



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #2
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, February 13, 2023
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. **APPROVAL OF MINUTES**
 - 1. Budget Workshop #4, January 4, 2023
 - 2. Regular Meeting #1, January 9, 2023
 - 3. Special Session, January 17, 2023
 - 4. Non-Public Meeting, January 26, 2023
 - 5. Budget Workshop #5, January 30, 2023
 - 6. Special Session, January 30, 2023
- G. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Michael Miller – Paraeducator – Dover High School – Resignation
 - b. Nichole Montanez – Grade 5 Teacher – Dover Middle School - Resignation
 - c. Amanda Walters – Paraeducator – Dover High School - Resignation
 - d. Linda Wyeth – Nurse – Dover Middle School - Retirement
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DTU Nomination
 - b. DALC Nomination
 - c. Coaching Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** February Donations
- H. **STUDENT REPORT:**
- I. **POLICY – CHANGES – PROPOSALS:**
 - 1. EBCD – Emergency School and District Closings – Revisions, First Reading
 - 2. ECD-R – Use of Drones by District Students or Employees Request Form - New Policy, First Reading
 - 3. GCBD – Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules – Revisions, First Reading
 - 4. IHBAA-E – Policy for Independent Evaluation of Students and Approved Fee Schedule – Withdraw, First Reading
 - 5. IHBAB – Special Education Evaluations – New Policy, First Reading
 - 6. JFAM – Education of Military Children & Military Connected Students – New Policy, First Reading
 - 7. JLCB – Immunizations of Students – New Policy, First Reading
 - 8. JLCDA – Medical Treatment – Parental Consent – New Policy, First Reading
- J. **POLICY ADOPTION:**



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1. ECD – Unmanned Aircraft Systems-Drones – New Policy, Second Reading
2. EEA – Student Transportation Services – Revised Policy, Second Reading
3. EG – District Communication Plan – New Policy, First Reading
4. IHBG – Home Education Instruction and Access to Curricular and Co-Curricular Programs – Revised Policy, Second Reading
5. IHBG-R – Participation in Public School Activities by Home Educated, and Non-Public School Pupils – Withdraw, Second Reading
6. IKFC – Alternate Diploma Policy – Revised Policy, Second Reading

K. RESOLUTIONS:

1. Dover Adult Learning Center of Strafford County Adult Education Funding 2023-2026 Resolution

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Evolve and Effect Presentation (mid-year presentation on the progress of the HUB - middle school autism programming)
2. Multi-Tiered System of Supports Update (MTSS)
3. Title I, Part A Presentation
4. Evolve and Effect Instructional Coach Services – Title I, Part A
5. Memorandum of Understanding – Dover School District and Seymour Osman Community Center
6. Memorandum of Understanding – Woodman Park School and Seacoast Osman Community Center
7. Dover School District Re-Opening Plan Six Month Revision
8. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT’S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

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

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members.

Citizen’s Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens’ Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.

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

From: Michael Miller <m.miller@dover.k12.nh.us>

Sent: Monday, January 23, 2023 7:57 AM

To: Linda Madden <l.madden@dover.k12.nh.us>

Subject:

Good morning Linda,

I was hoping to let you know in person but with the snow day today and Friday I was unable to do so. But I need to put in my two weeks' notice of resignation.

My last day will be February 3rd 2023.

Please let me know what you need from me.

Mickey Miller

February 8, 2023

Dover Middle School
16 Daley Drive
Dover, NH 03820

Dean Superintendent Harbron,

I am writing to inform you that I am resigning from my position as the 5th Grade Special Educator for Dover Middle School at the end of the 2022-2023 school year. I did not take this decision lightly and after much thought, I have decided to take a remote position to be more present and supportive of my family.

I have loved my time at Dover and appreciate all of the opportunities provided for me over the last seven years. I do wish the Dover District and students all the best in the years to come. It is my hope, when my personal life settles, that I could be considered to work for this amazing district again.

Sincerely,
Nichole Montanez

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

TO: **DOVER SCHOOL BOARD**

DATE: February 13, 2023

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2022-2023 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Thorn, Sally	.6 Title I Social Worker	Dover Middle School	Amberlee Bennett	\$21,381	MA, Step 17

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

TO: **DOVER SCHOOL BOARD**

DATE: February 13, 2023

MEMORANDUM: Nomination and Election of Dover Adult Learning Professionals
Engaged in Teaching and Educators

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963,
I hereby nominate the following persons for the designated positions for the 2022-2023
school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Lansing, Robert	Teacher	Dover Adult Learning Center	New Hire	\$1,800	MA, Step 1

Recommendations

To: Dr. William Harbron
From: Peter Wotton
Re: Girls Varsity Soccer Coaching Recommendation
Date: February 3, 2023
Cc: Peter Driscoll
Tammy Badger

I would like to recommend the following individual for the Girls Varsity Soccer Coaching position for the Fall 2023-24 sports season at Dover High School.

<u>Position</u>	<u>Name</u>	<u>Replaces</u>	<u>Amount</u>
Girls Varsity Soccer	Rick Pelletier	Jason Wisniewski	\$3,920

Please contact me with any questions or concerns

Donation Request List for Approval
February 13, 2023 School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
DHS	Ventures Endurance	\$540.00	Monetary	To offset the cost of food and beverages for students in the Cyber Patriot Club (Dover CyberWave) during eSports competitions.

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DATE OF ADOPTION: DECEMBER 12, 2022	PAGE 1 OF 2

FIRST READING – REVISIONS

EMERGENCY SCHOOL & DISTRICT CLOSINGS

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.~~ **Afternoon or evening events can be held if the school administration and superintendent agree it is appropriate to hold those events.**
- 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. **Afternoon or evening events can be held if the school administration and superintendent agree it is appropriate to hold those events.**
- 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

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DATE OF ADOPTION: DECEMBER 12, 2022	PAGE 2 OF 2

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.

Policy History:

Policy Adopted: January 9, 2006

Policy Updated: December 12, 2022

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FIRST READING – NEW POLICY

USE OF DRONES BY DISTRICT STUDENTS OR EMPLOYEES REQUEST FORM

As outlined in School Board Policy ECD, a Dover School District student or employee must obtain approval by the Superintendent or Superintendent's designee prior to the operation of a drone upon or over District property. Only those who possess an RPC or higher certification will be considered for approval.

Date: _____ School: _____

Name of Requestor: _____

Are you a District ___Employee ___Student?

What class and/or assignment is this for? _____

Teacher's Name: _____

Please provide a full description of the operation requested (e.g., flight location, date and time of the planned flight, anticipated duration, and purpose); _____

What is the intended purpose of this activity, anticipated educational opportunities, and/or benefits to District operations? _____

Are any photos and/or videos expected to be taken? ___Yes ___No

If so, what is the nature of those photos and/or video? _____

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Do you acknowledge the understanding that any operator must maintain documentation of their flight mission (an available flight log) that includes where, when, and what the flight mission entailed at the time of the flight; ___Yes ___No

Do you acknowledge the understanding and applicability of this Policy, and applicable state, federal and local laws, regulations, and ordinances, and;

An indemnity provision wherein the operator and/or the operator's employer agrees to indemnify, defend, and hold harmless the District relative to any property damage or personal injury caused by the drone, or its operation? ___Yes ___No

Is the operator's proof of insurance (that meets liability limits as deemed appropriate by the Superintendent) attached to this form? ___Yes ___No

Requestor's Signature

Teacher's Signature

Principal's Signature

Superintendent or Superintendent Designee's Signature

Date

See policy ECD

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DATE OF ADOPTION: JUNE 8, 2020	Page 1 of 10

FIRST READING – REVISIONS

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

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

RECOGNITION:

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

EVALUATIONS:

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

ABSENCE REPORTING:

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

BENEFITS:

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

1. Professional Incentive Compensation

Administrative personnel in degree-granting programs will be reimbursed up to the in-state UNH degree credit tuition costs with a limit of sixteen (16) credits per calendar year, while maintaining a grade of "B" or better. Administrative personnel enrolled in a course directly related to the individual's area of administrative responsibility, but who are not enrolled in a prescribed curriculum, will be reimbursed up to the UNH tuition costs up to eight (8) credits per year, while maintaining a grade of "B" or better. Course reimbursement will be paid only if taken in a New England state authorized program or other nationally accredited college or university. Foreign institutions will be evaluated based on credentials supplied to the

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superintendent prior to attendance. Any administrator wishing to access this reimbursement must notify appropriate SAU personnel of ~~his/her~~ **their** intentions by November 1st of the preceding fiscal year so that proper budgeting can take place.

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

2. Sick Leave

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

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

Sick Leave Bank

1. Each covered employee under this Agreement may donate up to two (2) days of accumulated sick leave each year by December 30th. All days donated to the sick leave bank shall be allowed to carry over from year to year. Any covered employee who contributes to the sick bank may borrow sick days from this bank based upon the following formula:
 - a. Zero to one year of service in this system, 15 days additional sick leave; b. one to two years of service in this system, up to 30 days additional sick leave; c. Two or more years or more of service in this system, up to 45 days additional sick leave.
2. The basic criteria for applying for and using sick leave from this bank shall be:
 - a. The covered employee's accumulated sick and personal leave shall have been exhausted; b. The covered employee shall have been involved in a major operation, or a serious and prolonged illness; c. If the covered employees sick and personal leave have been exhausted, sick bank days may be applied for to act as a bridge between the date exhausted and June 30th of the same school year; d. The days borrowed by the covered employee shall be paid back by the borrowing employee at a rate of not less than six (6) days per year, except that days previously donated by the covered employee would be subtracted from the days borrowed.
3. Application for use of the Sick Leave Bank shall be made to an Association-designated committee of three (3) administrators for evaluation and disposition based upon reasonable rules and regulations adopted by the Association to administer this benefit. The decision of the Association committee to approve use of the Sick Leave Bank shall be communicated in writing to the Superintendent for record-keeping purposes. It shall also be the responsibility of the Association to communicate in writing to the Superintendent's Office the names of employees contributing to the Sick Leave Bank.

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3. Personal/Emergency Leave

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

4. Funeral Leave

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

5. Military Leave

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

6. Jury Leave

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

7. Parental Leave

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

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

An administrator adopting an infant (birth to first birthday) child may be granted a parental leave at any time after the date of the adoption and may continue the leave for up to one (1) school year after the adoption. Such leave may commence upon the administrator's receiving de facto

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custody of the infant, or up to three (3) months earlier if necessary to fulfill the requirements for adoption.

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

8. Extended Leave

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

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

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

9. Inclement Weather

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

10. Health Insurance

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

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

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

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

11. Life Insurance

The School Board shall provide life insurance coverage for administrative personnel during the term of their employment in the amount of \$100,000 for natural death and \$200,000 for

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accidental death. Coverage for new personnel will not begin until the first of the month following the completion of a thirty-(30) day waiting period.

12. Dental Insurance

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

13. Disability Insurance

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

14. Longevity

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

Upon completion of ten years	\$1000
Upon completion of fifteen years	\$1250
Upon completion of twenty years	\$1500
Upon completion of twenty-five years	\$1750
Upon completion of thirty years	\$2000
Upon completion of thirty-five years	\$2250

15. Severance Pay

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

16. Tax-deferred Annuity

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

17. Layoffs/Recalls

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

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

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

The administrator(s) so affected will be recalled to an administrative vacancy which may subsequently occur within a period of two (2) years following the layoff or reassignment and for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education. If more than one administrator was laid off, recall will occur in the opposite order of the layoffs, provided that the administrator is qualified and certified or certifiable by the New Hampshire Department of Education for the position. The administrator will have ten (10) calendar days to accept or decline a recall offer. Acceptance of the position will return the administrator to the DAA and experience will be calculated based on years of administrative experience only for purposes of placement on the salary schedule, not to include any teaching experience resulting from a layoff. Refusal to accept the position will terminate the District's obligation to recall.

18. Grievance Procedure

1. Level One (Informal)

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

2. Level Two – Superintendent (Formal Written)

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

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grievance is filed unless both parties agree to an extension in writing. The Superintendent's decision shall be presented in writing to both the administrator and the DAA President.

3. Level Three – School Board

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

4. Arbitration

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

19. Holidays

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

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New Year's Day
 Martin Luther King, Jr., Day
 Presidents' Day
 Monday of Spring Vacation (Fast Day)
 Memorial Day
 Fourth of July
 Labor Day
 Columbus Day **Indigenous Peoples' Day**
 Veterans' Day
 Day before Thanksgiving
 Thanksgiving Day
 Friday following Thanksgiving
 Christmas Eve (1/2 Day)
 Christmas Day
 The Day after Christmas
 New Year's Eve (1/2 Day)
 Work day following Christmas, should school be in session on one of the
 holidays listed above

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

20. Work Year Schedule/Leave Days

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

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

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

Administrators shall carry over no more than ~~ten~~ **fifteen** (15) days of vacation leave into the subsequent school year.

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

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

21. Mileage Allowance

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

22. SALARIES:

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All current administrative salaries will be grandfathered into this salary matrix. Administrator salaries will remain the same or increase based on the matrix. Administrators will be awarded salary adjustments based on steps and changes in educational attainment.

2023-2024 5% Increase
2024-2025 4% Increase
2025-2026 4% Increase

SALARY MATRIX FOR ALL EMPLOYEES UNDER THIS POLICY

Base Salary	
2020-2024 <u>2023-2024</u>	\$79,590.00 <u>\$87,801.00</u>
2021-2022 <u>2024-2025</u>	\$81,580.00 <u>\$91,313.04</u>
2022-2023 <u>2025-2026</u>	\$83,620.00 <u>\$94,965.56</u>
Years of Administrative Experience	
0	0.000
1-2	.018
3-5	.033
6-8	.048
9-11	.063
12-14	.078
15-17	0.103
18-21	0.128
<u>22+</u>	<u>0.145</u>
Educational Attainment	
BA	0.000
MA	.018
MA + 15	.033
MA + 30	.048
MA + 45	.063
MA + 60	.078
CAGS	.103
Doctorate	.128
Responsibility Factor	
High School Principal	0.380
Middle School Principal	0.250
Elementary School Principal	0.180
High School Deans	0.045
Middle School Deans	0.025
Elementary School Deans	0.000 <u>0.015</u>

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Elementary Dean for SPED	0.025
Alternative School Dean	0.000
CTC Director	0.125
Athletic Director	0.085
Assistant Director of Student Services	0.080

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

23. Definitions:

Contract Days – Days based upon the approved school year calendar

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

*Adopted November 13, 2017
Revised June 8, 2020*

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FIRST READING – WITHDRAW

**~~POLICY FOR INDEPENDENT EVALUATION OF STUDENTS~~
~~APPROVED FEE SCHEDULE EFFECTIVE FY-09~~
~~(No change in fees for FY-10)~~**

Type of Evaluation	Hourly Rate	Total Cost
Academic	\$110.00	\$1045.00
Cognitive Battery, Including Academic Intelligence	\$110.00	\$1265.50
Intelligence	\$137.50	\$1375.00
Neuropsychological	\$250.00	\$3000.00
Social/Emotional	\$137.50	\$1375.00
Speech/Language	\$110.00	\$1100.00
Occupational Therapy	\$ 93.50	\$ 935.00
Physical Therapy	\$ 93.50	\$ 935.00
Physician	\$200.00	\$ 600.00

~~Time estimate is an average based on a range; time will vary depending on referral question.~~

~~Report writing time is included in costs.~~

DOVER SCHOOL DISTRICT	POLICY CODE: IHBAB
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FIRST READING – NEW POLICY

SPECIAL EDUCATION EVALUATIONS

A. Statement of Policy.

State and Federal special education laws require that the District, as the local educational agency (“LEA”), shall find, identify, and evaluate all children suspected to be children with disabilities. The District is committed to ensuring that each child’s IEP team bases its decisions on high quality, reliable, and educationally sound special education evaluations.

