



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #11
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, November 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. Regular Meeting #10, October 2, 2023
- G. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Alexander Bickerstaff – Paraeducator – Dover High School - Resignation
 - b. John Clark – Science Teacher – Dover Middle School - Retirement
 - c. Sierra-Lynn Clifford – Noon Aide – Frances G. Hopkins School at Horne Street - Resignation
 - d. Bernadette Foss – Paraprofessional – Woodman Park School – Resignation
 - e. Greg Grande – World Languages – Dover High School - Retirement
 - f. Mary Jean Hippert – Wellness (PE) Teacher – Dover High School - Retirement
 - g. Greg Howard – Administrative Assistant – SAU Teaching and Learning Department - Resignation
 - h. Hazel Kent – Special Education Teacher – Garrison Elementary School – Retirement
 - i. Evonne Kill-Kish – Business Office Assistant - SAU Business Office - Resignation
 - j. Marcia Minerowicz – Kindergarten Teacher – Garrison Elementary School - Retirement
 - k. Lindsey Rabbit – Special Education Teacher – Dover Middle School - Resignation
 - l. Nicholas Roy – Music Teacher – Dover Middle School - Resignation
 - m. Donna Stevens – Noon Aide – Dover Middle School – Resignation
 - n. Kim Varney – Noon Aide – Dover Middle School - Resignation
 - 3. **Leaves of Absence:**
 - a. Katie Lynch – Math Teacher - Dover High School
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. Coaching Nominations
 - b. DPA Nomination
 - c. Non-Union Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- H. **STUDENT REPORT:** None
- I. **POLICY – CHANGES – PROPOSALS:**
 - 1. ACN – Nursing Mothers Accommodations – New Policy – First Reading
 - 2. BEDG – Meeting Minutes – Revisions – First Reading
 - 3. EBCC – False Alarms, Bomb, Active Shooter and Other Such Threats – New Policy – First Reading
 - 4. GBCC – Background Investigation and Criminal History Records Check – Revisions – First Reading
 - 5. GBCE – Training and Information Relative to Child Sexual Abuse Prevention – New Policy - First Reading



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6. JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Revisions – First Reading
7. JICC-R – School Bus Conduct Rules – Revisions – First Reading
8. KCD – Public Gifts/Donations – Revisions – First Reading

J. POLICY ADOPTION:

1. JRA – Student Records and Access / Access to Student Records - FERPA – Revisions – Second Reading

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Dover High School Restrooms
2. Job Descriptions
 - a. District School Psychologist
 - b. District School Social Worker
 - c. Paraeducator – School District Professional Development Committee Member (Stipend Position)
 - d. Curriculum, Instruction, and Assessment (CIA) Co-Director
3. Request to Waive Bidding - On-Site Responsive Classroom Training and Materials
4. Bid Award - MTSS Data Management Platform
5. 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: Alexander Bickerstaff <A.Bickerstaff@dover.k12.nh.us>

Sent: Wednesday, November 1, 2023 3:18 PM

To: Linda Madden <l.madden@dover.k12.nh.us>; Tammy Badger <t.badger@dover.k12.nh.us>; Evonne Kill-Kish <e.kill-kish@dover.k12.nh.us>; Nettie Vaughan <n.vaughan@dover.k12.nh.us>

Subject: 2 Weeks Notice

Hi there,

My husband & I found matching jobs together at Portsmouth Naval Shipyard. I've loved being able to make a real difference in our classrooms, but I can't turn down their retirement plan/health insurance. Thank you for the assignments (especially with Mr. Wares, Mr. Stuart, and Sam Boulanger), and I hope you find the coverage you need. We start just before Thanksgiving and my last day here will be Wednesday, November 15th. Thank you again for everything!

-Alex Bickerstaff

From: John Clark <john.clark@dover.k12.nh.us>
Sent: Wednesday, October 18, 2023 6:07 PM
To: Tammy Badger <t.badger@dover.k12.nh.us>
Subject: Retirement

Tammy,

Please consider this email written notification of my intent to retire from the Dover School District at the end of the current school year (2023-24).

Regards,

John Clark
Dover Middle School
john.clark@dover.k12.nh.us
(603) 516-7269

From: Sierra-Lynn Clifford
Sent: Monday, October 30, 2023 12:23 PM
To: Brittany Granfield <b.granfield@doover.k12.nh.us>
Subject: Resignation Letter

Dear Brittany,

I'm currently writing today October 30, 2023 to inform you that I've decided to resign from my position, as a recess aide today. I'm grateful for having the chance to experience this position, and all that comes with it. However, my education has become a stressor during this job, and it is a priority for me to succeed throughout college.

Sincerely,

Sierra-Lynn Clifford

From: Bernadette Foss <b.cormier@dover.k12.nh.us>

Sent: Tuesday, October 3, 2023 4:50 PM

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

Subject: Letter of Resignation

Dear Patrick,

Please accept this letter as formal notification of my resignation from Woodman Park School (Dover School District). I am resigning from my position as a paraeducator. My last day will be Friday October 13, 2023. I have thoroughly enjoyed my 15 (almost) years here. My position as a Kindergarten paraeducator for 12 years was my dream job. I could have done that job forever. I would like to thank you for all your support and guidance during my time here. Thank you for checking in on me and making sure I was doing ok. I have learned so much and have grown as a professional and as a person. The connections I have made over the years with the staff, the families and kids will always hold a special place in my heart. Woodman Park School means the world to me and I will never forget my journey here.

Thank you,

Bernadette Foss

Gregory F. Grande

Dover High School

November 2, 2023

To Dr. Harbron, Mr. Driscoll and Mrs. Connelly,

It is my intention to retire from teaching at the end of this school year 2023/2024. After 44 years of teaching high school, it's time for this Spanish teacher to say, ADIOS.

Sincerely,

Gregory F. Grande

11/8/2023

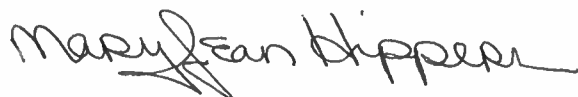
Dear Dr. Harbron and Dover School Board Members,

This letter serves as notice of my intent to retire from my position of Dover High School Physical Education Teacher at the end of the school year 2023-2024. This notice is prior to November 15, 2023 as stated on page 11, Article V: Compensation of the agreement between the Dover School Board and the Dover Teachers Union.

I have loved being a teacher for Dover High School these past 23 years (38 total in NH). I am extremely grateful to have been given the opportunity to be involved in creating our Unified Programs. DHS Unified has not only gained State attention but National attention as well. Schools as far as Kentucky and California are using our Unified model for their schools.

Although I am completing my tenure as a full-time teacher, I would like to continue to remain active within our Dover Community as well as continue to create inclusive opportunities for our Unified athletes, partners, and families.

Thank you,

A handwritten signature in black ink that reads "Mary Jean Hippern". The signature is written in a cursive, flowing style.

Mary Jean Hippern

Dover High School Wellness (PE) Department

DHS Unified Liaison

11/1/2023

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

Dear Dr. William Harbron,

Please accept this letter as my formal resignation from my position as the Teaching & Learning Administrative Assistant at the Dover School District, effective two weeks from today's date, 11/1/2023.

I appreciate all the opportunities and support I have received during my tenure and have truly enjoyed my time working with my team and colleagues. Thank you, everyone, for all that you have done.

Please let me know how I can be of help during the transition period. I wish the very best for the school district going forward.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Howard", with a long, sweeping horizontal line extending to the right.

Greg Howard

10/7/2023

Dear Dr. Harbron,

It is with mixed emotions that I share my plan to retire after this school year. I have loved working as a special education teacher at Garrison Elementary School for the last 31 years of my 38-year career, and I am honored to end my career here.

I appreciate all the support I have had during my time at Garrison. I have worked with truly special students. Helping them succeed in and out of the classroom has been my passion. Seeing them increase their academic skills and build their confidence in themselves has been a privilege.

I will truly miss teaching and coming to Garrison each day. I will still be around and will always be happy to help in any way.

Sincerely,

Hazel Kent

October 18, 2023

Dr. William Harbron
61 Locust Street, #409
Dover, NH 03820
(603) 516-6800

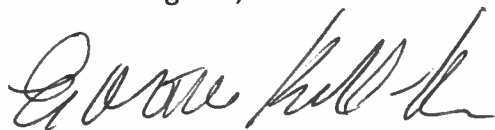
Dear Dr. Harbron,

Please accept this letter as my formal notice of resignation from my position as the Business Service Assistant at Dover School District. My last day of work will be November 1, 2023.

