded version of former IHBG-R. The recoding is intended to align the program participation procedures (JJJ-R Revised former IHBG-R and recoded to JJJ-R – revised to change code of what was previously IHBG-R to now be titled JJJ-R, to add a section on Participation in District Programs, reference other sample policies and to remove language regarding use of school texts. **Recommendation:** The Board act to approve Policy JJJ-R.

15. JLCF – Wellness Policy – Nutrition and Physical Activity Components – Revised Policy, Second Reading – NHSBA revised sample policy JLCF to reflect SB 233 (2022 N.H. Laws Ch. 149) which, among other things, amended RSA 200:11-b by:(1;

- adding that students shall be permitted to bring certain types of water bottles to schools;

- stating that Principals may enact discipline for misuse of water bottles; and requiring all renovated or newly constructed public-school buildings to have water bottle filling stations.

Recommendation: The Board act to approve the Policy JLCA.

16. JLDDB – Suicide Prevention and Response – Revised Policy, Second Reading – NHSBA added Section E to reflect the 2022 passage of the Jason Dickey Suicide Prevention Act (SB 234, RSA 193-J:2-a) which requires that the National Suicide Prevention Lifeline shall be included on student identification cards, effective as of July 31, 2022, for students grade 6 through 12. **Recommendation:** The Board act to approve Policy JLDDB.

17. KFA – Conduct on School Property – New Policy, Second Reading - NHSBA restructured and generally revised sample policy; significant revisions are described below.

- Added provisions relative to scope of policy and personnel authorized to enforce the policy.
- Expanded/clarified types of prohibited conduct (see last bullet for notes regarding passage of HB1178).
- Added provisions relative to consequences for violating the policy, e.g., issuance of no trespass letters.
- Added a severability provision.
- Removed former generic prohibition to possessing weapons (to reflect 2022 enactment of RSA 159-E), but added language prohibiting use, or reckless, attempted or threatened use of any object, device, or substance whatsoever - including firearms and knives – to injure, intimidate, harass, or coerce another.

In the opinion of many commentators, the enactment of RSA 159-E further confused what was already a perceived inconsistency between state and federal laws pertaining to firearms on school property. In early Summer 2022, the N.H. Attorney General’s office indicated it would release guidance relating to HB1178. As of the publication of this policy August 31, 2022, the guidance had not yet been released.

This revised sample endeavors only to stay within the objectively clear reading of those laws. (While NHSBA determined that revisions to JICI were not necessary at this time, revisions may be forthcoming as the application of HB1178 becomes known). **Recommendation:** The Board act to approve Policy KFA.

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

- 1. Naming Recognition Request – Transfer of the name “Oliver J. Adams Memorial Gymnasium” from the previous Dover High School Gymnasium to the new Dover High School Gymnasium** – Recommendation: Following further review and conversation with Peter Driscoll, Dover High School Principal, I recommend the Board move forward in approving the transfer of the name “Oliver J. Adams Memorial Gymnasium” from the previous Dover High School Gymnasium to the new Dover High School Gymnasium. During his career, Mr. Adams made significant contributions to the Dover Schools. His work and name should continue to be honored.
- 2. Senate Bill 420 Extraordinary Need Grant** – Jennifer Krans and Travis Bickford have created a proposal for the use of the Senate Bill 420 Extraordinary Need Grant. Through the Extraordinary Need Grant, the District received \$225,247.

Jen Krans and Travis Bickford have been working on the development intervention concept for the Extradentary Needs Grant that will be applied to grade 5 through 8. Ms. Krans and Mr. Bickford will have a PowerPoint Presentation that will provide the Board an overview of the concept.

While working on the development of the intervention model, the District contacted Mark Manganiello, School Finance – New Hampshire Department of Education. Mr. Manganiello indicated that several versions of the Senate Bill 420 are posted and has caused confusion. This is the link to the final bill.

Link: http://www.gencourt.state.nh.us/bill_status/legacy/bs2016/billText.aspx?sy=2022&id=2203&txtFormat=html

In your board packet is a hard copy of SB 420 – Final

SB 420 Extraordinary Need Funds Proposal

The purpose of this funding is to “improve student achievement and to help the school district to have funding for successful, best practice student learning approaches.” The District is proposing a two-prong approach to address student needs arising from interrupted instructional opportunities as a result of the COVID-19 pandemic. Recent NH SAS data illustrates the District has a targeted need in the area of mathematics with 38% of students scoring proficient. The District proposes embedding two mathematics tutors to provide high-impact intervention services addressing foundational math skills. Secondly, the District is proposing supplementing the Induction Program by contracting for a job embedded instructional coaching model. Due to a trend of teacher turnover and persistent student needs at Dover Middle School, time-limited targeted support is needed. This coaching model will address building classroom community and solidifying effective instructional practices.