The availability, steps, timelines, and other procedures for requesting, initiating a referral, or conducting an educational evaluation relative to a determination of whether a child is a child with a disability, are as set forth in the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*, a current copy of which may be obtained from the child’s building Special Education Coordinator, and the District Student Services office, or from the New Hampshire Department of Education. This policy establishes the criteria for those evaluations.

B. Evaluation Criteria

To assure high quality, reliable, and educationally sound evaluations, and consistency among those evaluations, the District has established the following list of criteria for all special education evaluations the District conducts, all evaluations the District asks outside contractors to conduct, and all individual educational evaluations (“IEE”) parents expect the District to review, consider and/or fund.

1. Evaluation Criteria Waiver: Unique circumstances may justify deviation or waiver, in whole or in part, 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. The District’s Student Services Director or Designee is authorized to grant a waiver.
2. Evaluator Credentials:
 - a. The evaluation must be conducted in New Hampshire, by an evaluator whose principal office is located in New Hampshire, or in a state that is contiguous to New Hampshire, unless there is no qualified evaluator in New Hampshire or its contiguous states.
 - b. The evaluator must hold a valid license or certification from the State of New Hampshire or a contiguous state 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.

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3. Test Protocol Requirement: All tests administered shall be the current version of the test. The test must be norm-referenced and/or criterion-referenced for the individual evaluation appropriate for the age and educational level of the child and measure the same skills, and meet the same standards of technical adequacy for reliability and validity.
4. Student Educational Record Review: The evaluator must review educational records located in the student's local public school and other relevant educational records.
5. Communications and Shared Information Between Evaluator and District: The evaluator must be permitted to directly communicate with and is required to provide information to members of the IEP team, and to the Student Services Director or designees. The evaluator should have access to current evaluation and current IEP if applicable.

The evaluator is required to release the assessment results, including any parent and teacher questionnaires, to members of the IEP team, and to the Student Services Director or their designees. Upon request of the District, the evaluator will release the assessments to the Student Services Director or Designee.

Additionally, the District shall be entitled to inspect and obtain copies of the evaluator's records, including any records created by third parties. However, for purposes of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g(a)(4)(B)(i), records will not be deemed accessible to any school district personnel other than the evaluator, unless and until the district exercises its right to inspect or obtain copies of those records from the evaluator.

Accordingly, parents/guardians must authorize a release of information to allow for the sharing of such information as well as the records indicated in paragraph B.4.

6. Student Observation: In the absence of a contrary determination by the child's IEP team, the evaluator must: 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; and c) if the child is provided special education and/or related services, make at least one contact with the child's IEP team.
7. Evaluation Compliance: The evaluation must comply with the relevant provisions of the State and Federal Special Education Laws, including, without limitation, 34 C.F.R. 300.530-300.536 and New Hampshire Dept. of Education Rules Ed 1107.
8. Evaluation Reports: All evaluation reports will include the appropriate standardization and reporting methods as designed by the test publishers.
9. Cost & Payment: The cost of the evaluation shall not exceed the usual and customary rate for such evaluations. The School District will not pay for the evaluation until it receives the evaluator's report.

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- C. Information To Provide to Parents. The Student Services Director or designee shall provide a copy of this policy to parents who indicate they are considering obtaining an IEE and shall make available upon parent/guardian request information about where an IEE may be obtained.**

Policy History:

Policy Adopted:

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

FIRST READING – NEW POLICY

EDUCATION OF MILITARY CHILDREN AND MILITARY CONNECTED STUDENTS

A. Statement of Purpose and Definition.

It is the Board's intent to remove barriers to the identification, enrollment, retention, and support in schools of military-connected students.

"Military-connected student" as used in this policy includes any student who is a dependent of a current or former member of:

1. The US military serving in the Army, Navy, Air Force, Marine Corps, Space Force, or Coast Guard on active duty as defined in RSA 110-D:3: (Pursuant to RSA 110-D:3, "active duty" includes: (1) members of the uniformed services as defined in this compact, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. section 1209 and 1211; (2) members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and (3) members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.)
2. NH National Guard;
3. A reserve force of the US military;
4. A member of such military or reserve force killed in the line of duty; and
5. By implication all children defined as "children of military families" as defined in RSA 110-D:3, III.

B. Residency.

A student shall be considered a resident of the school district if they are a military-connected student whose parent is transferred or is pending transfer to a military installation within New Hampshire while on active military duty pursuant to an official military order. See RSA 193:12, III-a.

Parents of military-connected students shall provide proof of residence in the school district within 10 days after the published arrival date provided on official documentation. Parents of such military-connected students may use the below addresses to establish residency:

1. a temporary on-base billeting facility;
2. a purchased or leased home or apartment; or
3. federal government or public-private venture off-base military housing.

C. Admission & Enrollment.

For incoming military-connected students, the District will:

1. Enroll and appropriately place students based on unofficial records, pending validation by official records. RSA 110-D:5, I.

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2. Request the student's official education records from the student's previous school. Sending schools shall send records within 10 days. RSA 110-D:5, II.
3. Enroll students in the grade level commensurate with their grade level from their previous school at the time of transition, regardless of age. RSA 110-D:5, IV. See also paragraphs D.1-2, below.
4. Obtain required immunization records within 30 days from the date of enrollment. RSA 110-D:5, III.
5. Facilitate the opportunity for inclusion in cocurricular activities, regardless of application deadlines, to the extent the students are otherwise qualified and eligible. RSA 110-D:7, II.

For a transitioning military-connected student, who while residing with the custodial parent was a student in a District school, who as part of the transition is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in another district or jurisdiction than that of the custodial parent, the student may continue to attend the same school in this District tuition free. RSA 110-D:7, I.

D. Support for military-connected students and families.

Upon notification of a student's military-connected status or upon request of the parent, the district (beginning no later than school year 2023-2024) will provide appropriate support services to military-connected students whose parent or guardian is being called to or is serving on active duty. These support services will include, without limitation,

- access to licensed counseling services;
- information regarding existing federal and state military support services;
- any other service, agency, or resource necessary to support or provide assistance to the student.

E. Placement of transferring military-connected students.

When a military-connected student transfers to the District before or during the school year, the District will:

1. Honor student placement in educational courses based on the student's enrollment in their previous school and/or educational assessments conducted at their previous school. The Principal/Superintendent may direct that the student undergoes subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s) and may waive course/program prerequisites or other preconditions. RSA 110-D:6, I.
2. Honor student placement in educational programs based on current educational assessments conducted at the student's previous school. Such programs include, but are not limited to, gifted and talented programs, remedial services, English Language Learner (ELL). This does not preclude the school, as directed by the Principal, from performing subsequent evaluations to ensure appropriate placement of the student. RSA 110-D:6, II.

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3. Initially provide comparable services to a student with disabilities based on their current Individualized Education Program (IEP) and will make reasonable accommodations and modifications to address the needs of the incoming student with disabilities. This does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student. RSA 110-D:6, III; 20 U.S.C.A. § 1400; 29 U.S.C.A. § 794; 42 U.S.C.A. §§12131-12165.

F. Absences.

A military-connected student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or a combat support posting, shall be granted additional excused absences at the discretion of the Superintendent to visit with their parent or legal guardian relative to such leave or deployment of the parent or guardian. RSA 110-D:6, V.

The Superintendent or designee may require that the absence be pre-approved and may consider whether the student is in good standing, if the student has a prior record of good attendance.

G. Graduation

In order to facilitate the on-time graduation of children of military families (RSA 110-D:8):

1. The Superintendent or designee will waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency and will provide reasonable justification for denial. If the Superintendent or designee does not grant the waiver to a student who would qualify to graduate from their previous school, the District will provide an alternate means of acquiring the required coursework so that graduation may occur on time.
2. If a military-connected student transfers at the beginning or during their senior year and is ineligible to graduate from the District but would be eligible in their previous district, and after all alternatives have been considered, the previous and current District will coordinate the receipt of a diploma from the previous district.

Policy History
New policy:

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

NEW POLICY – FIRST READING

IMMUNIZATIONS OF STUDENTS

- A. Immunizations Required. Any child being admitted to the District must present written documentation of meeting the then current New Hampshire immunization requirements, unless exempted for medical reasons under RSA 141-C:20-c, or for religious reasons as provided in paragraph D of this policy. All immunizations must meet minimum age and interval requirements for each vaccine. A 4-day grace period is allowed; however, live attenuated vaccines (e.g., MMR, Varicella, nasal influenza vaccine, etc.) that are not administered on the same day must be administered at least 28 days apart.

The District will notify parents/guardians of immunization requirements at the earliest possible date, so that the necessary plans can be made with the healthcare provider or other medical resources to accomplish this standard prior to a child being admitted to school.

- B. Conditional Enrollment. A child who has not met the immunizations requirements of paragraph A, above, may be “conditionally” enrolled and allowed to attend school when the parent/guardian provides:

1. Documentation of at least one dose for each required vaccine; AND
2. The appointment date for the next dose of required but incomplete vaccine.

The appointment date referred to in B.2, above, shall serve as the exclusion date if the child does not keep the scheduled appointment. Conditional enrollment shall not be extended to the next school year for the same dose of vaccine.

- C. Homeless Students and Unaccompanied Youth. Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth, may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.

- D. Health and Religious Exemptions.

- a. Medical Exemption. A student shall be exempted from the above immunization requirements if they present written documentation in accordance with RSA 141-C:20-c, I from thier physician that immunization will be detrimental to thier health. An exemption under this paragraph shall apply only to the specific immunization referenced in the physician’s written statement and will continue for the greater of one year or the length of time stated in the physician’s statement.
- b. Religious Exemption. In accordance with RSA 141-C:20-c, II, a child will be excused from immunization for religious reasons, upon receipt of a statement, signed by the child’s parent/guardian, and notarized, stating that the child has not been immunized because of religious beliefs.

In the event of an outbreak, students who have been exempted from immunization requirements will be excluded from school for a period of time, to be established after

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consultation with the NH Department of Health & Human Services (NHDHHS), if such students are considered to be at risk for the disease or virus that they have not been immunized against.

- E. Records. The school nurse, principal or designee trained in state immunization requirements is responsible for documenting that all students have been immunized prior to school entrance in accordance with RSA 141-C:20-a, or that one of the circumstances described in paragraphs B-D, above apply.

The Superintendent shall assure that the District maintains immunization records in accordance with NHDHHS regulations.

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NEW POLICY – FIRST READING

MEDICAL TREATMENT – PARENTAL CONSENT

A student's participation in any program that provides medical or dental treatment in a school setting shall require the explicit written consent of the child's parent or legal guardian.

The Superintendent will ensure that enrollment/emergency/beginning of year forms/packets will include specific consent options for:

1. Screenings (including vision, hearing, scoliosis, and other screening);
2. Disclosure of student health status to school staff;
3. Authorization for providing medication (see Board policy JLCD, procedures JLCD-R, and forms JLCD-F1-3);
4. Non-emergency care or treatment;
5. Other specific consents the Superintendent, in consultation with the nursing staff, finds appropriate or necessary.

When a student signs up for a school co-curricular program or activity, the Superintendent will ensure that those students' parents/guardians provide consent for first aid, treatment, and screenings with respect to any injury or condition occurring as a result of the activity or that would potentially impact the student's ability to participate or return to play and/or school. This consent form may be incorporated into the parent permission sheet that allows students to participate in extracurricular athletics. See Board policies JLCJA and JLCJ.

If a program that provides medical or dental treatment (e.g., "children's oral health initiative") is scheduled after the start of the school year and does not fall within the consent forms in the enrollment/emergency/beginning of year forms/packets, the Superintendent or Superintendent's designee will ensure that each student's parent/guardian provides written consent prior to their child's participation.

The Principal or Principal designee will be responsible for ensuring each student returns a copy of the signed consent form(s) and maintaining the forms in an accessible manner.

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SECOND READING – NEW POLICY

UNMANNED AIRCRAFT SYSTEMS - DRONES

A. Statement of Policy and Application.

The following policy applies to the extent not preempted by federal or state regulatory jurisdiction regarding unmanned aircrafts.

The School Board recognizes that a small, unmanned aircraft system (commonly known as a “UAS”, “UAV” or “drone”) may be a useful tool to enhance the instructional program and assist with district operations. However, the use of drones also poses unique risks, and potential injury or damage arising from malfunction, operator error, or intentional misuse. In order to avoid disruption and maintain the safety, security, and privacy of students, staff, visitors and neighbors, drone operation upon, over, or from any District property, or during any school activity or program, is prohibited except as authorized under this policy.

As used in this policy, “drone” or “UAS” means an aircraft weighing less than 55 pounds that is operated remotely without the possibility of direct human intervention from within or on the aircraft and the associated elements, including communication links and controls, required for the pilot to operate the aircraft safely and efficiently. See, e.g., 14 C.F.R. 107.3 definitions of “unmanned aircraft,” “small, unmanned aircraft,” and “small, unmanned aircraft system”. Unmanned aircraft exceeding 55 pounds are absolutely prohibited.

This policy has separate provisions for (1) instances where usage/instruction does not implicate compensation, and (2) when the operator, instructor, or other person may receive direct or indirect compensation relating to the drone usage. The first use is permitted under regulations of the Federal Aviation Administration (“FAA”) relative to recreational uses (including educational), and the second use is governed under FAA regulations (known as “Part 107”) pertaining to all other use of drones between .55 lbs (i.e., .25 kg) and 55 lbs. Any use other than recreational will require the drone operator to possess a Remote Pilot Certificate or Certificate of Exemption/Authorization (collectively “RPC/COA operator”) from the FAA.

B. Rules Applicable to All Drone Usage Over District Property.

Written permission from the Superintendent or the designee is required for any use of a drone on or over district property, or during any school activity or program. In all instances, it is the responsibility of the drone operator to be aware of, to understand, and to follow all applicable laws, FAA and other regulations, ordinances, School Board policies, and administrative rules. Any use or operation of a drone on, over, or from District property without express authorization or permission from the Superintendent or designee as provided in this policy shall be deemed a trespass and referred to law enforcement.

In determining whether to grant permission for the requested use of a drone, the Superintendent or designee shall consider the intended purpose of the activity, anticipated educational opportunities, and/or benefits to District operations. Permission granted by the Superintendent or designee shall be under such terms and conditions as they deem appropriate and may be revoked at any time for violations of

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applicable laws, regulations, ordinances, policies, District rules, or for any use the Superintendent or designee deems inappropriate. The Superintendent's decisions under this policy are final.