I will always appreciate the opportunities and experiences I have had to grow over the last 6 years. Dover School District has provided me during my time working in the district.

I wish the district the absolute best in their future endeavors and hope that our professional paths may cross again in the future.

Sincere Regards,

A handwritten signature in black ink, appearing to read "Evonne Kill-Kish", written in a cursive style.

Evonne Kill-Kish

From: Marcia Minerowicz <m.minerowicz@doover.k12.nh.us>

Sent: Tuesday, November 7, 2023 9:38 PM

To: William Harbron <w.harbron@doover.k12.nh.us>; Beth Dunton <b.dunton@doover.k12.nh.us>

Subject: Difficult decision

Dr. Harbron and Beth,

I have made the difficult decision to retire at the end of this school year. It is hard to think of leaving a job that I have put my heart and soul into for most of my adult life. I hope to continue to be a part of GES as a substitute. I can't imagine losing the connections that I have made with so many children and their families.

Marcia

Marcia Minerowicz
Kindergarten Teacher
Garrison Elementary School

From: Lindsey Rabbitt <L.Rabbitt@dover.k12.nh.us>

Sent: Wednesday, October 11, 2023 11:03 AM

To: Charles Angwin <C.Angwin@dover.k12.nh.us>

Cc: Lisa Dillingham <l.dillingham@dover.k12.nh.us>; Jillian Brickley <j.brickley@dover.k12.nh.us>

Subject: Letter of Resignation

Dear Charles,

It is with a heavy heart that I write to inform you of my resignation from my position at Dover Middle School, effective immediately.

This role has been much more physically involved than the job description had expressed. Had I been more aware of the potential for physical harm, I would have reconsidered accepting this role in the first place. Therefore, after careful consideration, I have come to the difficult decision that resigning is the best course of action for my well-being. The nature of my chronic illness demands that I prioritize my health and dedicate sufficient time for recovery and self-care.

Please let me know a good time to collect my belongings and drop off my keys, badge, and laptop.

I thank you for your understanding and support and wish you and the entire Dover Middle School team continued success.

Sincerely,
Lindsey Rabbitt

October 26, 2023

Dover School District

Dear Dr. Harbron:

I, Nicholas Roy, hereby submit my official letter of resignation to the Dover School District. I thank you for the many positive experiences I have had at Dover Middle School. I would love to meet personally with you for a formal exit interview if possible. Thank you very much.

Sincerely,

Nicholas J. Roy

From: Katie Lynch <k.lynch@dover.k12.nh.us>

Sent: Tuesday, October 31, 2023 2:54 PM

To: William Harbron <w.harbron@dover.k12.nh.us>

Cc: Peter Driscoll <p.driscoll@dover.k12.nh.us>; Kimberly Hamel <k.hamel@dover.k12.nh.us>

Subject: LOA Maternity Request

Good afternoon Dr. Harbron,

I am writing to request a leave of absence for maternity leave to bond with and care for my newborn child. I am due around January 28th and plan to take leave until the end of the school year. We are very excited to be starting our family with our first child and want to take the time to properly enjoy the start of this new phase of life.

As you can imagine, bringing a new member into our family will be a major life change, and I will need some time off to recover from childbirth and adjust to my new role as a mother. This is why I am requesting this leave for the remainder of the school year. I do plan on working as long as I possibly can before going into labor, barring any unforeseen complications. During my leave, I will be available by phone and email to address any urgent matters, and I will work with our high school administrators before I leave to ensure that my responsibilities are covered in my absence.

I have already emailed Kim Hamel to begin paperwork on this. She advised me to request this leave as my intended use of all of my sick days plus any remaining days of the school year is beyond the typical 60 day maternity leave granted by FMLA. I have already sent in the FMLA paperwork to my OB's office to be signed off on verifying this information. I will send in that to Kim upon receiving it back from their office.

I am confident that my colleagues will continue to uphold the high standards of this institution in my absence. Thank you for considering my request. I am excited to welcome my new child into the world, and I look forward to sharing my news with everyone at Dover.

Sincerely,
Katie Lynch

Recommendations - UPDATED

To: Dr. William Harbron
 From: Peter Wotton
 Re: Coaching Recommendations
 Date: November 7, 2023
 Cc: Peter Driscoll, Kim Lyndes

I would like to recommend the following individuals for WINTER Coaching positions at DHS and DMS for the 2023-24 Winter Sports Season.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
B. Varsity Basketball	Matt Fennessy	\$6295.25	
B. JV/Asst Basketball	Heath Churchill	\$4182.75	
B. Fr. Basketball	Jordan Chambers	\$3591.25	
B. MS Head Coach	Garison Rogacki	\$3126.50	
B. MS Asst. Coach	Colby Conway	\$1816.75	Demetrius Woodard
G. Varsity Basketball	James Flynn	\$6295.25	
G. JV Basketball	Courtney Tobey	\$4182.75	Karen Malsbenden
G. Fr. Basketball	OPEN	\$3591.25	
G. MS Head Coach	Courtney Jennings	\$3126.50	Jessica Hardiman
G. MS Asst. Coach	Katelyn Maroon	\$1816.75	Mark Brave
Head Ice Hockey	Mike Young	\$5915.00	
Asst/JV Ice Hockey	Chris Hitchcock	\$3591.25	
Head Swim/Dive Coach	Matt Carrico	\$2028.00	Samantha Royalty
Asst. Swim/Dive Coach	Nicole Ciancarelli	\$1816.25	Emily Cook
Head Win. Cheering	OPEN	\$4858.75	Kelsey Daigle
JV/Asst Winter Cheering	OPEN	\$2873.00	Mikaela Leighton
DMS Cheering	April McGough	\$1816.75	Megan Connors
Boys Head Winter Track	Nick Piatti	\$4858.75	
B/G Asst. Win. Track	Christen Wilhelm	\$2873.00	
B/G Asst. Win. Track	Jeffrey Sanborn	\$2873.00	
B/G Alpine Skiing	Steve Lent	\$2830.75	
B/G Bowling	Laura Davis	\$1000 (coaching contingency)	
Girls Gymnastics	Halle Studley	\$1119.63 (both coaches agree to split stipend of \$2239.25)	
	Cindy Conrad	\$1119.62	

Please contact me with any questions or concerns

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

TO: **DOVER SCHOOL BOARD**

DATE: November 13, 2023

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
LeSelva, Bridget	Paraprofessional	Woodman Park School	Bernadette Foss	\$19.95	C2, Step 6

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

TO: **DOVER SCHOOL BOARD**

DATE: November 13, 2023

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Ciriello, Jayden	Barn Employee	Dover High School CTC		\$12.50/hr	
Hadley, Isadora	Barn Employee	Dover High School CTC		\$12.50/hr	
Pappas, Sophia	Barn Employee	Dover High School CTC		\$12.50/hr	
Pietrak, Sidney	Noon Supervisor	District	Julie Forest	\$11.50/hr.	

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

NEW POLICY – FIRST READING

NURSING MOTHERS ACCOMODATIONS

A. Statement of Purpose.

The District provides a supportive environment as to time and place for students and employees (collectively “nursing mothers). Subject to the terms and exceptions set forth in this policy, the District will accommodate the needs of nursing mothers by providing reasonable times and suitable spaces for nursing mothers to nurse during school and work hours for (1) one year after the birth of the child. Nursing for purposes of this policy will include expression of milk by manual or mechanical means.

No nursing mother will be discriminated against for nursing or nursing related activities as provided in this policy, and reasonable efforts will be made to assist nursing mothers in meeting their infant feeding goals while at work or school.

B. Accommodation Notice and Plans.

A nursing or expectant mother should contact the building principal, or employee’s supervisor at least two weeks before the need for nursing accommodations arises. The District will endeavor to meet the break and space needs of each nursing mother. However, when ordinary accommodations (as discussed below) will create undue hardship to the operations of the school/workplace, the District will work with the nursing mother to determine whether other acceptable accommodations may be made. Such other accommodations could include such items as a change in work/class assignments, or schedules. When acceptable accommodations are unattainable, the building principal or other administrator working with the nursing mother should consult with the District’s, Superintendent or school attorney.

A nursing accommodation plan should be revisited upon the nursing mother’s request, or at least every three months, with adjustments made to the accommodations for breaks as nursing needs change.

C. Reasonable Time to Express Milk During the School Day.

Absent accommodations as established under Section B, above, a nursing mother will have a minimum of three opportunities (“nursing period”) during a work or school day, at agreed upon intervals (which should include flexibility as appropriate and practicable) for the purpose of nursing or to address other needs relating to nursing. An employee or student can use usual break and meal periods if she chooses.