3. **2022-2023 Tuition Rates** – Michael Limanni will present the Fiscal Year 2023 Tuition Rates for the Barrington School District, Bellamy Academy, Nottingham School District and Other New Hampshire Districts and CTC. I recommend the Board approve the tuition rates.
4. **2023-2024 Dover School District Academic Calendar** – Area superintendents met on three occasions to reach an agreement of the 2023-2024 calendar. The following was accomplished:
 - ✓ The calendar aligns with the New Hampshire Education Departments calendar for February break and spring break.
 - ✓ The calendar meets the requirements for the alignment of the regional CTE Program – Dover, Rochester, and Somersworth. The nonalignment must be 10 days or less. The alignment is less than 10 days. Due to the different contracted days for professional development and different end dates. Five days are not aligned.

I recommend the Board approve the 2023-2024 Academic Calendar.

5. **Fiscal Year 2024 Budget Presentation** – Michael Limanni, Business Administrator will be presenting the FY24 Budget. It is recognized the administration and Board will continue to work on the development of the FY24 budget. Michael will provide an overview and further discussions will be held of new staffing positions.
6. **Condition of Accounts** - Michael Limanni, Business Administrator, will review the condition of accounts with the Board.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT’S REPORT

PRINCIPAL REPORTS

Dover High School – Peter Driscoll, Principal:

Goal One- We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

Goal Two- We will promote and support the overall health and well-being of all students and staff.

During November and early December many individual and on-going activities have taken place that support our goals of improving formative assessment practices and supporting the mental health of our students.

Formative Assessment

- Professional Development Day- November 8, 2022- department working on Understanding by Design Templates to align curriculum and assessments as well as work on learning goals and success criteria
- Quarter One Grade Analysis
- PLCs- share formative practices to help make learning more transparent to students and get their feedback on the process
- Book Study with ACs- Unpacking the Competency Based Classroom
- Book Study with Administrative Team- Make or Break Year
- Feedback collected on reassessment
- Project DREAM presentation to faculty on microaggressions

Mental Health

- New set of students receive Connect training from NAMI
- Members of Mental Health Task Force attend conference to help plan statewide conference
- Teen Mental Health First Aid and Signs of Suicide programs continue to be delivered to freshmen and sophomores
- Community mental health trainings continue to be held
- Share YRBS data and seasonal triggering factors

Dover Middle School – Kim Lyndes, Principal: DMS progress on school goals:

Goal 1- 100% of students and families will receive actionable and timely feedback as evidenced in competency-based reporting.

Most of our competency work for teachers takes place in Professional Learning Communities. Our PLC groups meet every other week. Each PLC group has selected a member to be trained in PLC facilitation. All groups utilize standardized agendas in shared folders for records of work. As the first Trimester just ended, we will share our first competency-based report card with families at conferences this week. To prepare for this, teachers were required to learn the new reporting system, understand rolling grades and be able to speak confidently on the changes from traditional grades to competency reporting. Teachers will also share evidence to support student learning.

Goal 2- Pilot and collect data to compare office discipline referral data in relation to talking circles to measure effectiveness of circles and inform future decision making.

We started the year with 7 trained teachers. These 7 completed the training last spring. So far this year, an additional 7 people have been trained. We will have another opportunity for more people to train in the summer. Teachers have been selected for this training. Our goal is to have at least one teacher on every team trained. Trainings are held online by Pathways to Restorative Communities. Currently three staff members are holding weekly talking circles. Data will be compared with classrooms without circles. The goal is twofold, to decrease referral numbers and for students to feel safe, welcomed and part of our DMS community. Advisory is running daily, and teachers are encouraged to try talking circles.

Garrison School – Beth Dunton, Principal: GES is working with staff to continue to refine our WIN (What I Need) block. Staff were invited to give feedback via a survey and a small group met to discuss potential changes. Some small tweaks were made to improve our interventions (shorter rotations, more consistent intervention days, and worked with teams to reschedule guidance lessons as needed). These changes will allow us to be more responsive to student needs and ensure more consistent services for students.

Frances G. Hopkins School at Horne Street – Patty Driscoll, Principal: FGH Horne Street GOAL: By June 2023, at least sixty percent of all students will be reading at/above the State Benchmark, by ensuring every student received academic instruction that is culturally responsive and matched to developmental and learning needs, as evidenced by the STAR Reading screener.