Without limiting the application of other such laws, regulations, ordinances, policies, or District rules, all drone users on or over District property shall comply with the following:

1. Fly only drones that are properly registered with the FAA (until 2023 registration must appear on exterior of drone, and proof of registration must be held by the operator, thereafter, every drone over .25kg will be required to be Remote ID enabled);
2. Fly below 400 feet and remain clear of surrounding obstacles;
3. Keep the aircraft within the visual line of sight at all times;
4. Do not fly in the dark or when weather conditions do not allow for 100% visual line of sight to the drone.
5. Remain clear of aircraft and do not interfere with manned aircraft operations;
6. Operators (or supervising teacher/employee/volunteer) must determine current restrictions that might apply to the flight location. Such up-to-date restrictions may be found through use of the FAA's free mobile/desktop app: B4UFLY;
https://www.faa.gov/uas/recreational_fliers/
7. Do not fly within five miles of an airport without prior approval from the airport;
8. Do not fly within the area of an emergency scene (fire, injury, etc.);
9. Do not fly over people other than those in the crew associated with drone operation. (RPC/COA operators may request permission from the Superintendent to fly over people consistent with FAA regulations.)
10. Do not fly over moving vehicles.
11. Follow the current NHIAA guidelines and regulations with respect to any NHIAA sanctioned activity;
12. Ensure the aircraft is limited to not more than 55 pounds;
13. Do not operate or fly a drone indoors;
14. Do not use the drone for hunting, fishing or trapping, or to surveil private citizens who are lawfully hunting, fishing or trapping;
15. A drone can only be used as authorized by the Superintendent or designee;
16. Use of a District owned UAS is limited to recreational, instructional and educational purposes only;
17. Any drone with camera, video, or voice recording capability shall not be used in any manner which infringes on the privacy rights of any other person(s);

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18. Immediately report any collision or accident involving injury, or damage to any property or injury, to the building principal, Police Department and, if required, to the FAA;
19. Use of a drone without permission or supervision may result in disciplinary action, or, when applicable, referral to law enforcement; and
20. Use of a UAS without following district guidelines, as well as federal and state laws and regulations, may result in disciplinary action or, when applicable, referral to law enforcement.

C. Use of Drones by Students or District Employees – “Recreational Operators”.

The Superintendent or designee may grant permission to recreational operators for the use of drones if the planned activity complements instructional or co-curricular activities.

Under FAA regulations, operation of a drone used for recreational purposes, with no compensation (direct or indirect) for the drone operator or owner fall within the category of hobby or recreational use. The recreational use regulations do not require recreational drone operators to obtain a RPC/COA, nor do they require formal rule waivers for certain operations otherwise restricted under 14 C.F.R. Part 107. However, recreational operators, including any student/employee/volunteer operating a drone who do not hold an RPC must complete any test or exam required by the FAA.

Student operation of a drone, whether owned by the District or not, is permitted only under the supervision of a district employee or approved volunteer as part of an authorized activity. Unless a supervising teacher, other district employee or volunteer holds a Remote Pilot Certificate or higher certification (“RPC”) issued by the Federal Aviation Administration, the teacher/employee/volunteer may only use or operate a drone incidental to student use. Permitted incidental use without an RPC may include, for example, regaining control of the drone following a student’s loss of control. A teacher/employee/volunteer without an RPC may not conduct any full flight demonstration, nor off-site practice flights using a District-owned UAS, since a teacher/employee/volunteer’s use must remain secondary and incidental to the student’s operation of the UAS at the time in order to maintain hobby/recreational status.

When operating a drone from or on District property, the operator and supervising teacher/employee/volunteer must be cognizant of District property boundaries and operate the drone only within those boundaries.

D. Operators Holding Remote Pilot Certification.

Except as permitted under section C of this policy, only persons who possess an RPC or higher certification may be approved for operation of a drone upon or over District property.

In order to obtain prior approval, and in addition to the requirements of paragraph B, above, the person making the request must complete a form and agreement approved by the Superintendent, which must include at a minimum:

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1. Information regarding the operator's RPC or other certificate;
2. A full description of the operation requested (e.g., flight location, date and time of the planned flight, anticipated duration, and purpose);
3. Whether any photos and/or video are expected to be taken and the nature of those photos and/or video;
4. Acknowledgement of understanding that any operator must maintain documentation of their flight mission (an available flight log) that includes where, when, and what the flight mission entailed at the time of the flight;
5. Acknowledgement of understanding and applicability of this Policy, and applicable state, federal and local laws, regulations and ordinances; and
6. An indemnity provision wherein the operator and/or the operator's employer agrees to indemnify, defend, and hold harmless the District relative to any property damage or personal injury caused by the drone, or its operation.

The operator shall also provide proof of insurance that meets liability limits as deemed appropriate by the Superintendent.

Related Policy ECD-R

Policy History
New policy:

DOVER SCHOOL DISTRICT	POLICY CODE: EEA
DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 1 OF 2

SECOND READING – REVISIONS

STUDENT TRANSPORTATION SERVICES

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

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

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

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

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

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

B. Establishment and Appeal of Routes, Schedules and Stops

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

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

C. Three-Tier Bus System

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

Parents/guardians of kindergarten aged children (or other person as designated by the parent/guardian) are required to be waiting at the child's afternoon bus stop or the

DOVER SCHOOL DISTRICT	POLICY CODE: EEA
DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 2 OF 2

child will not be released from the bus. The bus driver will return the child to their school until the parent/guardian or designated person can be contacted to pick up the child.)

D. ~~C.~~ Authorized Transportation Providers

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

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

E. ~~D.~~ Student Conduct on School Buses

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

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

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

Policy History:

Adoption: September 11, 2006

Revised: December 13, 2021

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DATE OF ADOPTION:	Page 1 of 1

SECOND READING – NEW POLICY

DISTRICT COMMUNICATION PLAN

- A. Purpose.** The Board's objective is to improve internal and external communications by providing clarity and consistency in school communications amongst stakeholders. This policy will guide the creation of a District Communication Plan ("Communication Plan" or the "Plan").
- B. Plan Preparation and Contents.** The Board directs the Superintendent to prepare a Communications Plan that addresses at least the following:
1. Plan goals and general provisions - identifies the general goals of the Plan, identifies the multiple audiences/recipients of District communication, and identifies the available methods and modes of communication with some consideration of the pros and cons of each.
 2. Implementation – describes how components of the Plan will be implemented and will specify which staff members are responsible.
 3. Communication to Internal Stakeholders – describes how to best communicate general or specific information to staff, students, and volunteers.
 4. Communication to External Stakeholders – describes how to best communicate with external stakeholders (i.e., parents, the community, parent groups, other districts, etc.).
 5. Crisis Communications Plan – coordinates the Communication Plan to the relevant provisions of the District Crisis Prevention and Response Plan and site-specific Emergency Operations Plans prepared under Board policy EBCA.
 6. School Cancellations - outlines protocols for communicating a school day cancellation, delay, or early release due to inclement weather or other emergency reasons as provided by Board policy EBCD.
 7. Off-campus School activities - outlines how to best communicate incidents or emergencies that occur while students are off campus on field trips or travel sporting events (i.e., anywhere that students are transported by the District).
 8. Recommendations - outlines suggestions and recommendations relating to infrastructure or resources for future improvements to communication channels.
 9. Other - Such other information, recommendation, and provisions the Superintendent, deemed appropriate.

Biennial Review and Update: The Superintendent and/or designee shall ensure the Communication Plans and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

Policy History
New policy:

DOVER SCHOOL DISTRICT	POLICY CODE: IHBG
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 1 OF 4

SECOND READING - REVISIONS

HOME EDUCATION INSTRUCTION AND ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 (Ed 315). Parents/guardians may establish a home education program for any child, including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District. When and how parents/guardians determine to commence a home education program, and other choices the parents/guardians make determine whether and the extent to which the District will have responsibilities relative to the home educated child(ren).

This policy is intended to help District personnel and home education families within the District understand those responsibilities based upon the family's choices. Nothing in this policy, however, should be understood to infringe upon the parent's/guardian's right under the applicable statutes or Department of Education rules.

A. Parent/Guardian Selection of a Participating Agency.

1. Selection of a Participating Agency.

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

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

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

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

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

If the resident district Superintendent is *not* selected as the participating agency, the District may, but is not obligated to provide evaluation services. **However, the District shall, "work with parents/guardians upon request to meet the requirements of [RSA 193-A:4]. (See RSA 193-A:4, II, emphasis added.)"**

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DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 2 OF 4

B. Notices for Commencement of Home Education Program.

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

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

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

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

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

C. Evaluation & Assessment.

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

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

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

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DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 3 OF 4

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

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

D. Reports and Records.

1. Parent/Guardian Requirements. RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such portfolio, **which at all times remains the property of the parent,** shall be preserved by the parent for 2 years from the date of the ending of the instruction.

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

2. District Requirements.

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

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

DOVER SCHOOL DISTRICT	POLICY CODE: IHBG
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assessments conducted outside the District, the District should maintain record of any involvement it has in assessments as it would for any other student.

- b. District Not as Participating Agency. The District should maintain a record of the student's enrollment and withdrawal from the school in the same manner as it would for a student transferring to another district.

E. Re-enrollment into the School District and Notice of Termination of Home Education Program.

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

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

Also, in the event that a parent/guardian terminates a home education program, the parent/guardian is required under RSA 193-A:5, III to provide written notice within 15 days of the termination to either the N.H. Commissioner of Education, the resident district superintendent, or the non-public school principal.

F. Graduation/Diplomas.

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

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

~~Regulations regarding the participation of home education students (as well as students of nonpublic or of public charter schools) in District curricular and co/extra-curricular programs are found in Administrative Procedures IHBG R. Consistent with RSA 193:1 c, any regulations shall not be more restrictive for nonpublic or home educated pupils than they are for students enrolled in the District.~~

Information regarding the participation of home education students (as well as students of nonpublic or of public charter schools) in District curricular and co/extra-curricular programs is found in Board policy JJJ.

Policy History

Policy Adopted January 14, 2013

Policy Revised: November 8, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: IHBG-R
DATE OF ADOPTION: 5/12/14	PAGE 1 OF 2

SECOND READING – WITHDRAW

PARTICIPATING IN PUBLIC SCHOOL ACTIVITIES BY HOME EDUCATED AND NONPUBLIC SCHOOL PUPILS

~~The Board recognizes the right of parents to home educate their children consistent with the provisions RSA 193-A or to send their children to a nonpublic school. The Board also recognizes the right of home educated pupils or pupils attending nonpublic schools to have access to curricular courses and co-curricular programs offered by the District. Access to such programs shall be consistent with the provisions of RSA 193:1-c and these administrative regulations.~~

Participation in Curricular Courses

~~Requests by home educated or nonpublic school pupils for participation in curricular courses shall be made in writing by the parent/guardian to the building principal. The following criteria and conditions are established:~~

- ~~1. The curricular course is developmentally and academically appropriate for the pupil.~~
- ~~2. All course prerequisite requirements are met.~~
- ~~3. Transportation to and from school generally shall not be provided. The principal may make an exception to this condition based on his/her review of all pertinent circumstances. The principal's decision shall be final.~~
- ~~4. 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.~~
- ~~5. The parent/guardian may be required to provide proof of prior course work to establish academic appropriateness and/or to establish that all academic prerequisites have been met.~~
- ~~6. 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.~~
- ~~7. Requests for participation that are received after class schedules have been made will be granted only if there is space available.~~
- ~~8. 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 generally be denied. If a dispute arises between the parent/guardian and this District as to the pupil's right to these services, the building principal shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.~~

Participation in Extra-Curricular Activities

~~Requests by home educated or nonpublic school pupils for participation in extra-curricular activities shall be made in writing by the parent/guardian to the building principal. Extra-curricular activities include, but are not necessarily limited to field trips,~~

DOVER SCHOOL DISTRICT	POLICY CODE: IHBG-R
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~~excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others.~~

~~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 may ask the parent/guardian to chaperone an event.~~
- ~~5. Coaches, teachers and group/club supervisors may establish their own rules relative to participation, attendance, and expectations, provided such rules are not contrary to this Appendix or its corresponding policy. Participating home educated and nonpublic school pupils are expected to abide by those rules as well.~~
- ~~6. Home educated or nonpublic school pupils 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.~~

Use of School Texts and Library Materials

~~Home educated and nonpublic school pupils will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupil enrolled in the District.~~

DOVER SCHOOL DISTRICT	POLICY CODE: IKFC
DATE OF ADOPTION: SEPTEMBER 10, 2018	PAGE 1 OF 2

SECOND READING - REVISIONS

ALTERNATIVE DIPLOMA POLICY

ALTERNATIVE DIPLOMA FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

- A. PURPOSE.** The purpose of this policy is to meet the requirements of the federal Every Student Succeeds Act ("ESSA") to establish and allow the awarding of a District Alternate Diploma to certain students with the most significant cognitive disabilities.
- B. INTRODUCTION.** Under ESSA, states may adopt alternate content standards and alternate assessments for students with the most significant cognitive disabilities. In states that have adopted such alternative content standards, ESSA allows local school boards to adopt policies allowing certain students with significant cognitive disabilities the ability to earn an Alternate Diploma based on the alternative content standards.

An Alternate Diploma provides students who may have ordinarily earned certificates of attendance, or completion under New Hampshire Administrative Rule Ed. 306.27(q), with the option to earn a diploma.

New Hampshire has adopted Dynamic Learning Maps (DLM) as an alternate assessment tool. The DLM assessment measures yearly student progress and provides independent standards which align with the NH Statewide Assessment.

Accordingly, this policy authorizes the District to award an Alternate Diploma in accordance with the below requirements and conditions.

C. ELIGIBILITY

Consistent with ESSA, the Alternate Diploma may be awarded to students who:

1. Have significant cognitive disabilities;
2. Have a current Individualized Education Program ("IEP"); and
3. Participate in the state authorized alternate assessment (currently DLM).

The Alternate Diploma is NOT available to students without IEP's, including students with Section 504 plans.

- D. DETERMINATION OF AWARD.** The determination to award the Alternate Diploma is the responsibility of the student's IEP team, including the student's parent(s)/guardian(s). The IEP team's consideration of the appropriateness of an Alternate Diploma should be included in transition planning beginning at age sixteen (16). Details of this decision shall be included in the student's IEP transition plan in accordance with Ed. 1109.03.

E. TIME OF AWARD

DOVER SCHOOL DISTRICT	POLICY CODE: IKFC
DATE OF ADOPTION: SEPTEMBER 10, 2018	PAGE 2 OF 2

The student may choose (individually or through the IEP team) to receive the Alternate Diploma at one (1) of three (3) times:

1. At graduation with common age peers;
2. At the conclusion of the student's IEP; or
3. Upon reaching age ~~twenty-one (21)~~ **twenty-two (22)**.

If the student participates in the traditional graduation ceremony, the student will be included in the graduation program with no difference in listing from ~~his/her~~ **their** peers awarded a regular diploma.

F. EFFECT OF AWARD AND CONTINUED ELIGIBILITY

1. Under 34 CFR 300.102 (a)(3), the awarding of any document other than regular high school diploma shall not terminate a child's eligibility for a free and appropriate public education ("FAPE"). Accordingly, earning an Alternate Diploma does not end a student's eligibility for special education services. Rather, students who have earned the Alternate Diploma, and are otherwise eligible for special education services, may continue to receive such services and may continue working towards meeting the requirements for the regular high school diploma.
2. Alternate Diplomas awarded under this policy are counted in the state graduation rate, while certificates of attendance or equivalency are not.

G. IMPLEMENTATION. The Superintendent, with the assistance of the ~~Assistant Superintendent~~ **Director** of Student Services, is directed to establish and make available procedures and administrative rules to implement this policy.

Legal References:

~~20 U.S.C. §7801 (23) – Every Student Succeeds Act (§ 8101(a)(23))~~
~~34 CFR 300.102 (a)(3); 300.43; and 300.320(b)~~
~~RSA 193-E – Adequate Public Education~~
~~Ed 306.27(q)(4) – Minimum Standards/High School Requirements/Equivalency Diplomas~~
~~Ed 1109.03 – When and IEP is in Effect...Transition Services~~

RESOLUTION
January 9, 2023

RE: **Dover Adult Learning Center of Strafford County**
Adult Education Funding 2023-2026

WHEREAS the Dover Adult Learning Center Director, after consultation with staff, recommends the following utilization of state & federal adult education funding for FY 2023-2026:

- Adult Education and Literacy Program
- Adult High School Diploma Program
- Integrated English Language & Civics Education Program
- Integrated Education & Training Program
- Other funding opportunities that may arise from time to time.

in such amounts as designated by the Bureau of Adult Education or as required for anticipated programming in 2023-2026

NOW, THEREFORE, BE IT RESOLVED that the Dover School Board authorize the Superintendent or his designee to apply for 2023-2026 adult education program funding from the Bureau of Adult Education, New Hampshire Department of Education in support of the programs listed above.