A nursing mother who is an hourly employee will not be paid during nursing periods unless either (a) the nursing period falls during a regular paid break (e.g., a paid lunch), or she is not completely relieved of duties during the nursing break. Nursing mothers shall not be required to “make up” time relating to the use of unpaid nursing periods.

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

D. Suitable Private Areas for Nursing.

Nursing mothers will be provided with a private place, other than a bathroom, in each school district building in which a nursing mother spends her working or school day. The nursing area:

- a. May be temporary or permanent.
- b. Shall be shielded from view and free from intrusion by other persons, including without limitation of other staff or students;
- c. Shall be within a reasonable walk to the nursing mother's workstation or classroom unless otherwise agreed by the nursing mother;
- d. Have, at a minimum, an electrical outlet and a chair if feasible;
- e. Have a sink with running water if feasible, or be in proximity to one;
- f. Have a refrigerator for breast milk storage if feasible, or be in proximity to one;
and
- g. Shall be cleaned regularly by District staff assigned to that duty.

E. Nursing Mother Responsibilities.

Nursing mothers will:

1. Provide at least two weeks advance notice of the need for nursing accommodations, preferably prior to their return to school following the birth of the child. This will allow school administrators the opportunity to establish a location and work out scheduling issues.
2. Maintain the nursing area by wiping down surfaces with antibacterial wipes so the area is clean for the next user.
3. Provide their own supplies as is necessary.

F. Prohibited Conduct.

Any intentional act which violates a nursing mother's privacy, aims to frustrate a nursing mother's intentions to use the nursing facilities, or constitutes harassment on account of a nursing mother's needs or breastfeeding status is prohibited, and shall be treated as violation of the applicable code of conduct, with possible disciplinary consequences and may constitute sexual harassment and be reported to the Title IX Coordinator.

G. Dissemination of Policy.

This policy shall be printed or summarized in applicable employee and student handbooks. For employees, if the handbook is not provided at the time of hire, then the District will provide a copy of this policy at the time of hire.

Policy Adoption:

Policy Revision:

DOVER SCHOOL DISTRICT	POLICY CODE: BEDG
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 1 OF 6

FIRST READING - REVISIONS

MEETING MINUTES

A. Minutes Required.

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

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

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

B. Required Content of Minutes.

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

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

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

C. Approval and Access to Minutes.

DOVER SCHOOL DISTRICT	POLICY CODE: BEDG
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 2 OF 6

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

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

Additionally, all approved and unsealed minutes shall be posted in a consistent and reasonably accessible location on the District's website, or the website shall contain a notice describing where the minutes may be reviewed, and copies requested.

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

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

4. Approval of All Minutes Other Than Sealed. Draft public minutes and non-public minutes that were not sealed will be sent to the members of the Board before the meeting at which they are to be approved. **Board members may send suggested changes back to the minute recorder without copying the other members.** Changes made by the Board to draft minutes shall be recorded either by (i) retaining the draft with the final approved minutes, (ii) including notations (e.g., “redline” edits) in the final approved minutes, or (iii) outlined in the minutes of the meeting at which the Board approved.
5. Approval of Sealed Non-Public Minutes of Non-Public Sessions. Unless previously sealed by the Board, draft minutes for all non-public sessions will be made available for public inspection within seventy-two (72) hours after the non-public session.

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

DOVER SCHOOL DISTRICT	POLICY CODE: BEDG
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 3 OF 6

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

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

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

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non-public session, then such information must be disclosed to the public within 72 hours of the close of the meeting.

4. Sealed Minutes List. In order to comply with RSA 91-A:3, III, the Superintendent is directed to maintain a list of all sealed minutes for non-public sessions occurring after July 1, 2021. The list (referred to as the "Sealed Minutes List") shall include:
 - a. the name of the public body (e.g., School Board, Policy Committee, etc.);
 - b. the date, time and location of the public meeting (from meeting notice);
 - c. the start and end times of the non-public session;
 - d. the specific grounds upon which the non-public session occurred (e.g., RSA 91-A:3, II (b) and (c), etc.);
 - e. the specific grounds upon which the minutes were sealed (e.g., "disclosure would render the action ineffective" or "disclosure would likely adversely affect the reputation of a non-board member," etc.);
 - f. the date the vote to seal the minutes occurred;
 - g. the date, if any, stated in the original motion or subsequently, on which the sealed minutes will be unsealed; the motion to seal should, when possible, state the date the minutes should be unsealed or at least reviewed by the Board or other public body; and
 - h. the date, if any, of a subsequent decision to unseal the minutes.

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

5. Reviewing and Unsealing Previously Sealed Minutes.

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

1. Pursuant to RSA 91-A:3, IV, starting on October 3, 2023, sealed minutes must either be reviewed within each ten-year period or unsealed no later than the expiration of ten years following the date they were sealed or last reviewed. Minutes sealed prior to October 3, 2023, must be reviewed and/or unsealed by October 3, 2033.

E. Procedures

The Board establishes the following procedures pursuant to RSA 91-A:3, IV(a) for reviewing sealed minutes:

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- a. Record of Minutes Sealed Prior to October 3, 2023. The Board directs the Superintendent or their designee to compile a log of non-public minutes that have been sealed prior to October 3, 2023 ("Record of Minutes Sealed Before 10/3/2023" or "Record") using information from the exterior of the envelopes or other available external notations for the sealed minutes. The preparation of the Record will include minutes that are also included on the Sealed Minutes List kept according to paragraph D, above.

The preparation of the Record shall not include reviewing the sealed minutes themselves. The Record should include as much of the same information for all previously sealed minutes as is required on the Sealed Minutes List (see paragraph D.4, above). The Record of Minutes Sealed Before 10/3/2023 shall be completed no later than May 1, 2024.

Upon completion of the log of previously sealed minutes, the Board will establish a schedule for completing a review of all of the previously sealed minutes no later than June 1, 2023.

- b. Initial Review of Previously and Newly Sealed Minutes. The Policy Review Committee will designate one board member at the first regular board meeting following the organizational meeting to review all sealed non-public minutes according to the schedule established in the Record of Minutes Sealed Before 10/3/23, and for those minutes that are sealed after 10/3/23 according to the review date appearing on the Sealed Minutes List maintained according to paragraph D.

If the Reviewing Designee is a committee of more than one, then the initial review of sealed minutes shall be conducted in non-public session pursuant to RSA 91-A:3, II (m), but only in a duly notice meeting in full compliance with RSA 91-A:2.

In the initial review, the Reviewing Designee will inspect the sealed minutes to determine whether, in the Reviewing Designee's opinion, the reasons (see D.2.A.i-iii, above) that justified keeping the minutes from the public (i.e., sealing) under 91-A:3, III still apply.

NOTE: In years past, 91-A did not require a public motion to seal. Accordingly, a review of non-public minutes --or even public minutes-- may not include sufficient information to determine what the original circumstances were that justified sealing the minutes.

If the Reviewing Designee is of the opinion that the reasons initially justifying the sealing of the minutes no longer apply, or if the minutes themselves do not include information upon which the then current board could determine that the minutes should not be disclosed, then the Reviewing Delegee will recommend to the Board that the Board unseal those minutes.

If, however, the Reviewing Designee determines that the reasons justifying non-disclosure continue to apply, the Reviewing Designee shall assign a new date - within 9 years and 10 months thereafter - for the sealed minutes to be reviewed next. The Reviewing Designee will assure that the Sealed Minutes List maintained pursuant to paragraph D.4 is updated to reflect the new date, and any additional

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data pertaining to the sealed minutes required by the list which was not previously discernible from external sources.

Board Determination Whether to Disclose Previously Sealed Minutes.

Upon receipt of recommendations from the Reviewing Designee that previously sealed minutes should be disclosed, the Board will review such minutes in non-public session under RSA 91-A:3, II(m) to determine whether the circumstances that justified keeping meeting minutes from the public under RSA 91-A:3, III no longer apply.

While the Board's review and discussion regarding previously sealed minutes may occur in non-public session, pursuant to RSA 91-A:3, II(m) any vote by the Board whether to disclose minutes shall take place in public session.

If the Board votes to disclose/unseal, the minutes shall be available for release to the public within 72 hours.

Policy Adoption: February 10, 2020

Policy Revision: November 8, 2021

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FIRST READING - NEW POLICY

FALSE ALARMS, BOMB, ACTIVE SHOOTER AND OTHER SUCH THREATS

The Board recognizes that false alarms, and bomb, active shooter or other such violent threats, are a significant concern to schools. Whether a threat is real or a hoax, it represents a likely substantial disruption to the educational mission of the school, as well as potential danger to the safety and welfare of students, staff, and school property.