To date, FGH Faculty has made progress towards meeting our June 2023 goal by:

Analyzing 2021-2022 and before assessment information using a “Notice and Wonder” protocol to develop a clear understanding of where we currently stand and work that has to be done moving forward.

- Within each PLC, teams have created a goal together to support or align with our school-wide goal. Goal work supported by Jon Vander Els
- K-3 Teachers have been involved in Literacy Progressions Curriculum work
- Grade 3-4 Teachers have been trained in Foundations
- Grade K-1 Teachers have been trained in Heggarty
- Students grades 2-4 STAR Reading and Mathematics Assessments completed, results analyzed, and next steps identified by teachers/PLC groups.
- Reading enrichment opportunities for all students - focus on student interests (Wonder Wall)
- Reading interventions determined for students who need additional reading support (data driven) with revisitation of data/needs every 6-8 weeks or earlier if/as needed.
- PLC teams and FGH Faculty have identified High Effect Teaching Strategies based on Shifting the Balance and more general big picture Teacher attitude, beliefs and impact:
 - Teacher clarity
 - Teacher estimates of high achievement
 - Teacher credibility
- Teacher clarity (November Teacher Workshop) District-wide K-4 regarding literacy instruction
 - Clarity around programs and materials
 - Clarity around standards and competencies
 - Clarity regarding assessment data
- In early December, our teacher discussions were focused on teacher credibility as related to parent/guardian conferences and evidence of student achievement for report cards. With an effect size of 1.09, knowing that planning for conferences, with notes and samples of student work helps to boost credibility with students and families. Teaching teams worked together to calibrate information and strategies to share.

Woodman Park School – Patrick Boodey, Principal: Woodman Park School has been making progress on its school goals centered around Professional Learning Communities (PLCs), Literacy, and effective instruction. For the past three months the following professional development or school activities have occurred. Grades K-2 continued Literacy Progression Work based on competencies and standards with Ellen Hume Howard of the NH Learning Initiative. Grades K-4 had multiple trainings on Wilson Foundations, some with trainer Jane O'Mahoney. Grades K-1 had Heggarty training. Each grade level met on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that guide teams' work on reviewing student academic growth. In grade level PLCs, the students were identified for targeted Tier II or III instruction during What I Need (WIN) blocks. Jonathan Vander Els, through the NH Learning Initiative, visited each PLC to support their next steps on student literacy achievement and

on a different date observed the WIN blocks for effectiveness. A few PLC Meetings reflected on the Introduction and Chapter 1 of Best Practices at Tier I Elementary by Gregory, Kaufeldt, and Mattos on the importance of core instruction and collaborative teams. The Introduction and Chapter 1 of the book, Shifting the Balance, by Burkins and Yates, was used at a monthly staff meeting to support research-based literacy practices for Tier I instruction. Another staff meeting spent time investigating Instructional Practices, Impacts on Student Learning: Hatte Effect Size ~1.09: Defining Teacher Credibility: Trust, Competence, Dynamism and Immediacy. This was followed by another staff meeting that was on the topics of: Instructional Practices, Impacts on Student Learning: Collective Teacher Efficacy, Hatte Effective Size ~1.6 and Chapter 6 of Best Practices at Tier I Elementary by Gregory, Kaufeldt, and Mattos on 'Using Data to Inform Instruction'. The November school district's professional development day was focused on Literacy: vision, mini-lessons, and trainings. WPS is making progress with using PLCs, expanding Literacy practices, and reflecting on effective instruction.

SUPERINTENDENT NOVEMBER 2022 WEEKLY REPORTS

Weekly Review for Monday, October 31 through Friday, November 4

Students have completed forty-four instructional days.

The District Data Leadership Team had its first meeting this week facilitated by Travis Bickford, MTSS Director. An outcome of the meeting was that the meeting will be moved to a monthly cycle to accomplish the purpose of the Team.

During the month of October, the Co-CIA Directors have held several meetings to align the literacy program across the elementary schools. The meetings have involved the elementary principals, literacy coaches, and Ellen Hume-Howard, Executive Director of the NH Learning Initiative. The alignment information and direction of the literacy program moving forward will be included in the November 8 professional development program for elementary teachers.

Shortage of special education teachers and paraeducators continues. This is having a significant impact on the middle school with three special education teacher vacancies and eleven paraeducator vacancies. Abby Small, Student Services Director, with the Deans of Student Services, continue to work to find possible solutions to resolve the staffing issue. This is affecting all districts. The district is waiting for the Somersworth School District to release a special education teacher that has been hired for Dover Middle School. Somersworth School District will release when they are able to find a replacement for that position.