SUBMITTED BY: **Carolyn Mebert, Chairperson**
 Dover School Board
 Ward 3

February 13, 2023

MULTI-TIERED SYSTEM OF SUPPORTS UPDATE (MTSS)

Dover School District

February 13, 2023



THE DOVER FRAMEWORK



DOVER SCHOOL DISTRICT is developing and will be implementing a coherent **FRAMEWORK FOR TEACHING AND LEARNING**.

Instead of trying to implement multiple initiatives simultaneously, this framework will **braid together** the philosophies and practices we most value into a unified district-wide approach.

WHY?

WE ASPIRE TO:

- › Empower all students and adults to develop greater agency over their lives.
- › Create a clear, consistent, and collaborative framework that will meet the needs of each and every student in a dynamic and timely fashion.
- › Improve outcomes and reduce barriers by providing academic, social, and behavioral resources, which will create a welcoming community for all students and foster a sense of belonging.

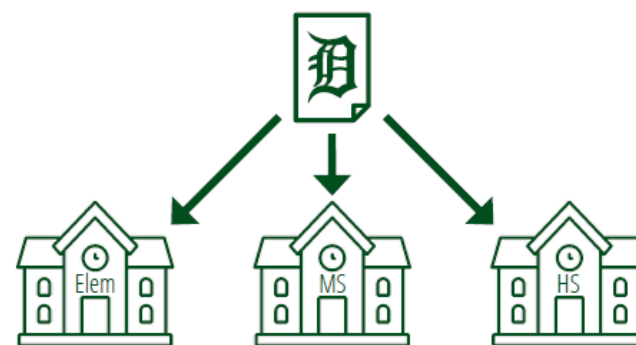


THE PROCESS

With representatives from each school and with ongoing communication with the board, families, and community partners, a **District Implementation Team** began convening in **December 2022**.



This team, with input from stakeholders, will draft the first version of **The Dover Framework** by **June 2023**.



During the **2023-2024 academic year**, schools will try out elements of The Dover Framework.



Using what we learn through a focused evaluation of the pilots, we will revise the framework and develop a plan for ongoing updates by **September 2024**.

Over the next several years, we will work collaboratively to adjust and improve our approach and get The Dover Framework fully in place.

District Implementation Team - Stakeholders

MTSS
Director

Curriculum
Instruction
Assessment

Classroom
Teacher

Special
Education
Teacher

Reading
Specialist

Principal

Dean of
Students

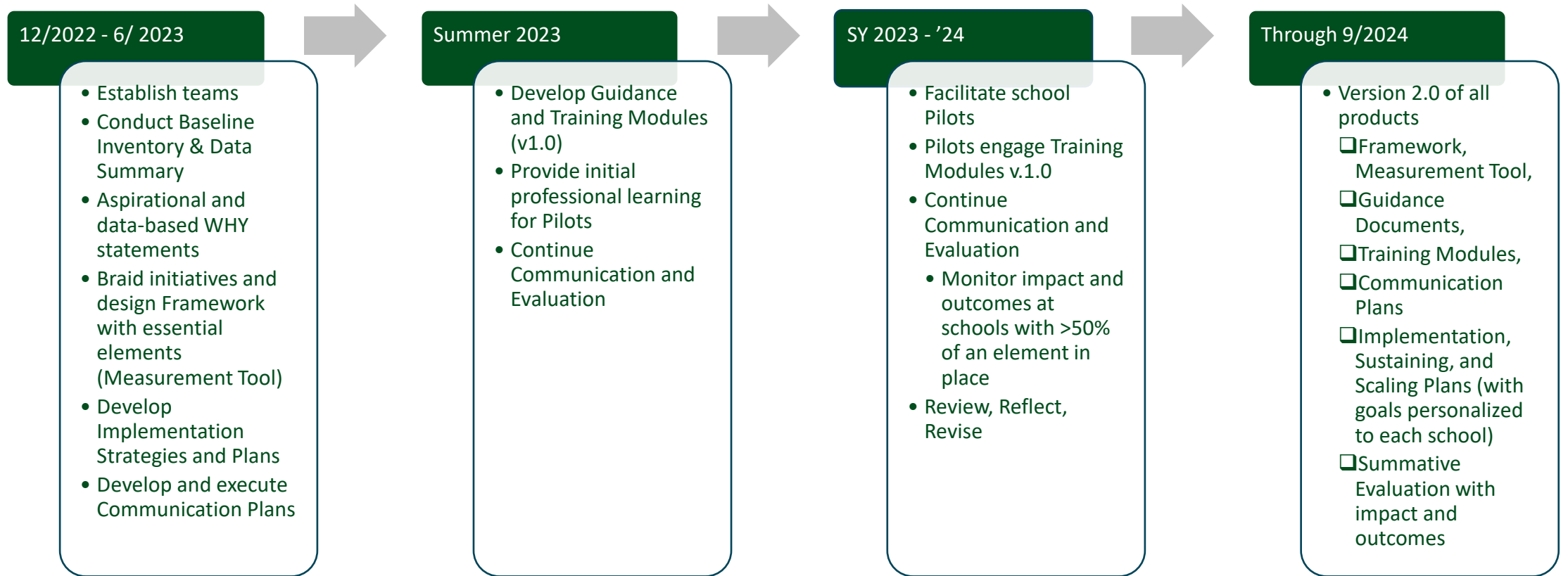
School
Counselor

Behavior
Specialist

School
Psychologist



MTSS General Scope of Work



**MTSS SY 23
Milestones**

**Completed
16**

**In-Progress
7**

**March '23
5 Planned**

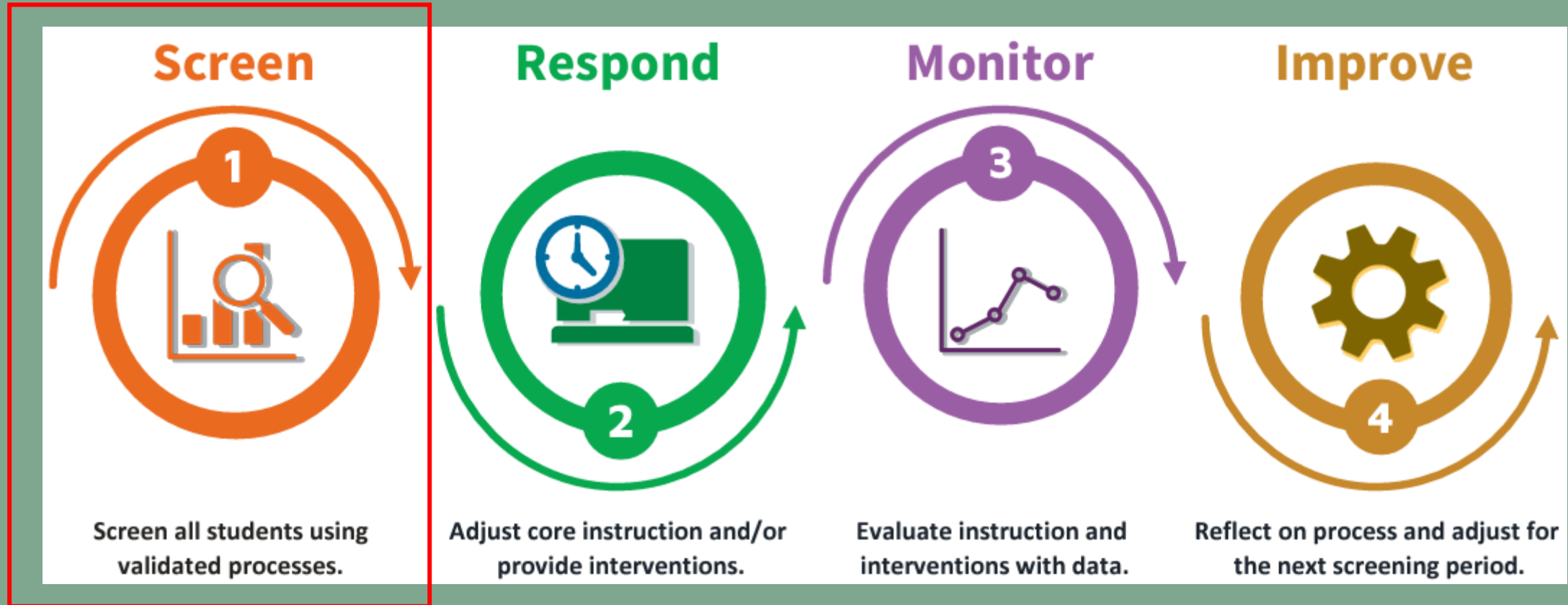
**April '23
5 Planned**

**May '23
7 Planned**

**June '23
7 Planned**



Universal Screening Spotlight



aimswebPlus Pilot – Screening Measures

2021, NCS Pearson, Inc.

Initial Sounds

"This is bird, sun, house, cake."



"Point to the one that starts with /k/."

"What sound does *bird* start with?"

~ 2-3 min

Letter Naming Fluency

Figure 12 LNF Sample Student Test Page

u	D	P	S	R	A	X	y	I	n
C	V	g	W	A	G	J	z	c	E
r	W	Z	F	M	c	L	t	u	f
g	c	T	Y	U	b	d	p	S	o
c	G	S	U	J	d	a	T	K	m
R	T	G	I	k	S	q	n	u	A
R	k	L	K	s	j	f	E	h	q

1 min

Auditory Vocabulary

"Point to *corn*."



~ 2-4 min

Letter Word Sounds Fluency Phoneme Segmentation

m	t	z	m	d
s	b	f	v	p
p	h	n	k	w

1 min

dad	/d/ /a/ /d/
bit	/b/ /i/ /t/

~ 2-3 min

Oral Reading Fluency

Alex loved to visit his Great Aunt Heidi because she had a library filled with books. The library's shelves held books on every subject. There were books on rocks and books on clocks. There were books on mountains and books on fountains. But the one thing that made Aunt Heidi's library really special was the library's elves.

Library elves are rare little creatures. Most people think they are extinct, but a few still exist. Many of them live behind the books on the shelves of Aunt Heidi's library.

1 min per Story
2 Stories



Kindergarten Screening Model

- Screening Team Trained (6 staff, 5 measures)
 - Initial Sounds, Letter Naming Fluency, Letter Word Sound Fluency, Phoneme Segmentation, Auditory Vocabulary
- Screening Protocol
 - Teacher leads a whole-class activity
 - Six screening stations were located outside the classroom
 - Screening team visited a classroom
 - Students were individually administered the screeners
- A whole class (18 students) was screened in ~ 40 minutes
- Previous screening approach would take 7 – 8 hours per class



Kindergarten Screening Distribution of Total Students (N = 83)

Classification Range	Initial Sounds	Letter Naming Fluency	Letter Word Sound Fluency	Phoneme Segmentation	Auditory Vocabulary
Well Above Avg	Not Applicable	2.4%	1.2%	6.4%	12.2%
Above Avg	Not Applicable	2.4%	4.8%	15.4%	14.6%
Average	49.4%	47.0%	45.8%	37.2%	56.1%
Below Avg	27.7%	18.1%	18.1%	23.1%	8.5%
Well Below Avg	22.9%	30.1%	30.1%	17.9%	8.5%



Grade 4 Screening Model

- Screening Team Trained – Oral Reading Fluency
 - Four classroom teachers + 5 Literacy Team Members
- Screening Protocol
 - Students participated in an independent literacy activity
 - Two screening stations were in the classroom
 - Teacher & Literacy Team divided a class roster
 - Students were individually administered the screeners
- A grade level (80+ students) was screened in ~ 45 minutes
- Previous screening approach would take 10 - 11 hours per class



Grade 4 Screening Distribution of Total Students (N ~ 80)

Classification Range	aimswebPlus Oral Reading Fluency
Well Above Avg	12.8%
Above Avg	19.2%
Average	38.5%
Below Avg	10.3%
Well Below Avg	19.2%

Classification Range	Star Reading
At/Above Benchmark	72.09%
On Watch	11.63%
Intervention	4.65%
Intensive Intervention	11.63%



How the data was used

- Teachers, admin, and educational specialists reviewed data with their Professional Learning Community
- Team identified strengths and opportunities
- Action plans were created to address literacy skills
 - Whole-class instructional routines
 - Targeted skill-based intervention groups
- Progress monitoring
 - Teams will use formative assessment to monitor skill development
 - aimswebPlus screeners will be re-administered in the spring



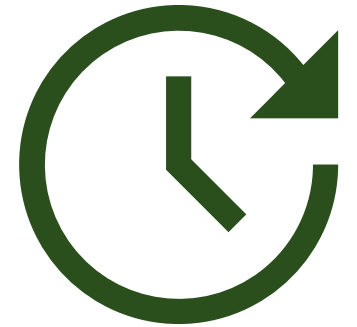
How MTSS Director role supported schools

- Planned & delivered professional workshops
- Selected pilot sites
- Collaborated with teachers, administrators, & literacy team staff to design pilots
- Developed a schoolwide screening team model
- Provided training on screening administration & scoring
- Delivered technical assistance during screening days
- Reviewed and visualized data for pilot teams
- Facilitated data discussions during professional learning community meetings
- Provided consultation on instructional strategies and skill-based interventions



What's to come?

- Student Support Counselor – Secondary Level (March)
- aimswebPlus Professional Workshop – Data Utilization (March)
- NH Universal Design for Learning Innovation Network
 - Early Adoptors Cohort (Spring)
- aimswebPlus Spring Screening – Elementary (May)
- Social-Emotional Skills Through Academics
 - Planning & School Building Consultations (Spring)



Questions?

t.bickford@dover.k12.nh.us

(603) 516-6728



Title I, Part A Grant

Helping Children
Who Are Economically
Disadvantaged
Meet High Standards

Dover School Board Meeting
February 13, 2023



What is Title I, Part A?

A federal grant distributed through the NHDOE

Provides opportunities for children to acquire the knowledge and skills to meet the state proficiency standards.

- Providing children supplemental support through enriched and accelerated education programs for a well-rounded education
- Providing instructional personnel in participating schools with substantial opportunities for professional development

Title I status is determined by having a poverty rate of over 40% as determined by Free and Reduced Lunch eligibility.

How does Dover School District Participate?

Woodman Park Elementary School – Whole School

- **All** students and staff may participate in Title I-funded activities.
- The school may use Title I funds to support any approved activity designed to improve the school's educational program.

Dover Middle School – Targeted School

- Students are identified based on the greatest need for assistance such as those who are at risk for not meeting state standards or those who are experiencing homelessness.
- Title 1 funds may only be used to support specifically identified students and the staff that works with them.

How does Dover School District Participate?

St. Mary's Academy – Targeted School

- All private schools in the Dover School District are entitled to receive services funded by Title 1 if they meet the eligibility requirements.
- The Dover School District must contact all private schools within their district to determine eligibility and manage all aspects of their Title I funds for those who qualify.