No person shall make or communicate, by any means, a threat stating the current or future presence of: a fire, an explosion, an active shooter, an explosive device, a biological or chemical substance, or other catastrophic emergency on school premises. This prohibition extends to activating any alarm on school property intended to warn of the presence of one or more such threats or conditions when the person activating the alarm knows the threat or condition is not present, or there is no reasonable basis presence of such threat or condition. Making such threats or false alarms will be deemed a violation of the applicable code of conduct, with potential disciplinary action, and will be referred to law enforcement for potential criminal prosecution.

Any such false threat or alarm will be regarded as a serious matter and will be treated accordingly. In the event a violent threat is made or alarm activated, the Building Principal/supervisor shall follow the pertinent procedures set forth in the District Crisis Prevention and Response Plan EBCA, and the school specific Emergency Operations Plan.

At a minimum:

1. The Superintendent or designee shall make a determination as to whether an immediate evacuation of school buildings is required in accordance with the District Crisis Prevention and Response Plan.
2. Simultaneously, local law enforcement authorities shall be notified.
3. An investigation of the threat should be made by local law enforcement authorities or applicable state department.
4. Any decision to re-enter the school or buildings after an evacuation will be made by the Superintendent, or designee, and only after such clearance has been given by the appropriate law enforcement agency.
5. The Superintendent or designee will communicate the occurrence of any threat under this policy to the parents of any students in the affected building, whether or not a full evacuation occurred EITHER in accordance with the District Crisis Prevention and Response Plan OR the District Communication Plan OR as soon as deemed appropriate under the circumstances.

Policy Adoption:

Policy Revision:

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FIRST READING - REVISIONS

BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK

To help assure the safety of District students, it is the policy of the Dover School Board that before any person is employed by the School District, or are otherwise placed into positions whereby they have frequent close contact with, or supervision of students, that the administration conducts a proper investigation into such person's background, including, without limitation, a criminal history records check under RSA 189:13-a – 189:13-c.

A. Definitions. As used in this policy:

1. **“Applicant”** shall mean and include an Applicant for employment or any person seeking to serve in any position falling within the term “Covered Person” as defined below, who is selected by the District for further consideration for such position.
2. **“Background investigation”** means an investigation into the past employment and other background of an Applicant with the intent of determining whether:
 - a. The Applicant/Covered Person is qualified for the position for which they have applied, will/would be assigned, or will/would perform, and
 - b. The Applicant has been found guilty of any criminal activity or conduct that would make them ineligible or unsuitable for employment or service in the District.
3. **“Conditional offer of employment”** means an offer of employment extended to a selected Applicant subject to a successful completed criminal history record check (defined below) which is satisfactory to the SAU or school district.
4. **“Contractor”** means a private business or agency or an employee or employees of the contractor which contracts with a SAU, school district, or charter school to provide services including but not limited to:
 - a. cafeteria workers,
 - b. school bus drivers,
 - c. custodial personnel,
 - d. any other direct service or services to students of the district or charter school.
5. **“Covered Person”** shall mean every employee, stipended position (e.g., coach, trainer, drama coach, etc.), candidate, designated volunteer (whether direct or through a volunteer organization), or any other service where the contractor or employees of the contractor provide services directly to students of the District, or any Applicant/Person seeking to serve in any of those positions. NOTE: Only those volunteers who meet the definition of “Designated Volunteer” below are considered “Covered Employees”. See Board policy IJOC for additional provisions relating to all volunteers. **All Covered Persons are required to undergo training as provided in Board policy GBCE.**

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6. **“Criminal History Records Check”** or “CHRC” means a criminal history records inquiry under RSA 189:13-a – 13-c, conducted by the New Hampshire State Police through its records and through the Federal Bureau of Investigation.
7. **“Designated Volunteer”** is any volunteer who:
- a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, overnight field trip chaperone;
 - b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);
 - c. Meets with students on a one-on-one basis [without the presence of a teacher or other such professional staff member]; OR
 - d. Any other volunteer so designated by the School Board or Superintendent.

The administrative supervisor for the applicable activity or program (e.g., building principal, athletic director), shall have the responsibility of determining whether a volunteer position is a “Designated Volunteer”, subject to any additional rules or procedures established by the Superintendent.

8. **“Educator Candidate”** means a student at an institution of higher education in New Hampshire who has been selected to participate in a K-12 educator preparation program (RSA 189:13-c, I(b)). This definition includes both Educator Candidates who are placed as student teachers in the district, and those who might be in the District for a different purpose (e.g., Methods, etc.).
9. **“Section V Offense(s)”** are those criminal offenses listed in RSA 189:13-a, V, as that list may be amended by the Legislature from time to time. The current list of offenses may be accessed at:

<http://www.gencourt.state.nh.us/rsa/html/XV/189/189-13-a.htm>

[Link: Section V Offenses - RSA 189:13-a, V](#)

“Non-Section V Offenses” are all other crimes offenses, whether felonies or misdemeanors.

10. **“Designee”** shall mean, a person designated by the Superintendent to receive and inspect results of the Criminal History Records Check. Under RSA 189:13-a, II, the Designee for purposes of CHRC may only be an assistant superintendent, head of Human Resources, the Personnel Director, the Chief Financial Officer or the Finance Director.

B. Background Investigation and Restrictions on Hiring or Appointing Individuals with Revoked or Suspended Credentials.

1. The Superintendent will require a Background Investigation of any Applicant or Covered Person as defined in this policy **including but not limited to reviewing the most recent NHED List of Revoked & Suspended Credentials.** The Superintendent may

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assign the Background Investigation (but not the CHRC) to someone other than the Designee, but **the Background Investigation** shall be completed prior to making a final offer of employment, approving the contract with an individual contracting directly with the District, student teacher, or a Designated Volunteer to work or serve within the District. For Covered Persons who are employed by a third-party contractor or assigned as a Designated Volunteer by a volunteer agency, the Superintendent or Designee may waive the Background Investigation and instead rely on suitable assurances from the contracting company or agency regarding a background investigation. The requirement for a Criminal History Records Check under paragraph D, below, however, may not be waived. All decisions regarding employment and the pre-employment process shall conform to the District's Anti-Discrimination and Equal Opportunity policy, AC.

As part of the application process, each Applicant shall be asked whether they have ever been convicted of any crime and whether there are any criminal charges pending against them at the time of application. The Applicant will also be directed to report any criminal charges brought against themselves after the application is submitted and until either hired or notified that they will not be hired. Failure to report will be treated in the same manner as falsification of information under Section C, below.

General record (**e.g., checklist and/or source documentation**) of completion of a Background Investigation (but not copies of the results of a CHRC) shall be retained in an employee's personnel file and retained pursuant to the District's Record Retention Schedule EHB-R.

- 2. Prohibition against hiring/appointment of individuals with revoked or suspended credentials. The District will not hire any individual whose education license, certification or other credential ("credential") issued by the Department of Education is currently revoked or suspended, unless: (1) the individual's prospective employment would begin after the reinstatement of that individual's credential; or, (2) the individual retains an active endorsement in one or more areas in which the individual remains eligible for employment, even though the endorsement in another area is under revocation or suspension.**

No person whose credential issued by the Department of Education has been revoked or is under current suspension, may be appointed as, or serve as, a volunteer for any district service or activity, designated or otherwise.

In the instance of a person with no current endorsement, the suspension or revocation would preclude hiring or appointing that person to any position within the district. This means, for example, that a former science teacher whose credentials are revoked may not be appointed as a volunteer soccer coach.

Notwithstanding the prohibitions and limitations imposed by this paragraph, educators whose credentials have been revoked or are currently suspended, retain all the rights afforded members of the public to enter onto school grounds and attend school events in accordance with applicable laws and School Board policies. Similarly, such individuals who are parents or guardians of district students shall maintain all the rights afforded all parents and guardians under law and School Board policies – but may not serve in volunteer positions.

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C. False Information. The falsification or omission of any information on a job application, during the pendency of the application, or in a job interview, including, but not limited to, information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment, withdrawal of any offer of employment, or immediate discharge from employment.

D. Criminal History Records Check.

1. **General.** As part of the District's Background Investigation, ~~the~~ each Applicant must submit to a Criminal History Records Check ("CHRC") through the State of New Hampshire in full compliance with RSA 189:13-a. No Covered Person/Applicant shall be employed, extended a conditional offer of employment or begin service in the District, until the Superintendent or designee, has initiated the CHRC.