This week the Dover Regional CTC received notice that the NJROTC unit ranked in the top thirty percent of the units in each NJROTC designating the unit as a Distinguished Unit for the 2022-2023 school year. Competing units are ranked according to the degree of excellence attained in administration, academic performance, military proficiency, and host school support.

On Thursday, November 3, I had the opportunity to present an overview of the Dover School District to the Dover Chamber of Commerce Citizen Leadership Academy.

On Thursday, November 3, Dover High School hosted an eighth-grade information night.

Other meetings this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ Literacy Planning Meeting
- ✓ Weekly SAU Cabinet Meeting
- ✓ District Data Leadership Team Meeting
- ✓ Weekly Board Chair and Vice Chair Meeting

- ✓ School Board Executive Session
- ✓ Technology Integration Committee Meeting
- ✓ Monthly Conferences: Beth Dunton, Kim Lyndes, Kori Kennedy, and Patty Driscoll
- ✓ Site Visits: Woodman Park School, Garrison School, and Frances G. Hopkins School
- ✓ Secondary Principal Learning Guidance Team Meeting
- ✓ Evolve and Effect Meeting RFP Interview
- ✓ Curriculum Advisory Council Meeting
- ✓ Note: On Friday, October 28, I was unable to attend the DHS football game due to completing assignments in the office.

Weekly Review for Monday, November 7 through Friday, November 11

Students have completed forty-seven instructional days.

The major highlight of the week was the November 8th Professional Development Day. The training sections of the day unitized Kiley Hemphill, Jen Krans, Siobhan Mehalek, Travis Bickford, Jackie Hansen, Deb Nary, and Valerie West. NH Learning Initiative provided support and assistance with Ellen Hume-Howard – elementary, Brian Stack – Dover Middle School, and Kathy White – Dover High School.

The day was a combination of training, planning, and work sessions. The elementary focus was framing the literacy work for the 2022-2023 school year. Dover Middle School focused on student learning, evidence collection and learning targets. Dover High School focused on the goals of vertical learning inclusive of the following goals: (1) understand what is taught at DHS; (2) create transparency of curriculum; and (3) develop consistency and support. Departments worked on the learning progressions with the Understanding by Design Template.

On Thursday, Dover High School hosted the Southeasters Superintendent Meeting. The meeting featured a breakfast prepared by the students from the Culinary Arts Program followed by the monthly agenda of updates and conversations related to educational issues. Principal Peter Driscoll, Chef Ashley Mota, and the culinary arts students are to be commended on their hospitality.

Superintendents from Dover, Barrington, Northwood, Nottingham, Oyster River, Rochester, and Somersworth met following the Southeasters meeting to continue the development of the 2023-2024 academic calendar. All have agreed to align with the state's winter recess scheduled for February 26 through March 1, 2024 and the spring recess scheduled for April 22 through April 26, 2024.

The group is meeting to finalize the calendar on Monday, November 28. The target is to have the calendar finalized for the Board at the December Regular Board Meeting.

Other meetings this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ SAU Huddle Meeting
- ✓ Michael Limanni and Chris Parker – DMS Connector Road
- ✓ Monthly NH DOE Update with Educational Leaders
- ✓ Planning meeting with Jon Vander Els for the November All Leadership Team Meeting
- ✓ FY24 Budget Presentation planning session with Michael Limanni
- ✓ Garrison Third Grade Focus Group
- ✓ Michael Limanni and I met with Nottingham Superintendent Tim Koumrian and Board member Karyl Martin
- ✓ Site Visits: Dover Middle School, Garrison School, CTE

Weekly Review for Monday, November 14 through Friday, November 18

Students have completed fifty-two instructional days.

Kristin Whitworth, Siobhan Mehalek, and I continue to work on revising the Reconsideration of Instructional Materials and Books. Until the revised policy is completed, the district will use the current policy.

November 15th will be marked as the “*intruder hoax*” that occurred in Maine and other states. This was a significant event that impacted students and employees. It has caused the district to reflect and be more prepared for an incident of this nature particularly if this occurs in a neighboring district.

This is a list of current vacancies within the District. Due to the pending results from the IT assessment, use of contractors, and changes to other related services, we are advertising for all special education positions, including the nursing position, but the remaining are on hold.

Row Labels	Count of Position
BEHAVIOR SPECIALIST	1
DIRECTOR OF TECHNOLOGY	1
LEAD SYSTEMS ADMINISTRATOR	1
NURSE	1
SPED AIDE	32
TEACHER - GRADE 2	1
TEACHER - RESOURCE ROOM SPED	1
TEACHER - SPED	2
TEACHER - SPED SELF-CONTAINED SPED	1
TECHNOLOGY SPECIALIST	1
Grand Total	42

On Thursday, Café Services provided a Thanksgiving meal at schools. I was invited to attend the Woodman Park School Thanksgiving Lunch and continue my annual responsibility of serving the gravy. The meal provided by the cooks was outstanding and the students are to be commended on their appreciation and behavior.