Can Be Used For



Hire Title I, Part A staff



Host family engagement activities
(must be 1% of allocated funds)



Purchase supplemental instructional and
intervention materials



Purchase supplemental student materials



Provide professional development

Can Not Be Used For



Non-Title I staff and students

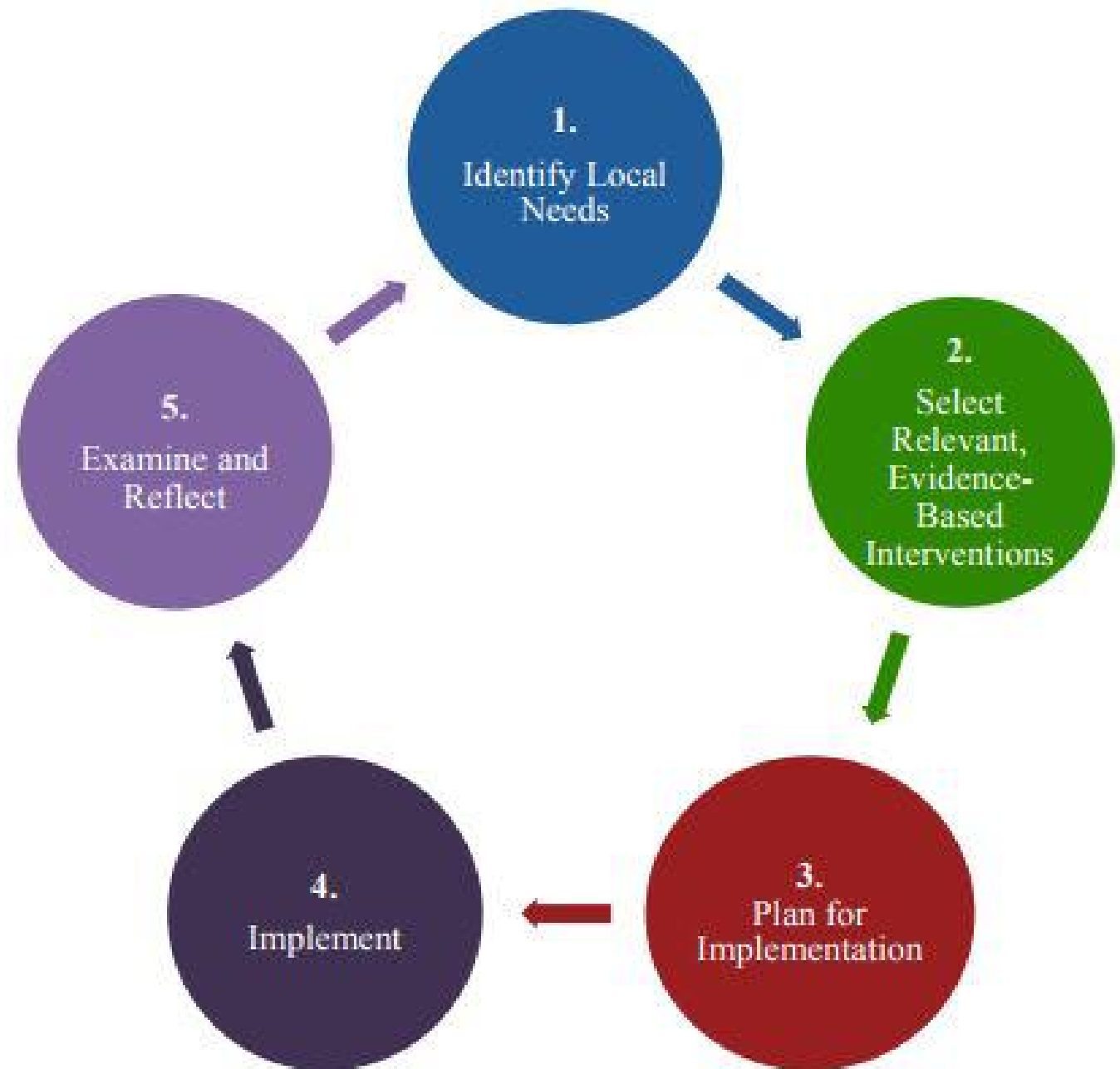


Purchasing materials that are district
responsibilities like core curriculum
(supplanting)



Infrastructure

Needs Assessment Process



Grant
managers

Building
principals

Title I
Coordinators

Family
Engagement
Coordinator

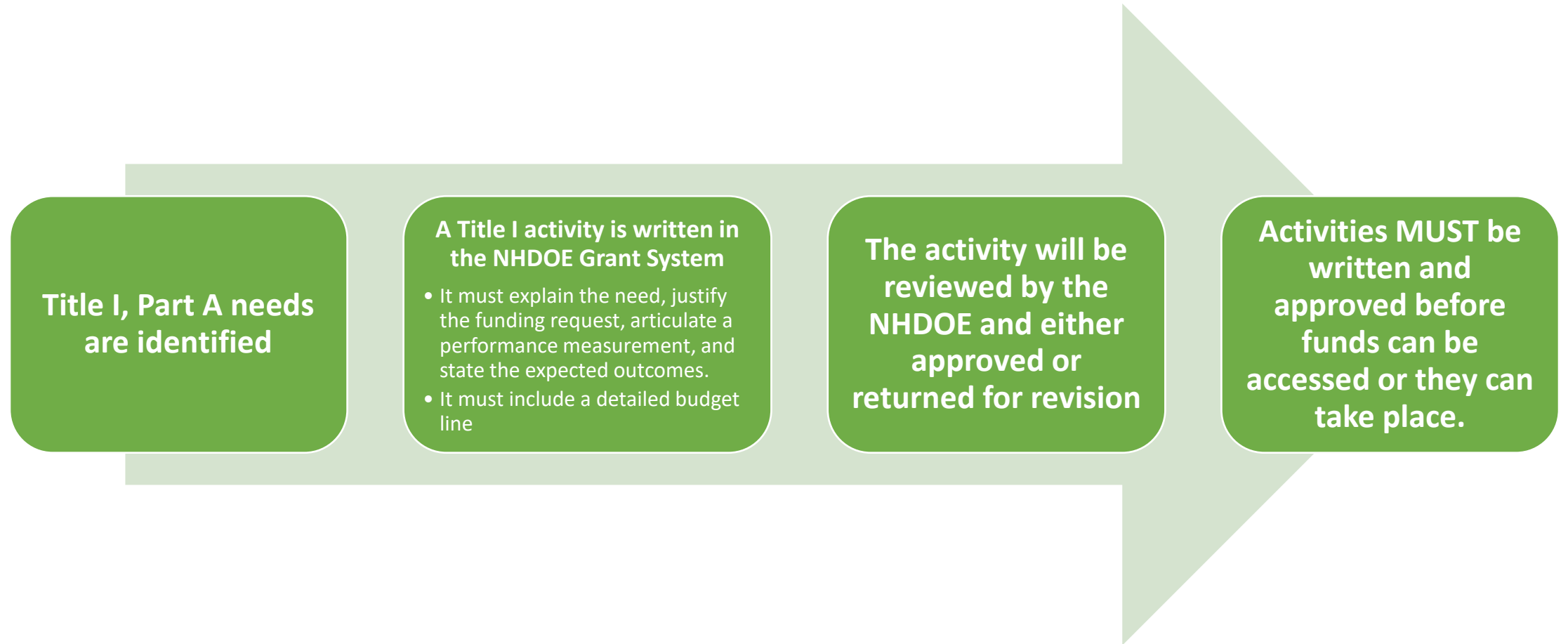
Teachers of Title I
students

Parents of Title I
students

- Review needs assessment
- Review data from needs assessment
- Plan for how to address needs using grant funding
- Provide feedback on Title I plan

Stakeholders Group

Part A Grant Approval Process



Dover School District Title I, Part A Funds

- Federal Title I funds are allocated based on the number of Free and Reduced Lunch eligible students
 - Typically, a district can't carryover more than 15% of unallocated funds, but once every 3 years, you can request a waiver to carryover the entire amount.
-
- 2019-2020 \$643,240
 - 2020-2021 \$676,342
 - 2021-2022 \$756,801
 - 2022-2023 \$783,279
 - Plus, additional carryover of \$591,592 of unallocated 2021-2022 Title I, Part A funds

Title I, Part A Fund Activities This Year

Dover Middle School – Targeted School

- (1) Title I Coordinator
- (2) Title I Tutors
- (1) PT Social Worker
- (1) Instructional Coach (Feb-June)
 - Contracted position for this year only
 - Coaching is targeted to teachers of Title I students
 - Coaching model is structured
 - Clear coaching stages that include goal setting and collecting evidence of instructional impact
 - Create a system for measuring the implementation and effectiveness of instructional coaching in our district
- Family Engagement Nights (1%)
 - Open House Cookie and Cocoa night
 - Wildlife Encounters night with dinner and a book (upcoming)
 - Author Visit with book signing (upcoming)
- Professional Development
- Supplemental Intervention and Instructional Materials
- Summer School
 - Staffing, Transportation, and Instructional materials



Title I, Part A Fund Activities This Year

Woodman Park Elementary School – Whole School

- (1) Title I Coordinator
- (1) PT Family Engagement Coordinator
- (6.5) Title I Tutors
- (.5) Literacy Coach
- Family Engagement Nights (1%)
 - Gratitude and Giving picnic dinner and community service projects night
 - Gingerbread and Snowman Craft with Holiday Cookie Decorating night
 - Wildlife Encounters night with dinner and a book
- Author Visit with book signing (upcoming)
- Professional Development
- Supplemental Intervention and Instructional Materials
- Summer School
 - Staffing, Transportation, and Instructional materials



Scope of Work:

Provide up to thirty-three (33) days of in-person and five (5) days of remote instructional coaching service (described above) to a maximum of six (6) teachers who are new to the profession (0-5 years) at Dover Middle School from February 1, 2023 through June 1, 2023.

Provide up to five (5) days of formative and summative evaluation services to document the coaching services, to report the impact of the coaching service, and to inform development of a district-wide coaching system.

Budget:

SERVICES:	Total Units	Unit Type	Rate Per Unit	Budget
On-site Coaching	33	Days	\$2,350.00	\$77,550.00
Remote Coaching	5	Days	\$2,350.00	\$11,750.00
Evaluation	5	Days	\$2,100.00	\$10,500.00
TOTAL BUDGET				\$ 99,800.00

Description of Services:

A. Instructional coaching. Instructional coaching is a structured collaboration between a master educator or professional developer and a teacher. After establishing a non-supervisory relationship and building rapport, shared experience, and shared understanding of the teacher's current reality, the coach helps the teacher choose and implement high leverage practices to help students engage and learn more effectively.

An instructional coach provides opportunities. They observe carefully and purposefully, getting to know teachers in all aspects of their day. They collaborate and facilitate growth and perspective, working with teachers' strengths and helping them to identify areas of growth. The coach sees the teacher's potential, and provides the knowledge, scaffolding, and resources needed for them to achieve their goals, and in turn, support and elevate their students' progress.

Firsthand experience helps the coach to have a real-time, comprehensive understanding of all the facets of teaching, therefore creating a sense of trust and open mindedness that moves conversations and thoughts forward.

Regularly and consistently, they provide feedback and encourage critical thinking by using thoughtful, open-ended questions, reflections, and providing helpful knowledge. They see a teacher's potential, help them to find their voice in identifying their goals, and help them to achieve those goals.

As noted above, this happens through a structured process and requires capabilities and dispositions for each participant: Instructional Coach and Teacher. The following are some of those capabilities and dispositions. *

1. Creating an environment of trust and respect

Interactions between coach and teacher are highly respectful of each other's cultural background. The teacher feels comfortable taking risks because of the trusting relationship that has been developed with the coach. Coach and teacher equally contribute to the success and progress of this relationship.

2. Developing and maintaining norms for collaborative partnerships

Instructional coach and teacher develop norms for collaborative partnerships together and take an active role in monitoring and following their agreed upon norms.

3. Establishing a mindset of inquiry for continuous growth in teaching and learning

Instructional coach supports teacher-initiated direction for instructional growth that includes inquiry, reflection, and growth mindset. Teachers engage in coaching and collaboration with one another for the purposes of instructional growth.

4. Developing and maintaining systems for instructional support for teachers

Instructional coach and teacher maximize coaching time by collaboratively maintaining and sharing teacher data, tools, and resources related to the coaching process. There is evidence that the teacher is accessing the coach regularly.

5. Using coaching language and questions to guide teacher reflection and growth

Teacher and instructional coach effectively use coaching language and questions during the interaction to guide collaborative inquiry about teaching practice and disruption of inequities.

6. Facilitating difficult conversations (e.g., those about issues of equity and inclusion)

Instructional coach pursues opportunities to discuss issues of equity and inclusion, and similarly difficult topics with the teacher, and disrupts potential inequitable practice based on evidence and data.

7. Engaging with teachers in coaching through the use of data

Instructional Coach and teacher work collaboratively to engage with high-leverage and equity-focused practices, tools, and data to reflect on teacher growth. Both Coach and teacher are actively engaged throughout the interaction and contribute to reflection and action steps. Teacher takes ownership of the process.

8. Supporting teachers' growth, using data, to meet the needs of students with a focus on equity

Teacher, guided by the Instructional Coach, effectively uses student data and teacher data to adjust practice to best meet the needs of students. Teacher's and Instructional Coach's use of data shows awareness of inequities and application of new skills to adjust practice and close gaps.

*Selections adapted from Madison Metropolitan School District's Coaching Evaluation Rubric

The structured process to be used for coaching services to Dover Middle School may follow the elements presented in the following chart.

Coaching Stage	Coaching Elements	Capabilities & Dispositions Emphasized per Stage (See numbered list above.)
DISCOVER	• Meet & greet • Pre-conversation to discover teacher's 'current reality' (i.e., their perspective on their classroom life as well as their professional strengths and growth areas) • Observations (to build shared experience) and debrief (within 48hrs) • Confirm shared experience and understanding of the teacher's current reality • Agree on terms for the collaboration and coaching relationship	1, 2, 3, 4
SET GOALS and EVIDENCE OF IMPACT	• Review relevant data related to student outcomes and teacher practice • Set teacher practice and student impact goals for coaching cycle • Agree on "goal attainment scale" for rating impact • Agree on evidence of impact. For example: ○ What will the difference in teacher practice look like? ○ What will the changes in student engagement look like? ○ What will be the change in student learning?	3, 5, 6, 7
SELECT PRACTICES AND SUPPORTS	• Select practice/s to achieve goal • Identify supports like professional learning, modeling • Agree on checklist/performance measure for the practice/s	4, 5, 7
LEARN and TRY	• Engage in coaching activities focused on supporting the teacher's learning (e.g., review resources, provide training) and efforts to apply new practices (e.g., planning, modeling, observing, feedback, reflection)	3, 5, 7, 8
REVIEW, RECOMMEND, and RETURN	• Collaborate on a formative review of changes in practice and outcomes • Recommend next steps (e.g., set new goal, choose new practices, discontinue, etc.) • Return to the corresponding coaching stage (Discover, Goal, Practices, Learn) to begin another coaching cycle	5, 6, 7, 8

Proposed Evaluation of Services

QUESTION	PERFORMANCE MEASURE	DATA SOURCE	DATA COLLECTION	
			Schedule/Date	WHO Responsible
1. <i>How were coaching services provided?</i>	Amount and type of coaching service provided	Monthly service summaries with invoices	Monthly	McSheehan
2. <i>How were coaching services engaged?</i>	Frequency of teacher coaching Completion of Coaching Stages and Processes by teacher Teacher satisfaction with service	- Attendance/Meeting notes - Checklist of Stages and Processes / Individual teacher coaching plans - Satisfaction survey	Monthly	Collect: Moore Summarize: McSheehan
3. <i>How did teachers enhance their teaching practices?</i>	Completion of Coaching Stages and Processes by teacher Use of teaching practices as intended Goal Attainment Scale	- Checklist of Stages and Processes / Individual teacher coaching plans - Checklist of selected teacher practices - Goal Attainment Scale Scores	As conducted	Collect: Moore Summarize: McSheehan
4. <i>How did student outcomes change?</i>	Increases in student engagement and achievement Increases in student performance as identified by teacher	- Unit summative assessments - Student classroom participation ratings - Teacher observations and reports	As conducted	Collect: Moore Summarize: McSheehan

B. EVALUATION. The approach to service evaluation is both collaborative and developmental. The proposed evaluation plan will be reviewed and revised as necessary at the onset of the project with key DSD leaders. Once agreed upon with DSD, the evaluative processes will be initiated. These processes will be guided by principles used in *participatory* and *utilization-focused* evaluation approaches. *Participatory evaluation* is a partnership-based approach to evaluation in which stakeholders actively engage in developing and implementing the evaluation. *Utilization-focused evaluation* is a process for making decisions about issues in collaboration with an identified group of primary users, focusing on the intended uses of evaluation. Thus, evaluation activities should yield results that will be informed by relevant stakeholders and usable for DSD interests. Minimally, the evaluation service will report on the nature of services provided, engagement and satisfaction with those services, impact on teacher practice, and impact on student outcomes. Additionally, the evaluation service may inform DSD's interest in designing a district-wide instructional coaching system. When possible, all evaluation activities will be embedded into the services (as described above).