The Applicant shall provide the District with a Criminal History Records Release Form as provided by the New Hampshire State Police along with a full set of fingerprints taken by a qualified law enforcement agency according to RSA 189:13-a, II.

Refusal to provide the required Criminal History Records Release Form (with fingerprints) and any other required releases to authorize the CHRC will result in immediate disqualification of the Applicant/Covered Person, and they will not be considered for the position.

2. **Special Provisions for Educator Candidates, Substitutes, and Bus Drivers & ~~Bus Monitors and Substitutes~~.**

- a. **Educator Candidate.** Educator Candidates who are placed in the District as a student teacher shall undergo a CHRC prior to beginning in the District. For Educator Candidates in the District under a status other than student teacher (e.g, observation, Methods Course or Practicum student), the Superintendent or Designee will determine whether to require a CHRC using the same parameters included in the Designated Volunteer definition, above.

- b. **Bus Drivers and Bus Monitors.** Pursuant to RSA 189:13-a, VI and RSA 189:13-b, criminal history records check for bus drivers ~~and bus monitors~~ shall be processed through the New Hampshire Department of Education ("NHED"). Although NHED will conduct the CHRC, the Superintendent or designee shall require a Background Investigation in accordance with paragraph B.

3. **Results of Criminal History Records Check.** The results of the CHRC shall be delivered to the Superintendent or designee who shall be responsible for maintaining their confidentiality. The Superintendent or designee shall destroy all results and reports of any CHRC within sixty (60) days of receiving said information.

4. **Pending Charges or Convictions for Section V Offenses.** If the results of the CHRC disclose that the Applicant has either been convicted of or is charged pending disposition of a violation or attempted violation of a Section V offense, that person shall not receive an offer or final offer of employment. Additionally, the Superintendent (not the Superintendent's designee), shall notify NHED through its Investigator or the Chief of the Governance Unit or as otherwise directed by NHED.

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- 5. Non-Section V Offenses and/or Past Charges of Section V Offenses.** If the results of a CHRC disclose that the Applicant has been charged (whether pending or previously concluded) with a Non-Section V Offense or has been previously charged with a Section V Offense which the charge has been disposed of other than by a conviction, the Superintendent or designee shall take such information into account prior to hiring or assigning such Applicant. In making a determination regarding such an Applicant, the Superintendent or designee shall consider all reliable information, and assess whether, in light of the totality of the circumstances, the Applicant's suitability for the position sought with student safety being the priority consideration. (Circumstances the Superintendent should consider include, but are not limited to, nature and date of the charge, information about reduced charges, age at time of charge, relationship of the nature of the charged offense to the duties of the position sought).

If the Superintendent chooses to nominate, appoint or assign an Applicant who has a history of conviction or pending charges of a Non-Section V Offense, or of past concluded charges of Section V Offenses that did not result in a conviction, then the final hiring decision or appointment of another Covered Person must be approved by the School Board. ~~The Superintendent may share to the Board in non-public session general information about the offense/conviction but is prohibited under RSA 189:13-a from sharing the CHRC report.~~ Pursuant to regulations of the United States Department of Justice, and RSA 189:13-a, the Superintendent may NOT share with the Board information directly gleaned from the CHRC regarding specific criminal charges, arrests, convictions etc., but may share the fact that they are nominating a person whose background investigation revealed information requiring the Superintendent to apply the criteria established by the Board in the preceding paragraph.

- 6. Fees for Criminal History Records Check.** Any Applicant for whom the Board requires a CHRC, or, in the instance of third-party contractors/organizations, the Covered Person's employer/organization, shall pay the actual fees and costs associated with the fingerprinting process and/or the submission or processing of the CHRC, unless otherwise determined by the Board.
- 7. Additional Criminal Records Checks.** To the extent permitted by law, the Superintendent or designee may require a CHRC of any Covered Person at any time after hire or appointment to a position within the District.
- E. Conditional Offer of Employment.** Applicants who have been selected for employment may be given a conditional offer of employment, with the final offer subject to the successful completion of the Background Investigation and CHRC, and a determination that there are no disqualifying pending charges or convictions.
- Any Applicant who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that their employment or approval to work within the District is entirely conditioned upon the results of a CHRC and Background Investigation being satisfactory to the District.
- F. Final Offer of Employment.** No Applicant shall be extended a final offer of employment or be allowed to serve/provide services in the District if such person has charges pending or has been convicted of any Section V Offense; or where such person has been convicted of

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the same conduct in another state, territory, or possession of the United States; or where such person has been convicted of the same conduct in a foreign country.

An Applicant may only be extended a final offer of employment or final approval to work/serve within the District's schools upon the satisfactory completion and results of a CHRC and background investigation.

- G. Administrative Protocols/Procedures.** The Superintendent is authorized to establish written protocols for background investigations, ~~which~~ **and such** protocols may vary depending on the nature of the position(s) (e.g., verification of academic records and achievements for certified professionals, credit checks for personnel with fiscal responsibilities). The written protocols may include additional specific disqualifying misdemeanor or felony convictions or charges (e.g., prostitution, theft, etc.) in addition to the Section V Offenses.
- H. Contractor and Vendor Provisions.** The Superintendent shall take such steps as are necessary to assure third party agreements which involve covered personnel to include a provision for such personnel to **complete** CHRCs and Background Investigations as required under this policy, as well as training and information relative to child sexual abuse prevention as required under RSA 189:13-a, XII **and policy GBCE**.
- I. Training of Superintendent/Designee.** The Superintendent or any designee shall complete such training relative to the reading and interpretation of criminal records as required by NHED.
- J. Reports of Criminal Offenses Post-Hire or Commencement of Service.** When the District receives a notification of a covered person being charged with or convicted of a Section V Offense or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to immediate discharge. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment contract or collective bargaining agreement to address the individual's ongoing relationship with the District. If the covered person charged/convicted of a Section V Offense is a credential holder as defined in the New Hampshire Code of Conduct for Educators, the Superintendent shall make a report to the New Hampshire Department of Education pursuant to section 510.05 of the Code **and Board policy GBEAB – Mandatory Code of Conduct Reporting**.

Policy History

Policy Adoption: November 13, 2017

Policy Revision: November 8, 2021

Policy Revision: September 12, 2022

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FIRST READING – NEW POLICY

TRAINING AND INFORMATION RELATIVE TO CHILD SEXUAL ABUSE PREVENTION

The Superintendent shall require that every employee, designated volunteer or other person whose position requires a criminal history records (CHRC) check under RSA 189:13-a, and/or is a “Covered Employee” as defined in Board policy GBCD is provided with informational materials, training, or other education, either online or in person, concerning child sexual abuse prevention, sexual assault and harassment policy training, warning signs of child abuse, and reporting mandates. Such training shall be completed within 30 days of employment and renewed every two (2) years for all such Employees, Designated Volunteers, and other persons.

Policy History

Policy Adoption:

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FIRST READING - REVISIONS

CHANGE OF CLASS OR SCHOOL ASSIGNMENT BEST INTERESTS AND MANIFEST HARDSHIP

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

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

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

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

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

1. Procedure:

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

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- d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's/guardian's belief that reassignment is in the best interest of the student.
- e. The Superintendent may present such information as they deem appropriate.
- f. In determining whether reassignment is in the student's best interest the Superintendent shall consider the student's academic, physical, personal, or social needs.

2. Finding Reassignment Is or Is Not in the Best Interest.

- a. Within five school days of the reassignment meeting, the Superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).
- b. If the Superintendent finds it is in the best interest of the student to change the student's school or assignment, the Superintendent shall initiate:
 - i. A change of assignment within the student's current assigned school;
 - ii. The student's transfer to another public school, public academy, or an approved private school within the district of residence; or
 - iii. The student's transfer to a public school, public academy, or an approved private school in another district.
- c. If the Superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

3. Tuition Determination.

- a. **Assignment to Another School District or Public Academy.** If a student is to be reassigned to another public school in another school district or approved ~~school~~ **public academy** as a result of a best interest determination, the Superintendent shall work with the Superintendent or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the Superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest hardship approval procedures.
- b. **Assignment to an Approved Private School.** If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The Superintendent shall consult with counsel regarding tuition obligations in such an instance.

The Superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

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4. Transportation. Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian.
5. Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I. It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this District under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The Superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).
6. Other In-District Assignments. Nothing in this policy is intended to limit authority otherwise extended to the Superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the District.
7. **Review/Appeal of Decision. The decision of the Superintendent shall be final, and any appeal shall be limited to the process set forth in Section B, below.**
8. **Annual Review of Decision. A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the Superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the Superintendent may, at their discretion, waive the review when they deem such to be appropriate.**

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

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

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in their current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.
2. Procedure for Determination of Manifest Educational Hardship.
 - a. Within thirty (30) days after receipt of the Superintendent's written determination describing that reassignment is not in a student's best interest as described in paragraph A.2. **a &** c, above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the Superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
 - b. The Superintendent shall duly notify the school board that the parent/guardian has requested a manifest educational hardship hearing, upon which the school board shall schedule a hearing to be held no more than 15 days after the request has been

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received by the Superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).

- c. Prior to or at such hearing, the parent/guardian shall provide to the Superintendent a specific request in writing that the student (*if applicable*) attend another public school, public academy, or approved private school in the District, or attend a public school, public academy, or approved private school in another school district. The Superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.
 - d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The Superintendent may present such information as they may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The Superintendent will assure the means for the Board to establish an adequate record of the hearing.
 - e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of New Hampshire Department of Education Rule Ed 320(c)-(e).
3. Finding of Manifest Educational Hardship. If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent/guardian's request to reassign the student (*if applicable*) to another public school, public academy, or approved private school in the District, or to a public school, public academy, or approved private school in another district.
 4. Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education. If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with New Hampshire Department of Ed. Rule Ed. 204.04(g). **2001(g).** If a parent/guardian believes that denial of a re-assignment under this policy **is based** upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.
 5. Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship. If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the district is assigned to attend **a public school or public academy** in another district, or a student from another district is assigned to a school in this district, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

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Such tuition shall be computed according to RSA 193:4. The school board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

6. Transportation: Transportation for a student reassigned to a schools in another district under this Section B (manifest educational hardship) shall not be the responsibility of the district unless otherwise ordered by the SBOE.
 7. Annual Review of Manifest Hardship Determination. A reassignment on the basis of manifest educational hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the manifest educational hardship still exists, with the understanding that the Board may, at its discretion, waive the review when it deems such to be appropriate.
- C. Admission Requirements.** Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.
- D. Statutory Reassignment Limit.** The total reassignments or transfers made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.
- E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation.** Pupils reassigned under this policy will be counted in the average daily membership in residence ("**ADMR**") of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the district to which the pupil was assigned.
- F. Notice to the Department of Education.** The Superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.
- G. Special Education Placements.** A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Policy History:

Policy Adopted: November 8, 2021

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FIRST READING – REVISIONS

SCHOOL BUS CONDUCT RULES

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

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

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

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

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13. Students may ride only the bus that they have been assigned, and students may only board or exit at their assigned stops. (Exceptions will only be made with a note from a Principal or Principal's designee.)
14. Students are prohibited from extending head, arms or objects out of the bus windows, and are not allowed to open windows without permission of the driver.
15. Only authorized riders are permitted on the bus.
16. When necessary, students will be expected to sit three passengers to a seat.
17. Students are strictly prohibited from possessing or using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules or the Student Code of Conduct, the police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.
18. Students shall not use profane language or obscene gestures and shall not make any excessive noises while on the bus.
19. Fighting, wrestling or acts of physical aggression are strictly prohibited.
20. Students shall not deface or otherwise damage the bus, the driver's or any other students' belongings while on the bus. Students/Parents/Guardians will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.
21. Students shall not carry hazardous material, nuisance items or animals onto the bus.
22. Students are prohibited from hitching rides via bumper or other parts of the bus.

B. Response and Consequences for Misconduct on School Buses

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

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

First Referral: will result in ~~a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.~~ **the school contacting parents/guardians, a record created in Infinite Campus, and a copy kept at the office of the Transportation Coordinator.**

Second Referral: will result in ~~one (1) hour after school detention.~~ **a consequence appropriate by developmental level.** Parents/guardians must be notified prior to the implementation of the detention. **consequence. This can range from debriefing during recess at the elementary level to a one (1) hour detention at higher levels. In the case of a detention, it** becomes the parents/guardians' responsibility to transport or arrange for other transportation home for their children after a detention.

Third Referral: ~~will~~ may result in an immediate ~~five (5) day~~ suspension from district transportation to and from school. **The consequence depends on the developmental**

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level of the student and the nature of the infraction, and schools will utilize an agreed upon behavior matrix to implement consistent decision making around consequences.

The following will generally apply to violations (that threatens or impacts the health or safety of students, staff or others) of expectations 2 through 16:

First Referral: will be an immediate ~~five (5) day~~ **suspension, up to five (5) days**, from all ~~D~~district transportation.

Second Referral: will be an immediate ~~ten (10) day~~ **suspension, up to ten (10) days** from all ~~D~~district transportation.

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

C. General Provisions Relating to Transportation/Bus Suspensions

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

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

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

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

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

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

D. Audio and Video Surveillance on School Buses

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

E. Students with Disabilities

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

Policy History:

Adopted: December 13, 2021

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FIRST READING – REVISIONS

PUBLIC GIFTS / DONATIONS

Gifts from organizations, community groups and/or individuals which will benefit the District shall be encouraged. A gift shall be defined as money, real or personal property, and personal services provided without consideration.

Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss in advance with the building principal or the superintendent, or superintendent designee, what gifts are appropriate and needed.

The board reserves the right to refuse to accept any gift which does not contribute toward the achievement of the goals of this district or the ownership of which would tend to deplete the resources of the district. In determining whether a gift will be accepted, consideration shall be given to district policies, school district goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to basic principles outlined in the regulation that accompanies this policy.

~~Gifts of a value of \$100 or less will be accepted by the authority of the appropriate principal, director or program manager. Gifts of a value in excess of \$100 but less than \$500 will be accepted by the authority of the Superintendent or designee, and contributions of a value in excess of \$500 will be presented to and acted on by the School Board.~~

The Superintendent may accept gifts subject to the terms of this policy in the amount of \$2,500 or less. The Superintendent will advise the Board in advance of acceptance at the next regularly scheduled Board meeting. Gifts in excess of \$2,500 may only be accepted by the Board. Additionally, pursuant to RSA 198:20-b, III, gifts in the amount of \$20,000 or more shall require the Board to hold a public hearing regarding any action to be taken with the gift. For gifts of less than \$20,000, the Board will post notice of the gift in the agenda of the next regularly scheduled Board meeting and will include notice in the minutes of the meeting in which the gift is discussed. The acceptance of all gifts will be made in public session.

Any gift accepted shall become the property of the district, may not be returned without the approval of the board, and is subject to the same controls and regulations as are other properties of the district. The board shall be responsible for the maintenance of any gift it accepts.

At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the district. The board will make every effort to honor the intent of the donor in its use of the gift but reserves the right to utilize any gift it accepts in the best interest of the educational program of the district. In no case shall acceptance of a gift be considered to be an endorsement by the board of a commercial product or business enterprise or institution of learning.

It is the responsibility of the Superintendent or designee to process the appropriate forms to update the district's inventory and to notify the donor of acceptance or rejection of a gift.

~~Any gift presented to the school district must be accompanied by a letter from the donor~~

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~~identifying the subject and purpose of the gift and any restriction that may apply for official action and recognition of the school board.~~

~~To be accepted, a gift must meet the following criteria:~~

- ~~• Have a purpose consistent with the mission and goals of the school district~~
- ~~• Be offered by a donor acceptable to the School Board~~
- ~~• Will not involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds~~
- ~~• Will not employ "regular" full or part time personnel~~
- ~~• Will place no restrictions on the school program~~
- ~~• Will not be inappropriate or harmful to students~~
- ~~• Will not imply endorsement of any business or product~~
- ~~• Will not be in conflict with any provision of school policy or public law~~
- ~~• Gifts to individual members of the staff by pupils, parents, or organizations shall be discouraged.~~

~~Gifts to the school district become the property of the district and are subject to the same controls and regulations that govern the use of all district-owned property.~~

~~Donations of equipment shall be added to the district's inventory provided it is operative at the time of donation and meets an educational purpose of the district. Gifts which meet the definition of a fixed asset must be added to the school's fixed assets inventory.~~

~~Any purchase to be funded by a cash donation must be processed in accordance with district policy.~~

~~Any gift rejected by the School Board shall be returned to the donor or the donor's estate within 60 days, with a statement indicating the reason for the rejection of the gift.~~

~~A letter of gratitude will be sent to the donor for accepted gifts.~~

Voluntary contributions by District employees of supplies or other minor items of personal property to be used in classrooms or school programs with an aggregate value over the school year of less than \$250 are permitted without further approval or documentation. Receipt of voluntary contributions being made by District employees with a value of \$250 or more must be approved as required in this policy for gifts from individuals not employed by the District.