Other meetings this week included:

- ✓ Dover Chamber of Commerce – Government Affairs Committee
- ✓ Weekly SAU Directors Meeting
- ✓ Meeting with Carolyn Eastman on Portrait of a Learner
- ✓ Weekly SAU Cabinet Meeting
- ✓ Monthly SEED Meeting
- ✓ Peter Wotton monthly conference
- ✓ Meeting with Chris Parker
- ✓ Monthly All Leadership Team Meeting
- ✓ Monthly Strafford Learning Center Board Meeting
- ✓ Monthly conference with Robin Lyndes
- ✓ Woodman Park School Thanksgiving
- ✓ Strafford County YMCA Advisory Board
- ✓ Patrick Boodey monthly conference
- ✓ Dover Mental Health Alliance Steering Committee
- ✓ Weekly update meeting with Christine Boston
- ✓ Site Visits – Garrison School, Frances G. Hopkins School, Woodman Park School, Dover Middle School, and Dover High School.
- ✓ Weekly Board Chair and Vice Chair Meeting
- ✓ Monthly Conference – Robin Lyndes, Patrick Boodey, Peter Driscoll, and Peter Wotton
- ✓ Professional Development Calendar Meeting
- ✓ Monthly Strafford Learning Center Board Meeting
- ✓ Monthly Strafford County YMCA Board Meeting

Weekly Review for Monday, November 21 through Tuesday, November 22

Students have completed fifty-four instructional days.

Chef Ashley Mota received notification that the Dover CTE Culinary Arts Program will receive \$15,000 from the Great NH Restaurants’ Charitable Trust. The gift was awarded to seven deserving and qualified NH high school culinary arts programs. Congratulations to Chef Mota on this amazing accomplishment.

Other meetings this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ Hub Program review meeting at Dover Middle School
- ✓ NH Department of Education monthly update meeting
- ✓ POL Meeting with Carolyn Eastman, NH Learning Initiative Consultant
- ✓ Meeting with John Kageleiry and Siobhan Mehalek to discuss student involvement ideas for the City of Dover's 400th Celebration
- ✓ Monthly Leadership Team Meeting
- ✓ Monthly Meeting with Lisa Dillingham with Christine Boston
- ✓ Equity Vision Keepers follow up meeting with Maggie Fogarty, Ariel Hayes and Sheryl Thompson
- ✓ Weekly SAU Cabinet Meeting

Weekly Review for Monday, November 28 through Friday, December 2

Students have completed fifty-nine instructional days.

Dover High School has qualified to play on season 41 of the academic game show, Granite State Challenge. A team of students from DHS, coached by Tim Elliott, competed with 30 high schools from across New Hampshire to secure one of 18 spots at the Granite State Challenge Super Saturday qualifying event held at Plymouth Regional High school on Saturday, November 19. Fourteen teams qualified based on their scores on a 100-question written test, which they took as a team. Four additional teams were selected as wildcard teams. The wildcard teams will play in two non-televised games on Saturday, December 17 at NHPBS in Durham.

GRANITE STATE CHALLENGE Gives academically talented students a platform to receive the same accolades and recognition and generate school spirit in the same manner as their athletic peers; develops and fosters good relations with participant schools, teachers, and students; introduces viewers to a representative sample of the future of New Hampshire; and serves as an educational resource for schools, parents, and students.

You can find a full listing of the qualifying teams on the Granite State Challenge [website](#).

Meetings this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ Meeting with Chris Parker and Libby Simmons on future road proposal
- ✓ 2023-2024 Academic Calendar Meeting
- ✓ DAA Negotiations Meeting
- ✓ School Board Executive Session
- ✓ Board FY24 Budget Workshop
- ✓ CTE Student Focus Group
- ✓ SAU Cabinet Meeting
- ✓ Board Chair Meeting
- ✓ DMHA Monthly Meeting
- ✓ Woodman Park School Learning Leaders Chat
- ✓ Monthly Conferences with Kori Kennedy and Patty Driscoll
- ✓ Curriculum Advisory Council Meeting
- ✓ DHS Student Focus Group
- ✓ PHAC Monthly Meeting
- ✓ Site Visits – Garrison School, Frances G. Hopkins School, Woodman Park School, Dover Middle School, and Dover High School - CTE