If your LEA would like to enter into a sole source contract, please complete this form and email to your appropriate grant contact at the NH DOE. A follow up email will be sent with this form as an attachment, and this form will also be attached in the Online Grants Management system.

Date: 1/4/2023	LEA: Dover	Title Grant and Year: Title I, 22-23
Please explain your justification for entering into a sole source contract with your Federal Funds	We are requesting to contract a Title I instructional coach for our targeted middle school with Evolve and Effect, LLC as a sole source provider. Evolve and Effect is already a contracted service provider for our district, focusing on MTSS implementation and Universal Design for Learning practices at the middle school. They know our teachers, our systems, and our goals well and would be an invaluable resource for our middle school Title I teachers. This Title I instructional coach would provide structured support for Title I teachers as well as classroom teachers with Title I students - enhancing instructional practices and coaching on the effective use of data to inform instruction. Regarding the selection of classroom teachers - for this we will use our Title I roster to select teachers who have Title I students in their classroom. The Title I instructional coach will use a student-centered coaching model, focusing on the Title I students in these teachers' classrooms. The emphasis will be on improving instructional practices, particularly as students learn	SEA authorizes ☒ X Authorized by: Christina Dotson - 1/4/2023 SEA does not authorize for the following reason:

If your LEA would like to enter into a sole source contract, please complete this form and email to your appropriate grant contact at the NH DOE. A follow up email will be sent with this form as an attachment, and this form will also be attached in the Online Grants Management system.

	and apply ELA and math in various content areas. We believe this is not supplanting instructional coaching because, a.) there are currently no instructional coaches in the middle school, b.) only teachers with Title I students, engaging in student-centered coaching will be able to access the coaching. When we've done instructional coaching in the past, it's open to anyone, for any reason – the main focus being to support teachers with curriculum development. This Title I instructional coaching will be restricted to instruction and assessment practices only., c.) this coaching will target teachers with Title I students, and especially new teachers with Title I students because they typically need more support with strategies to meet the needs of these students.	
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Memorandum of Understanding

The **Dover School District (SAU #11)**, 61 Locust Street, Dover, New Hampshire 03820 and the **Woodman Park Elementary School (Woodman Park)** partners with the **Seymour Osman Community Center. Inc.(SOCC)** 40 Hampshire Circle, Dover New Hampshire 03820 by participating in the SOCC 21st Century Afterschool Program, for the period starting July 1, 2023 and ending June 30, 2028 pursuant to the following provisions:

SAU #11 shall provide the following:

1. Information and data
 - a. Report cards, progress reports, and test scores for program participants (with parent-signed information releases), to be used as evaluation and assessment tools by SOCC staff.
 - b. Oral and written communication with SOCC staff to report program participants' achievements and obstacles (for students with parent-signed information releases).
 - c. Aggregate data on behavior incident reports for program participants.
 - d. E-mail addresses of staff and mailbox at school to facilitate communication between SOCC staff and school personnel.
 - e. Curriculum resources to allow SOCC staff to develop activities that are aligned with school-day instruction.
2. Volunteer time
 - a. Representation on SOCC Afterschool Advisory Council.
3. Educational space
 - a. Seven (7) classrooms every school day for homework lab (3:00-4:00).
 - b. Five (5) classrooms every school day for enrichment programs (4:00-6:00).
 - c. Technology devices (Chrome Cart, Ipads, tablets, etc) for weekly enrichment program (4:00-6:00).
 - d. Gymnasium every school day for enrichment programs (4:00-6:00).
 - e. Gymnasium for quarterly fundraisers or family events.
4. Staff development
 - a. Opportunities for SOCC staff to participate in relevant teacher workshops.
 - b. Opportunities for SOCC staff to invite teachers and interns to afterschool program activities.
5. Support
 - a. SOCC staff access to Title IX Coordinator, 504 Coordinator and an English Language Learners (ELL) Coordinator, as needed for consultation on issues related to students requiring additional services.
6. Cooperation with Grant Application for Woodman Park
 - a. Cooperation with the SOCC for its application for a 21st Century grant extension for a five (5) year term as the exclusive partner for providing 21st Century afterschool programing in the City of Dover

SOCC shall provide the following:

1. Staff
 - a. Hiring and supervision of all educational and support staff
2. Grant application preparation for 21st Century grant funding

3. Payroll and benefits services for all employees of the SOCC working on the afterschool program
4. Monthly reporting of revenues and expenses
5. Monthly reconciliation of banking accounts
6. Preparation of financial records for auditing purposes
7. Annual budget preparation
8. Monthly budget reports
9. Establishment of annual written goals and objectives
10. Compilation of metrics on program performance based on surveys and other measures
11. Strategic planning
12. Daily supervision of staff and program delivery
13. Preparation and submission of periodic and annual reporting on program performance

Signed this _____ day of _____, 2023.

Ryan Crosby
Executive Director
Seymour Osman Community Center

William Harbron
Superintendent
Dover School District

Memorandum of Understanding

Woodman Park Elementary School will partner with the Seymour Osman Community Center and Youth Safe Haven by participating in the SOCC Afterschool Program, and commits to do the following for the year starting July 1, 2023 and ending June 30, 2024:

1. Information and data

- a. Provide report cards, progress reports, and test scores for program participants (with parent-signed information releases), to be used as evaluation and assessment tools by SOCC staff.
- b. Provide oral and written communication with SOCC staff to report program participants' achievements and obstacles (for students with parent-signed information releases).
- c. Provide aggregate data on behavior incident reports for program participants.
- d. Provide e-mail address of staff and mailbox at school to facilitate communication between SOCC staff and school personnel.
- e. Provide curriculum resources to allow SOCC staff to develop activities that are aligned with school-day instruction.

2. Volunteer time

- a. Provide representation on SOCC Board of Directors.

3. Provide space

- a. Seven (7) classrooms every school day for homework lab (3:00-4:00).
- b. Five (5) classrooms every school day for enrichment programs (4:00-6:00).
- c. Technology devices (Chrome Cart, Ipads, tablets, etc) for weekly enrichment program (4:00-6:00).
- d. Gymnasium every school day for enrichment programs (3:00-6:00).
- e. Gymnasium/Cafeteria/Black Top for quarterly fundraisers or family events.
- f. Provide SOCC Program Director and Site Coordinator with swipe card entry to building.

4. Staff development

- a. Provide opportunities for SOCC staff to participate in relevant teacher workshops.
- b. Provide opportunities for SOCC staff to invite teachers and interns to afterschool program activities.

5. Support

- a. Provide SOCC staff access to Title IX Coordinator, 504 Coordinator and an English Language Learners (ELL) Coordinator, as needed for consultation on issues related to students requiring additional services.

Woodman Park Elementary School sees its role as supporting the SOCC Afterschool Program toward achievement of its goals. In carrying out the program, the Seymour Osman Community Center and Youth Safe Haven will manage, fund, and evaluate program operations.

Signed this _____ day of _____, 2023:

Ryan Crosby
Executive Director
Seymour Osman Community Center

Patrick Boodey/William Harbron
Principal/Superintendent
Woodman Park Elementary School



DOVER SCHOOL DISTRICT
EMPOWERING ALL LEARNERS!

2022-2023 RE-ENTRY PLAN

Originally adopted by Dover School Board - August 9, 2021

Revised – December 13, 2021

Revised - August 22, 2022

ALERT

THE 2022-2023 ENTRY PLAN HAS BEEN REVIEWED AND REVISED TO REFLECT THE LEAST RESTRICTIVE COVID-19 PROTOCOLS. THIS WILL REQUIRE SCHOOL AND COMMUNITY SPREAD TO BE MONITORED. IF THERE IS AN INCREASE IN SCHOOL AND/OR COMMUNITY SPREAD, THE DISTRICT WILL NEED TO TAKE THE NECESSARY MEASURES THAT ARE PERMITTED TO MITIGATE THE RISK OF SPREAD IN THE DOVER SCHOOL DISTRICT.

THE DISTRICT WILL STRIVE TO CONTINUE IN-PERSON LEARNING THROUGHOUT THE ENTIRE SCHOOL YEAR.

THE 2022-2023 OPENING OF SCHOOL PLAN

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

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

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

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

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

In-person school day prioritized

- Preserving in-person learning is prioritized.

Plan will change and evolve as needed

- COVID-19 remains a dynamic situation. These recommendations are based on current data and trends. It should be noted if data and trends indicate a need to increase mitigation efforts, the District will respond accordingly with what is permitted to mitigate the spread of COVID-19, if approved.
- Guidance from the New Hampshire Department of Health and Human Services (NH DHHS), NH Hampshire Department of Education (NH DOE), and the Centers for Disease Control and Prevention (CDC) will be used to make informed decisions regarding school operations related to COVID-19.

- Families should have back-up plans in place in the event there is a need to shift to remote learning and/or a closure at some point during the school year.

Mitigation steps based on community transmission levels

1. It is beyond the ability of the District to prevent anyone in our community from getting COVID-19. However, steps can be taken to mitigate the risks while at school and work. These steps will depend on community transmission levels. **COVID-19 policies are intended to mitigate, not eliminate, risk.**
2. The past two years have offered challenges as the Dover community and schools have had to respond to COVID-19. The district needs to be clear as to the plans and expectations of the 2022-2023 school year. **The primary goal is to maintain in-person learning for students at all grade levels.**
3. The district recognizes the state has restricted the safeguards related to masking and the closing of schools.
4. School transmission reflects (but does not drive) community transmission, therefore, communities need to take all necessary measures to limit community spread of SARS CoV-2 to ensure schools can remain open and safe for students.
5. It is important for the surrounding community to help protect schools and childcare programs; maintain operations; and protect children, students, teachers, and staff.
6. Increasing COVID-19 in the community will translate to an increase of COVID-19 in schools and childcare programs, which will have multiple potential downstream consequences.
 - A. More children and staff out sick
 - B. More children and staff with viral symptoms requiring testing
 - C. Parents/guardians needing to take time off work
 - D. School and childcare staff shortages
 - E. Increased risk to people who are immunocompromised
 - F. Increased risks of adverse outcomes
7. COVID-19 prevention strategies remain necessary to protect people who are not fully vaccinated. To reduce the spread, the following is recommended:
 - A. Masking is not required unless one falls under certain stipulations in the Isolation or Quarantine guidelines of the NHDHHS' *Response to COVID-19 in K-12 Schools*. There are individuals that may want to take preventive precautions by wearing a mask in a school environment.
 - Face masks are intended to both protect the wearer and serve as "source control" to prevent someone with COVID-19 from spreading it to others.
 - Face masks have become an important mitigation tool because the CDC has estimated (JAMA article) that 50%-60% of COVID-19 transmissions occur from people who are asymptomatic.
 - The American Academy of Pediatrics (AAP) has recommended universal face masks for everybody 2 years of age and older at school.

- Wear a high-quality mask.
- B. Another preventive measure is to be fully vaccinated.

(NOTE: The District cannot require universal masking or COVID-19 vaccinations. It is recognized that these two actions can assist in mitigating the spread of COVID-19.) HB220 (Medical Freedom Bill) was signed by Governor Sununu. There are no vaccine mandates for public facilities in New Hampshire.

C. Handwashing and Respiratory Etiquette

- Wash or sanitize hands frequently
- Teach and practice good respiratory etiquette (covering coughs and sneezes)

D. Staying Home when Sick and Getting Tested

- NH DPHS recommendation: Continue to have a low bar for excluding and testing people with new signs/symptoms of viral syndrome (e.g., fever, chills, body or muscle aches), or respiratory viral infection (e.g., sinus congestion, sore throat, runny nose, cough).
- Sick, symptomatic persons should not be allowed into schools or childcare programs.
- A symptomatic person should be tested for COVID-19.
- A fully vaccinated person with new viral symptoms should-test for COVID-19.

CORE RECOMMENDATION

The goal for the 2022-2023 school year is to open school in the fall to as close to normal as possible with minimal COVID-19 disruption.

In-person School Day

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

Virtual School Option

If a family elects to continue with virtual education, they will have the option to participate in the Virtual Learning Academy Charter School (VLACS).

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

Protocols Applied to Pandemic Education (PAPE)

The Dover School District PAPE is transitioning through the COVID-19 Pandemic based on the recommendations of NH DHHS. The following document and associated links within it from NH DHHS will be used to guide the District for the foreseeable future: ['Responding to COVID-19 in K-12 Schools and Child Care Facilities'](#)

Certain guidelines provided by NH DHHS differ slightly from those provided by the Centers for Disease Control (CDC). In such incidents, the Dover School District will follow the NH DHHS guidelines.

Health Screening

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

Masking

The wearing of masks **will not be a requirement** throughout the District **unless one falls under certain stipulations in the Isolation or Quarantine guidelines of the NHDHHS' Response to COVID-19 in K-12 Schools**. Although, as masks are the most effective mitigation strategy, **wearing a mask while in the buildings will be an individual choice and optional unless one falls under certain stipulations in the Isolation or Quarantine guidelines of the NHDHHS' Response to COVID-19 in K-12 Schools**.

Athletics

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

Large Group Gatherings

Large group school-sponsored gatherings outside of the school day (concerts, athletics, events) will be allowed. Athletes and performers will follow the same procedures as in their classes/practices related to the event. If community and/or school spread increases, the District may place restrictions on large group gatherings.

Visitors

Non-symptomatic visitors will be allowed into school buildings. If a visitor is presenting symptoms of illness, they will not be allowed to enter. This helps to protect students, faculty, and staff.

Isolation

1. Any person who tests positive for COVID-19 or who has symptoms of COVID-19 while awaiting testing, regardless of vaccination status, previous infection, or lack of symptoms, will need to isolate.

2. People who are diagnosed with COVID-19 must still isolate at home until they have met criteria for discontinuation of isolation. ***At the time of this writing, anyone with a positive COVID-19 test must isolate for 5 days. If they are fever-free and symptoms are improving, they may end their isolation starting on day 6 by wearing a high-quality well-fitting mask around others on days 6-10.***
3. All others should self-observe and monitor for symptoms.
4. In an outbreak situation, NH DPHS or NH DHHS may choose to expand a quarantine to other non-household contacts to control the outbreak.
5. Quarantine of an entire classroom will no longer be conducted. This could change if community spread increases to a level where public health officials, NH DPHS, or NH DHHS decide if the quarantine of an entire classroom is necessary.
6. Non-household contacts will be asked to self-observe and monitor for symptoms.

Accommodations for Health and Safety Protocols

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

School Board Conditions

Following consultation and guidance from the New Hampshire Department of Health and Human Services, the following are conditions where the School Board would consider increasing restrictions and precautions:

- Unable to maintain staffing due to COVID-19 cases.
- Changes in FDA or CDC guidance regarding vaccination limitations (i.e., need for a booster injection or emergence of a variant that renders vaccines ineffective).
- Local active COVID-19 cases rise significantly.