Active solicitation of gifts to be received by the District, including by any school, classroom, or extra/co-curricular program in the District, through online crowd funding or donor web sites (e.g., donorschoose.org, classful.com, etc.) must be approved in accordance with Board policy DFGA.

Policy History:

Policy Adopted November 14, 2005

Policy Revised

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REVISIONS – SECOND READING

STUDENT RECORDS AND ACCESS

~~ACCESS TO STUDENT RECORDS – FERPA~~

A. General Statement. It is the policy of the School Board that all school district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all school district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.

B. “Education Record”. For the purposes of this policy and in accordance with FERPA, the term “educational record” is defined as all records, files, documents and other material containing information directly related to a student; and maintained by the school district; or by such other agents as may be acting for the school district. Such records include, but are not limited to, ~~handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche.~~ **completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.**

C. “Directory Information”. For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term “directory information” means:

- Students' name(s), address(es), telephone number(s), ~~date and place of birth,~~ **and** dates of enrollment;
- Parents'/guardians' name(s) and address(es);
- Students' grade levelss, enrollment status and dates of attendance;
- Students' photographss;
- Students' participation in recognized school activities and sports;
- Weight and height of members of athletic teams;
- **Post-high school plans; and**
- Students' diplomas, certificates, awards and honors received.

Except for elements of a student’s directory information which the student’s parents or an eligible student has notified the District not to disclose, ~~t~~The District may release or disclose student directory information without prior consent of the student’s parents/eligible students. Within the first three weeks of each school year, the District will

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provide notice to parents/eligible students of their rights under FERPA and that the District may publish directory information without their prior consent. Parents/eligible students will be given until the third Friday in September to notify the District in writing of any or all directory information items that they refuse to permit the District to release or disclose. Notice from a parent/eligible student that any or all ~~direction~~ directory information shall not be released will only be valid for that school year and must be re-issued each school year.

D. "Personally Identifiable Information". "Personally identifiable information" is defined as data or information which makes the individual who is the subject of a record known, including a student's name the student's or student's family's address; the name of the student's parent or other family members; a personal identifier such as a student's Social Security number; the student's date of birth, place of birth, or mother's maiden name; ~~or.~~ **"Personally identifiable information" also includes** other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with a reasonable certainty or other information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

E. Annual Notification/Rights of Parents and Eligible Students. Within the first three weeks of each school year (~~Superintendent to determine; NHSBA recommends three or four~~), the District will publish a notice to parents and eligible students of their rights under State and Federal law and this policy. The District will send ~~home with each student~~ a notice listing these rights **home with each student**. The notice will include:

1. The rights of parents or eligible students to inspect and review the student's education records;
2. The intent of the District to limit the disclosure of information in a student's record, except: (a) by the prior written consent of the parent or eligible student; (b) as directory information; or (c) under certain, limited circumstance, as permitted by law;
3. The right of a student's parents or an eligible student to seek to correct parts of the student's educational records which he/she believes to be inaccurate, misleading, or in violation of student rights; this includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent's or eligible student's request;
4. The right of any person to file a complaint with the United States Department of Education if the District violates FERPA; and
5. The procedure that a student's parents or an eligible student should follow to obtain copies of this policy.

F. Procedure To Inspect Education Records. Parents or eligible students may inspect and review that student's education records ~~which they are entitled to~~. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a

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student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

Although not specifically required, in order that a request is handled in a timely manner, parents/eligible students should consider submitting their request in writing to the school principal ~~a written request that identifies~~ as precisely as possible the record or records that he/she wishes to inspect. The principal will contact the parents or the eligible student to discuss how access is best arranged for their inspection or review of the records (copies, records brought to a single site, etc.).

The principal will make the needed arrangements as soon as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed within 14 days ~~or earlier after the principal's receipt of that~~ the request for access **is first made**. *Note: the fourteen (14) day limit is required under New Hampshire RSA 189:66, IV, in contrast to the forty-five (45) day period otherwise allowed under FERPA.*

If for any valid reason such as **the parent's** working hours, distance between record location sites or **the parent or student's** health, a parent or eligible student cannot personally inspect and review a student's education records, the principal may arrange for the parent or eligible student to obtain copies of the records.

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students. If such records do contain the names of other students, the principal will seek consultation with the Superintendent and/or the District's attorney to determine how best to proceed. **Where practicable, it may be necessary to prepare a copy of the record which has all personally identifiable information on other students redacted, with the parent or eligible student being allowed to review or receive only a copy of the redacted record. Both the original and redacted copy should be retained by the District.**

G. Procedures To Seek To Correction of Education Records. Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights. **FERPA and its regulations use both "correct/ion" and "amend". For the purposes of this policy, the two words (in all of their respective forms) shall mean the same thing unless the context suggests otherwise.** To establish an orderly process to review and correct **(amend)** the education records for a requester, the following processes are established.

1. **First-level Decision.** When a parent or eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should submit a written request asking the building principal to correct it. If the records are incorrect because of clear error and it is a simple matter to make the change, the principal should make the correction. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the principal believes that the record should not be changed, he/she shall:

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- 1- ~~a.~~ Provide the requester a copy of the questioned records at no cost;
 - 2- ~~b.~~ Ask the parent/eligible student to initiate a written ~~request for the~~ **appeal of the denial of the request for the** change, which will be forwarded to the Superintendent;
 - 3- ~~c.~~ Forward the written ~~request~~ **appeal** to the Superintendent; and
 - 4- ~~d.~~ Inform the parents/eligible student that the ~~matter~~ **appeal** has been forwarded to the Superintendent for ~~subsequent processing~~ **a decision**.
2. Second-level Decision. If the parent/eligible student wishes to challenge the principal's decision to not change the student record, he/she may appeal the matter to the Superintendent. The parent/eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward to the **appeal to the** Superintendent ~~the request~~.

The Superintendent shall, within ten **(10)** business days after receiving ~~notification of the request~~ **the appeal**:

- 1- ~~a.~~ Review the request;
- 2- ~~b.~~ Discuss the request with other school officials;
- 3- ~~c.~~ Make a decision to ~~comply or decline to comply with the request~~ **make the requested correction to the educational record**;
- 4- ~~d.~~ Schedule a meeting with the parents/eligible student if the Superintendent believes such a meeting would be necessary; and
- 5- ~~e.~~ ~~Contact~~ **Notify** the parents/eligible student of his/her ~~decision concerning the request for amendment.~~ **the Superintendent's decision on their request to correct the student's educational record.**

If the Superintendent determines the records should be ~~amended~~ **corrected**, he/she will make the change and notify the parents/eligible student in writing that the change has been made. The letter stating the change has been made will include an invitation for the parent/eligible student to inspect and review the records to verify that the records have been ~~amended~~ **corrected** and the correction is satisfactory. If the records are changed to the parent's/eligible student's satisfaction, both parties shall sign a document/form stating the date the records were changed and that the parent/eligible student is satisfied with the correction.

If the Superintendent determines the records ~~are~~ will not be ~~amended~~ **corrected**, he/she will notify the parents/eligible student in writing of his/her decision. Such letter will also notify the parents/eligible student of their right to an appeal hearing before the School Board.

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3. Third-level Decision. If the parents or eligible student are not satisfied with the Superintendent's decision, they may submit a written request for a hearing before the School Board. The parents/eligible student shall submit the request for a hearing with the Superintendent within ten (10) business days of the Superintendent's written decision in level-two. The Superintendent will inform the School Board of the request for a hearing and will work with the School Board to schedule a hearing within 45 days of receipt of the request. Once the meeting is scheduled, the Superintendent will inform the parents in writing of the date, time and place of the hearing.

The hearing will be held in a non-public session consistent with the provisions of RSA 91-A:3, unless the parent/eligible student requests that the hearing be held in a public session. The School Board will give the parent/eligible student a full and fair opportunity to present evidence relevant to the issues raised under their request/complaint. Parents/eligible students may be assisted or represented by one or more individuals of their own choice, including an attorney.

The School Board will issue its final decision in writing within 30 days of the hearing, and will notify the parents/eligible student thereof via certified mail, return receipt requested. The School Board will base its decision solely on the evidence presented at the hearing. The School Board's written decision will include a summary of the evidence and the reasons for its decision.

If the School Board determines that the student record should be ~~changed or amended~~ **corrected**, it will direct the Superintendent to do so as soon as possible. The Superintendent will then contact the parents/eligible student for a meeting so they can review and inspect the records to verify that they have been ~~changed or amended~~ **corrected**. At this meeting, both parties shall sign a document/form stating the date the records were ~~changed~~ **corrected** and that the parent/eligible student is satisfied with the correction.