COVID Related Challenges to Monitor

Assuming COVID-19 continues to be active, it can be predicted that some of the challenges the District may face in 2022-2023:

- Students in isolation
- Program closures
- Classroom closures
- School closures
- Athletic program pauses
- Staffing capacity issues
- Vaccine availability

- Because we have no way to verify vaccinations, truthfulness of reporting will be a challenge

Summary

The recommendations in this plan are based on the review of current CDC and NH DPHS guidance in conjunction with current local and state COVID-19 data. Both organizations continuously update their guidance on a regular basis. Community and school spread of COVID-19 and variants will determine the restrictions that need to be in place as determined by the New Hampshire Department of Health and Human Services.

Monkeypox – Information Only

This is non-related to COVID-19. In recent months, the nation has been alerted to an outbreak of monkeypox. This has been included in the Re-Entry Plan for informational purposes. At this time, there are no policy or procedural updates to report related to monkeypox. The district is carefully monitoring the outbreak and will provide more information and updates to policy or procedure if required.

Link: [Monkeypox | New Hampshire Department of Health and Human Services \(nh.gov\)](#)

DOVER SCHOOL DISTRICT
Condition of Accounts - February 13, 2023

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 26,112,482	\$ 11,980,180	\$ 14,132,302	\$ 12,956,862	\$ 1,175,441
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,885,300	\$ 8,193,851	\$ 7,691,449	\$ 7,889,590	\$ (198,141)
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,426,352	\$ 1,086,118	\$ 1,340,234	\$ 1,077,682	\$ 262,552
1400	OTHER EDUCATIONAL PROGRAMS	\$ 730,524	\$ 337,490	\$ 393,034	\$ 286,384	\$ 106,650
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 238,851	\$ 149,495	\$ 89,356	\$ 98,898	\$ (9,541)
2100	SUPPORT SERVICES - Students	\$ 5,100,085	\$ 2,287,426	\$ 2,812,660	\$ 2,444,418	\$ 368,242
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,371,909	\$ 653,469	\$ 718,440	\$ 454,702	\$ 263,738
2300	SUPPORT SERVICES - General Admin.	\$ 1,530,897	\$ 1,161,149	\$ 369,748	\$ 571,423	\$ (201,675)
2400	SUPPORT SERVICES - School Admin.	\$ 3,286,486	\$ 1,877,391	\$ 1,409,094	\$ 1,307,058	\$ 102,036
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,475,308	\$ 2,653,955	\$ 2,821,353	\$ 2,912,683	\$ (91,329)
2700	SUPPORT SERVICES - Student Transportation	\$ 3,837,938	\$ 1,956,585	\$ 1,881,353	\$ 2,433,467	\$ (552,114)
2800	SUPPORT SERVICES - Centralized Services	\$ 1,506,210	\$ 946,529	\$ 559,681	\$ 510,607	\$ 49,075
2900	SUPPORT SERVICES - Other	\$ 24,342	\$ 43,403	\$ (19,061)	\$ -	\$ (19,061)
5200	FUND TRANSFERS OUT	\$ 339,573	\$ -	\$ 339,573	\$ 339,573	\$ -
47190	SCHOOL DEBT - Principal & Interest	\$ 6,362,322	\$ 1,931,905	\$ 4,430,417	\$ 4,421,371	\$ 9,046
TOTAL GENERAL FUND EXPENDITURES:		\$ 74,228,580	\$ 35,258,946	\$ 38,969,634	\$ 37,704,717	\$ 1,264,917
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 1,085,545	\$ 564,455	\$ 696,280	\$ (131,825)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 15,799,598	\$ 2,846,789	\$ 12,952,809	\$ 1,982,629	\$ 10,970,180
Summarized Condition of District Expenditures:		\$ 91,678,178	\$ 39,191,279	\$ 52,486,899	\$ 40,383,626	\$ 12,103,273

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	\$ 38,109	\$ 2,308	\$ -	\$ 2,308
01321.3390	TUITION - BARRINGTON	\$ 2,801,505	\$ 1,505,870	\$ 1,295,635	\$ -	\$ 1,295,635
01321.3390	TUITION - NOTTINGHAM	\$ 1,644,988	\$ 745,588	\$ 899,400	\$ -	\$ 899,400
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 9,036	\$ 964	\$ -	\$ 964
01321.3390	TUITION - BELLAMY ACADEMY	\$ 146,775	\$ 145,116	\$ 1,659	\$ -	\$ 1,659
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ 195,708	\$ 89,292	\$ -	\$ 89,292
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	\$ 14,800	\$ 15,200	\$ -	\$ 15,200
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 62,030	\$ 41,970	\$ -	\$ 41,970
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 12,206,933	\$ 8,547,694	\$ 3,659,239	\$ -	\$ 3,659,239
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ 194,731	\$ 194,731	\$ -	\$ 194,731
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,285,000	\$ 1,340,223	\$ (55,223)	\$ -	\$ (55,223)
03241.3700	CTE TUITION AID	\$ 431,092	\$ 416,078	\$ 15,014	\$ -	\$ 15,014
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ 5,041	\$ (2,041)	\$ -	\$ (2,041)
03290.3700	OTHER RESTRICTED STATE AID	\$ 2,840	\$ 45,270	\$ (42,430)	\$ -	\$ (42,430)
04210.3599	INDIRECT COST ALLOCATION	\$ 110,000	\$ 51,473	\$ 58,527	\$ -	\$ 58,527
04220.3599	ABE ALLOCATION	\$ 43,000	\$ 29,302	\$ 13,698	\$ -	\$ 13,698
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 95,915	\$ 104,085	\$ -	\$ 104,085
05251.3918	FUND TRANSFERS IN	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ 250,000
TOTAL GENERAL FUND REVENUE:		\$ 20,192,012	\$ 13,441,983	\$ 6,750,029	\$ -	\$ 6,750,029
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 851,573	\$ 798,427	\$ -	\$ 798,427
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 15,762,964	\$ 2,084,602	\$ 13,678,362	\$ -	\$ 13,678,362
Summarized Condition of District Revenue:		\$ 37,604,976	\$ 16,378,157	\$ 21,226,818	\$ -	\$ 21,226,818

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,192,012	\$ 13,441,983
State Wide Property Tax:	\$ 5,076,041	\$ 5,076,041
Local Property Tax:	\$ 48,963,367	\$ 48,963,367
TOTAL GF Revenue:	\$ 74,231,420	\$ 67,481,391
TOTAL GF Expenditure:	\$ (74,228,580)	\$ (72,963,663)
Ending GF Fund Balance:	\$ 2,840	\$ (5,482,272)
TOTAL FS Revenue:	\$ 1,650,000	\$ 851,573
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,781,825)
Ending FS Fund Balance:	\$ -	\$ (930,252)
TOTAL Other SR Fund Revenue:	\$ 15,762,964	\$ 2,084,602
TOTAL Other SR Fund Expenditures:	\$ (15,799,598)	\$ (4,829,418)
Ending Grant Fund Balance:	\$ (36,635)	\$ (2,744,816)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, February 13, 2023

SUPERINTENDENT REPORT

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

BOARD AGENDA ITEMS

G. CONSENT AGENDA

2. **Resignations/Retirements** – I recommend the approval of the resignations and retirements presented.
3. **Leaves of Absence** – None
4. **Job Shares** - None
5. **Nominations** – I recommend the approval of the nominations presented.
 - a. **DTU Nomination**
 - b. **DALC Nomination**
 - c. **Coaching Nomination**
6. **Extended Trips** – None
7. **Donations** – I recommend the Board approve the February donations.

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS:

1. **EBCD – Emergency School and District Closings – Revisions, First Reading:** NHSBA revised sample policy EBCE to: Combine sample policies EBCA (School Closings) and EBCE (Emergency Closings – which is now withdrawn). NHSBA combined the policies to have fewer but more comprehensive policies where two samples have substantial overlap; to add the section on distance education to meet the criteria of Ed. Rule 306.22, and to add a section on emergency early release.
2. **ECD-R – Use of Drones by District Students or Employees Request Form - New Policy, First Reading:** This Policy was created to align with the form referenced in Policy ECD, which is on the agenda for a second reading.
3. **G CBD – Rules and Regulations in the Application of Administrative Personnel Policies and Salary Schedules – Revisions, First Reading:** The policy forms an agreement for the district's principals, deans, and athletic director. The Board's representatives have completed the negotiations with representatives of the DAA. The increase for 2023-2024 is 5%; 2024-2025 is 4%, and 2025-2026 is 4%.
4. **IHBAA-E – Policy for Independent Evaluation of Students and Approved Fee Schedule – Withdraw, First Reading:** The policy is being withdrawn and will be replaced by Policy IHBAB – Special Education Evaluations.
5. **IHBAB – Special Educational Evaluations – New Policy, First Reading:** NHSBA created sample policy IHBAB to provide guidance to staff, administrators, parents, and evaluators relative to requirements, procedures, and criteria for district funded special education evaluations, including independent educational

evaluations. While the policy is not required, a District may not impose criteria upon IEE's that it does not apply to its own educational evaluations.

6. **JFAM – Education of Military Children & Military Connected Students – New Policy, First Reading:** NHSBA created sample policy JFAM to reflect provisions of HB 1653 (2022 N.H. Laws Ch. 310), pertaining to public schools. These provisions include Amendments to RSA 110-C:1, RSA 193:12, and RSA 194-D to establish residency and enrollment procedures for military-connected students; and Amendment adding chapter RSA 110-E to require each public school to provide appropriate support services to military-connected students whose parent or guardian is a member of the armed forces while on active duty.
7. **JLCB – Immunizations of Students – New Policy, First Reading:** NHSBA revised sample policy JLCB due to an amendment to RSA 141-C:20-c that removes the requirement that a parent's request for a religious exemption to immunizations required for school attendance be notarized by deleting the word notarized under Section E-2. Additionally, a new paragraph D was included to reflect a 30-day window for proof of immunizations for children of military families under RSA 110-D, as related to new NHSBA sample policy JFAM.
8. **JLCDA – Medical Treatment – Parental Consent – New Policy, First Reading:** NHSBA created sample policy JLCDA because of HB 1244 (2022 N.H. Laws Ch. 110), which requires a child's parent or legal guardian to provide explicit written consent for any medical or dental treatment provided in a school setting.

J. POLICY ADOPTION:

1. **ECD – Unmanned Aircraft Systems-Drones – New Policy, Second Reading:** NHSBA created sample policy ECD at the request of member districts. The sample includes provisions for several types of drone usage implicating different FAA regulations and standards (e.g., educational, extra-curricular, third party recreational, third party hired, etc.). Boards could modify the statute to include some categories of usage, and exclude others, but in all events the drones and drone operation must meet FAA requirements. – **Superintendent's Recommendation:** Recommend the Board takes action to approve Policy ECD – Unmanned Aircraft Systems-Drones.
2. **EEA – Student Transportation Services – Revised Policy, Second Reading:** The policy is being revised to reflect the three-tier bus system whenever possible. Those students in kindergarten through grade 4 will ride together; students in grades 5 through 8 will ride together; and students in grades 9 through 12 will ride together. At times, it will be necessary to combine tiers to address factors that affect the District's ability to safely and/or efficiently transport students. Parents/guardians will be officially notified by the District if that occurs. **Superintendent's Recommendation:** Recommend the Board takes action to approve Policy EEA – Student Transportation Services.
3. **EG – District Communication Plan – New Policy, Second Reading:** NHSBA created sample policy EG to provide guidance on the creation of a communications plan to help guide school administrators in providing information to stakeholders. The policy indicates areas that Boards may require the Superintendent or other personnel to include in a communication plan. NHSBA also created a technical advisory document, EG-R, to supplement this policy. **Superintendent's Recommendation:** Recommend the Board takes action to approve Policy EG – District Communication Plan.
4. **IHBG – Home Education Instruction and Access to Curricular and Co-Curricular Programs – Revised Policy, Second Reading:** Revised IHBG to reflect passage of HB 1663 by (a) adding language in paragraph D.1 (codified at RSA 193-A:6, I) reiterating that parents own the home educated child's portfolio; and (b) changing language of paragraph G (re: programs and activities) to merely redirect to policy JJJ for the substantive standard. In conjunction with that change to IHBG, NHSBA also revised related policy JJJ, and recoded (with revisions) former IHBG-R (sample administrative guidelines relating to home educated and non-public students' participation in district programming and activities) as JJJ-R.

Added language to paragraph A.3 reflecting the district's continuing duties under RSA 193-A:6, III if requested by the parent/guardian. **Superintendent's Recommendation:** Recommend the Board takes action to approve Policy IHBG – Home Education Instruction and Access to Curricular and Co-Curricular Programs.

5. **IHBG-R – Participation in Public School Activities by Home Educated, and Non-Public School Pupils – Withdraw, Second Reading:** NHSBA has revised and recoded former sample procedure IHBG-R with new code JJJ-R, which better aligns with the respective content of sample policies IHBG and JJJ. See also revision notes below for IHBG, JJJ and JJJ-R. **Superintendent's Recommendation:** Recommend the Board takes action to approve the withdrawal of Policy IHBG-R– Participation in Public School Activities by Home Educated, and Non-Public School Pupils.
6. **IKFC – Alternate Diploma Policy – Revised Policy, Second Reading:** NHSBA revised sample policy IKFC 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 students until they reach age 22. **Superintendent's Recommendation:** Recommends the Board takes action to approve Policy IKFC – Alternative Diploma Policy – Revised Policy.

K. RESOLUTIONS:

1. **Dover Adult Learning Center of Strafford County Adult Education Funding 2023-2026 Resolution** – The Dover Adult Learning Center of Strafford County Adult Education (DALC) has submitted a resolution to the Board for the Dover School District to approve. The resolution authorizes DALC to utilize the following state and federal adult funding for FY 2023-2026:
 - Adult Education and Literacy Program
 - Adult High School Diploma Program
 - Integrated English Language & Civics Education Program
 - Integrated Education & Training Program
 - Other funding opportunities that may arise from time to time.**Superintendent's Recommendation:** I recommend the Board approve the resolution as presented.

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **Evolve and Effect Presentation (mid-year presentation on the progress of the HUB - middle school autism programming).** – Michael McSheehan will provide the Board an update on the progress of the Dover Middle School HUB.
2. **Multi-Tiered System of Supports Update (MTSS)** - During this presentation, Mr. Bickford will provide an overview of the Dover Framework and the process the District Implementation Team has undertaken. A timeline for the scope of work will be reviewed, including a status update on completed milestones, work in-progress, and planned activities. Mr. Bickford has been implementing aimswebPlus universal screening pilots in literacy throughout our elementary schools this winter (6 pilots, across 3 buildings). He will spotlight two approaches to screening, review preliminary results, and how professional learning communities used the data to address student needs.
3. **Title I, Part A Presentation** – The Co-CIA Directors will provide an overview and update on the District's Title I, Part A.
4. **Evolve and Effect Instructional Coach Services – Title I, Part A** – Through funding provided by Title I, Part A, the Teaching and Learning Department is recommending the funding of an instructional coach for Dover Middle School. The instructional coach services will be provided by Evolve and Effect as specified in the

documents provided. Evolve and Effect will provide up to thirty-three (33) days of in-person and five (5) days of remote instructional coaching service (described above) to a maximum of six (6) teachers who are new to the profession (0-5 years) at Dover Middle School from February 1, 2023, through June 1, 2023. Provide up to five (5) days of formative and summative evaluation services to document the coaching services, to report the impact of the coaching service, and to inform development of a district-wide coaching system. Further details of the services and outcomes are provided in the supporting documents.

Superintendent Recommendation: I recommend the Board approve the funding (\$99,800) of the Evolve and Effect Instructional Coach Services.

5. **Memorandum of Understanding – Dover School District and Seymour Osman Community Center**– The Dover School District has as a long standing and positive relationship with the SOCC. They have provided an effective afterschool program for the Woodman Park School students. Stacey Kearns will be available to answer board members questions. **Superintendent’s Recommendation:** I recommend the Board approve the Memorandum of Understanding – Dover School District and Seymour Osman Community Center.
6. **Memorandum of Understanding – Woodman Park School and Seymour Osman Community Center** - The Dover School District has as a long standing and positive relationship with the SOCC. They have provided an effective afterschool program for the Woodman Park School students. Stacey Kearns will be available to answer board members questions. **Superintendent’s Recommendation:** I recommend the Board approve the Memorandum of Understanding – Woodman Park School and Seymour Osman Community Center.
7. **Dover School District Re-Opening Plan Six Month Revision** – The Board is required to review the District’s COVID-19 Re-Entry Plan every six months. The plan was revised December 13, 2021, and August 22, 2022. As stated in the plan: “The District will strive to continue in-person learning throughout the entire school year. The Board needs to acknowledge the review and approve the plan moving forward until the conclusion of the 2022-2023 school year. **Superintendent’s Recommendation:** I recommend the Board review the plan and approve continuing the plan for the remainder of the 2022-2023 school year.
8. **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

Special Recognition: On February 5, 2023, Peter Driscoll received the John R. Clark Officials Award from the *New Hampshire Union Leader* at the Leaders – A Celebration of New Hampshire Sports Champions Recognition Dinner and Ceremony. Congratulations to Peter Driscoll on this outstanding accomplishment.

SUPERINTENDENT JANUARY 2022 WEEKLY REPORTS

▪ Weekly Review for Monday, January 2 through Friday, January 6

Students have completed seventy-six instructional days. Everyone transitioned back into school following the holiday break as school schedules and routines were re-established.

Christine Boston and I had the opportunity to meet with the Seacoast Charter School director and board members to review a transportation proposal. The first half of the school year, the district was unable to provide transportation to Seacoast Charter School due to lack of drivers. With First Student being fully staffed, Chris Taft was able to structure eight stop locations for the morning service and eight stop locations for the afternoon service. This is what has been provided in the past. There is no additional cost to the Dover School District with this plan.

On January 4, the Board held its final FY24 Budget Workshop focused on the staffing plan that will be included in the FY24 Budget. The Board is positioned to act on the proposed FY24 budget at the January 9th Regular Board meeting. The early timeline will assist with staffing in the spring. Lessons have been learned that will assist in improving the process of FY25.

Before the Holiday break, Christine Boston and I made revisions in the Equity Plan based on feedback that was received. On Thursday we met with Maggie Fogarty to review the revisions and to establish the agenda for the January 19th Equity Vision Keepers meeting. The plan is comprehensive and will require multiple years to fully actualize. The Equity Vision Keepers will be vital in helping to identify priorities to be executed in the plan.

Jon Vander Els and I had the opportunity for an update meeting this week. Mr. Vander Els is focusing on the training and development of Professional Learning Communities (PLC) in the elementary schools and the middle school. Mr. Vander Els continues to see progress in the development of the PLCs. There is a stronger emphasis on using data to improve instruction and student learning. There is still much to be accomplished as the concept of effective PLCs continues, but the current course demonstrates a positive direction.

Meetings this week included:

- ✓ Weekly SAU Cabinet Meeting
- ✓ Weekly Board Chair and Vice Chair Meeting
- ✓ Seacoast Charter School Transportation Meeting
- ✓ Jon Vander Els update meeting on PLC training with elementary schools and the middle school
- ✓ School Board FY24 Budget Workshop – Staffing
- ✓ Meeting with Maggie Fogarty to plan the January 19 Equity Vision Keepers Meeting Agenda
- ✓ Monthly Secondary Principals Learning Guidance Team Meeting
- ✓ Curriculum Advisory Council Committee Meeting
- ✓ Prep Meeting for POL Parent Focus Group
- ✓ NHSBA 2023 Legislative Review Webinar
- ✓ Monthly conferences with Kim Lyndes, Kori Kennedy, and Patty Driscoll

■ **Weekly Review for Monday, January 9 through Friday, January 13:**

Students have completed eighty-one instructional days.

I had the opportunity to meet with the Autumn Scott, Joe Boudreau, Dave Landry, and Jackson Kaspari from the Resiliency Sub Committee of the Strafford Planning Commission. The meeting consisted of providing me an overview of the sub committee's work. They are interested in connecting with the schools and involving students. The next step will be to have a joint meeting with the Resiliency Sub Committee and the Teaching and Learning Department.

Carolyn Eastman conducted two Portrait of a Learner (POL) focus groups – a parent focus group and a business focus group. The Teaching and Learning Department's work with Portrait of a Learner is well underway as we continue to work with NHLI's Future Learning Pathways (FLP) project. This week, a FLP subgroup attended breakout sessions with parents and businesses to unpack the data collected by parent and business surveys. This feedback is helping us to identify common themes that multiple stakeholder groups consider important to include in our Portrait of a Learner. This work has been productive, and we look forward to sharing the results.

I had the opportunity to conduct a second focus group of middle school students. Two students from each grade level were selected. The students provided additional insight about the middle school that I will share with

Principal Lyndes. In addition, Christine Boston and I facilitated a *Learning Leaders Chat* at Dover High School. Twelve DHS staff participated in the conversation.

The opening session of DTU negotiations was held this week. DTU presented ground rules for negotiations, a purpose statement for negotiations, and language items for the CBA.

I had the opportunity to meet with Commissioner Edelblut to observe and discuss the KaiPod concept with founder and developer Amar Kumar. KaiPod is a personalized education program alternative. The Commissioner is interested in the Dover Schools participating in the program. The Commissioner has indicated that NHED would completely fund the program. There is still much to learn and understand on how to integrate this into the schools as an alternative program.

At the January 9th Board Meeting the Board approved Patty Driscoll's retirement. Patty has done remarkable work at the Frances G. Hopkins School at Horne Street. She has created a student and learning focus school. The timeline for selecting a new FGH principal has been established with the target date of March 31 of selecting the new principal.

Meetings attended this week included:

- ✓ Chamber of Commerce Government Affairs Committee
- ✓ Weekly SAU Directors Meeting
- ✓ Monthly Conferences: Beth Dunton and Peter Driscoll
- ✓ Strafford County Regional Planning Commission - Strafford County Resiliency Sub Committee
- ✓ Monthly Leadership Team Meeting
- ✓ DMS Student Focus Group
- ✓ Tour of the Dover Kaipod facility with Commissioner Edelblut
- ✓ DHS Learning Leaders Chat
- ✓ DAA Negotiations
- ✓ POL Focus Group for Parents
- ✓ POL Focus Group for Businesses
- ✓ Elementary Literacy Discussion – Part 2
- ✓ District Data Leadership Team
- ✓ DTU Negotiations
- ✓ Interview for a School Float Nurse
- ✓ Rick Purcell Webinar on Staffing
- ✓ Onsite Visits – Garrison, FGH, WPS, and DMS

■ **Weekly Review for Monday, January 16 through Friday, January 20:**

Students have completed eighty-four instructional days.

This week, the school board approved a budget of \$85,141,068, which exceeds the current tax cap by \$1,125,663 and represents a 1.2% increase from the previous year. The budget increase was driven by factors such as rising health insurance premiums and special education costs. The board plans to continue reviewing the budget to reduce the bottom line closer to the tax cap.

Additionally, the Equity Vision Keepers held their second meeting to refine their equity plan and establish a timeline for implementation.

The negotiation committee for the school's DAA also reached an agreement with the DAA negotiation team. The policy document will be brought to the board for action.

Meetings attended this week included:

- ✓ No School on Monday, January 16 – Martin Luther King Day
- ✓ Weekly SAU Directors Meeting
- ✓ Elementary Principal Learning Guidance Team Meeting
- ✓ Demonstrated Success – Webinar
- ✓ Weekly SAU Cabinet Meeting
- ✓ Monthly SEED Meeting
- ✓ Monthly Conferences: Peter Wotton, Robin Lyndes, and Patrick Boodey
- ✓ Candidate Interview– DMS Student Support Coordinator
- ✓ Monthly All Leadership Team Meeting – Emergency Procedures
- ✓ Meeting with Lisa Taipan and Diane Murphy on staff recruitment
- ✓ No School on Friday, January 20 – Snow Day

■ **Weekly Review for Monday, January 23 through Friday, January 27:**

Students have completed eighty-seven instructional days. The district had inclement weather days on January 23 and 24. The January 24 cancellation was requested by the City of Dover due to the power outage by downed power lines, fallen trees, and a shift in the Public Works crew priorities. It is evident that the week was dominated by weather events.

Following a meeting with the elementary principals, the district is in the position to move to remote days as needed for future weather events. It should be noted that there are families who favor remote learning and those who do not.

On Thursday, January 26 there was power outage at Dover Middle School from 8:30 a.m. to 12:15 p.m. Fire Chief Michael McShane, who is also the Emergency Command Officer, worked with the district s the issue was resolved. DMS administration and faculty are to be commended on how the situation was managed.

Bulletproof is approaching the end of the study of the district's IT department. Michael Limanni, Siobhan Mehalek, and I met with Bulletproof representatives to have a general conversation of the study and potential actions moving forward.

Christine Boston, Kiley Hemphill, Jen Krans, Siobhan Mehalek, and I met with Michael McSheehan to examine district initiatives and projects through a framework that would help to further align and thread the major initiatives of the districts.

Dover High School has been invited to participate in the Arts in Action Mural Project. Kate Freear is leading this opportunity. Arts in Action will be providing the funding for the resident artist and materials. The art experience will allow students to work with artists of different backgrounds and experiences. The project is in the final stages of planning.

Congratulations to the Dover CTE Culinary Arts program on winning the Granite Skillet MRE Challenge - The culinary arts team from Dover Regional Career Technical Center won the Granite Skillet 2022 MRE Challenge held last week at Lakes Region Community College.

High school culinary students worked with New Hampshire guardsmen to create gourmet dishes using the ingredients from military-issued meals, ready-to-eat.

Dover's winning dish was beef and spaghetti kofta with a chicken burrito and Mexican-style chicken stew and couscous salad with a grape jelly tzatziki.

Meetings attended this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ Policy JJA-R meeting with Peter Driscoll and Peter Wotton
- ✓ Meeting with Margaret Joyce, Dover Chamber of Commerce Executive Director, and Kori Kennedy
- ✓ MTSS Project Alignment with Other Initiatives
- ✓ Weekly SAU Cabinet Meeting
- ✓ HSEM National Weather Service Call
- ✓ Weekly Board Chair Meeting
- ✓ DMHA January Workgroup Meeting
- ✓ Arts in Action
- ✓ Bulletproof Meeting
- ✓ Principal Meeting
- ✓ Demonstrated Success Meeting
- ✓ Non-Public School Board Meeting

PRINCIPAL REPORTS

Dover High School: Dover High School, in conjunction with the Dover Coalition for Youth, has started a campaign entitled Call to Action which seeks to translate Youth Risk Behavior Survey data in a way that is easy for school staff to understand and use as part of their daily practice. Each month a different element of the YRBS data is presented to the staff. A four-week process is then used to work with the data with the goal of sharing observations and successful practices with other classroom teachers. At the end of each week, teachers fill out a Google Form with responses to the week's challenges. The Dover Coalition for Youth provides prizes as an incentive for participation.

January- Focus on Mental Health

Week One- Staff receive a one-page data brief on the topic of the month and carry out the Week One practice of observe. They also receive a data bite.

Observe how student mental health impacts their school performance. How have you seen this impact in your classroom or advisory?

Data Bite - In a classroom of 30 students . . . 14 out of 30 students felt sad or hopeless every day for more than two weeks in a row.

Week Two - The practice is to connect. Connect with students. Learn something new about two students in your advisory. What do they do outside of school? What are their hobbies.

Data Bite - In a classroom of 30 students . . . 8 out of 30 students seriously considered attempting suicide in the last year.

Week Three - The practice is reflect. Reflect on your own mental health. What challenges have you faced and how might that be an asset or barrier to helping your students.

Data Bite - In a classroom of 30 students . . . three out of 30 students attempted suicide one or more times in the past year. One out of 30 students attempted suicide that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse in the last twelve months.

Week Four - The practice is network. Faculty and staff meet to discuss their observations and share successful practices.

Dover Middle School: DMS is building back social opportunities for students through clubs!

DMS is happy to report that a number of clubs are back in place to provide social opportunities and connections. Beyond our athletic opportunities and Drama Club we have slowly built back other social and enrichment options based on student interests. Current opportunities for students include Art Club, Card Club, 6th Grade Newspaper Club, Color Club, Chess Club and Pen Pals Club. Clubs change with our students' interests. When a student wants to create a club, they pitch their idea to the Principal or a Dean for topic approval. Then they seek out a teacher who is willing to be their club advisor. The club advisor volunteers their time (mostly afterschool) to host the club. The advisor sets the dates and times to meet and provides supervision and direction for the group. We make announcements to students for club opportunities and sign-up directions. Our hope is that all students find a place to connect with others of the same interests and learn and grow in the process.

Frances G. Hopkins School at Horne Street: Frances G. Hopkins Elementary School at Horne Street teachers have been using data more intentionally to refine our classroom and intervention instruction to better support our school-wide goal, which focuses on increasing student reading achievement levels. Classroom teachers are working closely with our Reading Teacher, our Literacy Coach, with our MTSS Director and with Administrators to refine our data-driven instructional practices. Many teachers are currently taking the LETRS course offered by the NH Department of Education. LETRS is designed, as stated by the DOE, *"to increase capacity for providing and overseeing reading instruction and Structured Literacy based on the science of how children learn to read. The ultimate objective is to create improved student outcomes and overall academic achievement through prevention of and intervention for reading difficulties, and to identify pupils who struggle to read."* In addition, many of our classroom teachers are also "Playing in the Sandbox" with our Elementary Literacy Coaches. "Playing in the Sandbox" was created by our Coaches to support teachers as we shift to developing more understanding of how the brain learns to read. In this sandbox model, teachers are intentionally playing around with different evidenced-based teaching strategies, while focusing on student reading achievement.

Garrison Elementary School: Garrison's school counselors and behavior specialist have created a month of kindness here at GES full of activities, learning and challenges around kindness. Activities have included a staff and student basketball game, secret challenge days, grade level assemblies, spirit days, a schoolbook, and more! Next week, we will have [TIGER](#) from Plymouth State here for an assembly on kindness. Parents and younger siblings are welcome to attend this assembly if they wish. The assembly is on Thursday, 2/16 at 9:25.

Ask your student how they bring kindness to school and home!

Woodman Park School: Thanks to a generous Seacoast Educational Endowment for Dover (SEED) grant (<https://doverseed.org/>), Mrs. Fredrickson's Third Grade class and Ms. Duffy's Fourth Grade class have been learning about creating podcasts and are in the process of making their own. The students have been listening to and analyzing various formats of podcasts while choosing a preferred format for their own. They have been collaborating with peers to research, write, and edit their podcast transcripts. Soon, the students will practice reading their scripts fluently and with proper intonation while learning the technical aspects of recording using podcast equipment in a simulated sound booth setting. All are excited about recording, editing, and sharing their final product! In time, the goal is for the other interested teachers to learn about the proper use of equipment and eventually prepare a mobile cart with instructions for others to utilize. Stay tuned!