The School Board's decision will be final.

4. **Parent/Eligible Student Explanation to be Included in Record. Notwithstanding the resolution of any request to correct a student's record(s), in accordance with section (a)(2) of FERPA, a parent or eligible student may insert into that student's educational record a written explanation respecting the content of the record.**

H. Disclosure of Student Records and Student Information. In addition to directory information, the District may disclose student records and student information without consent to the following parties ~~or under the following conditions:~~ **on the condition that the recipient agrees not to permit any other party to have access to the released information without the written consent of the parents of the student, and under the conditions specified.**

1. *School Officials With a Legitimate Educational Interest.* School officials with a legitimate educational interest may access student records. "Legitimate educational interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.
2. *Other schools into which a student is transferring or enrolling-,* **upon condition that the student's parents be notified of the transfer, receive a copy of the record if**

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desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred.

3. *Officials for audit or evaluation purposes.*
4. *Appropriate parties in connection with financial aid.*
5. *Organizations conducting certain studies for, or on behalf of the school district.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released.
6. *Accrediting organizations.*
7. *Judicial orders or lawfully issued subpoenas.* upon condition that parents and the student are notified of all such orders or subpoenas in advance of compliance therewith by the district, except when a parent is a party to a court proceeding involving child abuse or neglect or dependency. The principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
8. *Health and safety emergencies.*

I. Maintenance of Student Records and Data. The principal of each building is responsible for record maintenance, access and destruction of all student records. All school district personnel having access to records shall place great emphasis upon privacy rights of students and parents.

All entries into student records must be dated and signed by the person accessing ing such records.

The principal will ensure that all records are maintained in accordance with application retention schedules as may be established by law.

J. Disclosures Made From Education Records. The District will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and persons to whom it permits access it ~~permits~~, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. The name of the person who or agency which made the request;
2. The interest which the person or agency has in the information;

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3. The date on which the person or agency made the request;
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District will maintain this record as long as it maintains the student's education record. The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student, requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

The records of a request for the correction of an educational record, including any appeal of a denial of that request, if the educational record is ultimately corrected shall not be treated as part of the educational record of the student and shall be preserved separately.

Legal References:

RSA 91-A:5,III, Exemptions, Pupil Records
RSA 189:1-e, Directory Information
~~20 U.S.C. §1232g, Family Educational Rights and Privacy Act~~
~~34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations~~

Legal References:

RSA 91-A:5,III, Exemptions, Pupil Records
RSA 189:1-e, Directory Information
RSA 189:66, IV, Data Inventory and Policies Publication
20 U.S.C. §1232g, Family Educational Rights and Privacy Act
34 C.F.R. Part 99, Family Educational Rights and Privacy Act Regulations

Policy Updates:

Policy Adopted – December 14, 2015

Policy Revised

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: District School Psychologist
Department: Student Services & MTSS
Reports To: Director of Student Services and/or Director of MTSS; and/or Building-Level Designee
Prepared Date: 11/01/2023

Summary:

School Psychologists support students' learning, social development, and mental and behavioral health using problem solving, assessment, data-based decision-making, and the delivery of evidenced-based interventions. School psychologists collaborate and consult with educators, families, and other professionals to help create safe, healthy, and supportive learning environments for all students.

Essential Duties and Responsibilities:

School psychologists provide a comprehensive range of services at the districtwide and/or building specific level, as described in the current standards from the National Association of School Psychologists. The school psychologist functions as part of the district's Student Services Team. This team collaboratively provides a multi-tiered system of supports through implementation and monitoring of evidence-based behavioral and academic interventions for all students in need. The school-based services provided should reflect the specific needs of the students, families, and schools served and address the following non-exhaustive list of duties, responsibilities, and expectations:

Data-Based Decision Making and Accountability - School psychologists utilize varied models and methods of assessment and data collection for identifying strengths and needs of individual students and the broader school community, developing effective services and programs, and measuring progress and outcomes.

Consultation and Collaboration - School psychologists consult and collaborate with colleagues, students, families and other stakeholders to promote effective implementation of services.

Interventions and Instructional Support to Develop Academic Skills - School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support cognitive and academic skills.

Interventions and Mental Health Services to Develop Social and Life Skills - School psychologists, in collaboration with others, use assessment and data-collection methods to implement and evaluate services that support socialization, learning, and mental and behavioral health, including but not limited to behavioral supports, individual and group counseling, and social skills training.

School-Wide Practices to Promote Learning - School psychologists develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others (e.g., positive behavior interventions and supports).

Preventive and Responsive Services - School psychologists promote services that enhance learning, mental and behavioral health, safety, and physical well-being through

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Family–School Collaboration Services - School psychologists implement and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Diversity in Development and Learning - School psychologists provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Research and Program Evaluation - School psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice - School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Education Requirements:

Qualified applicants will have completed an accredited graduate degree program at the specialist-level (e.g., Ed.S., M.A. + CAGS; M.A. + CAS; M.S./M.A.) or higher requiring a minimum of 60 graduate semester hours of study and a 1200 hour supervised internship in School Psychology, with a minimum of 600 hours in a school setting.

Certification/Licensure Requirements:

Qualified applicants will hold or be eligible to obtain a valid School Psychologist license issued by the New Hampshire Department of Education.

Working Conditions, Environment, and Physical Requirements:

Qualified applicants will possess good oral and written communication skills, organizational skills, problem solving, and consultation and collaboration skills. Oral and written communication is required for sharing information with staff and parents. Computer processing and data entry are required for this position. Visual acuity and hearing are required for the delivery of assessment, intervention, and consultation services. Occasional lifting of materials and equipment of less than 25 pounds and assisting with students may be required. The ability to maintain emotional control under stress and work with multiple deadlines, a variety of people and personnel, and frequent interruptions is required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential tasks.

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Other Opportunities:

School psychologists have the opportunity to participate in various departmental and district-wide initiatives, including but not limited to serving on advisory groups or steering committees, and providing professional development and mentorship or supervision (depending on experience).

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DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

Job Title: District School Social Worker
Department: Student Services
Reports To: Director of Student Services and/or Building-Level Designee
Prepared Date: 11/01/2023

Summary:

School social workers focus on coordinating the efforts of schools, families, and communities toward helping students improve their academic achievement and social emotional, and behavioral competence. School social workers seek to ensure that students are mentally, physically, and emotionally present in the educational setting; and promote respect and dignity for all students.

Essential Duties and Responsibilities:

School social workers provide a comprehensive range of services at the districtwide and/or building specific level, as described in the current standards from the National Association of Social Workers. The school social worker collaboratively provides a multi-tiered system of supports relating to school-based prevention and intervention. The services provided should reflect the specific needs of the students, families, and schools served and address the following non-exhaustive list of duties, responsibilities, and expectations:

Assessment - School social workers shall conduct assessments of individuals, families, and systems/organizations (namely classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

Prevention and Intervention - School social workers shall understand and use evidence-informed practices in their interventions. Effective prevention and intervention with students, families, schools, and communities may include:

- Utilization of a strength-based approach to enhance students' capacities;
- Design and implementation of practice strategies with persons from diverse backgrounds;
- Partnership with families and others to resolve challenges in the home, school, and community;
- Counseling;
- Crisis intervention and other school-based mental health services;
- Casework and case management;
- Group work;
- Mediation and conflict resolution;
- Advocacy;
- Development of positive behavioral intervention strategies for all students;
- Program development and management;
- Provision of professional development and community education;
- Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships;
- Community organization, including mobilization of school and community resources;

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Decision Making and Practice - School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Record Keeping - School social workers shall maintain timely, accurate, and confidential records that document school social work services, demonstrate outcomes, and promote accountability to the school district and community. Records shall be maintained according to federal, state, and local laws.

Workload Management - School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district.

Professional Development - School social workers shall pursue continuous professional knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Cultural Competence - School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

Interdisciplinary Leadership and Collaboration - School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

Advocacy - School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Ethics and Values - School social workers shall adhere to the ethics and values of the social work profession and shall use the NASW Code of Ethics as a guide to ethical decision making, while understanding the unique aspects of school social work practice and the needs of the students, parents, and communities they serve.

Education Requirements:

For an individual to be licensed as a school social worker, the individual shall:

1. Have completed a master's level specialist program in school social work consisting of a full time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a master's degree in the area of social work from an accredited institution; or
2. Have earned a master's degree in social work and one of the following:
 - a. Have completed an approved respecialization program in social work which shall include a 2-year internship supervised by a licensed social worker; or
 - b. Have acquired the knowledge and skills of a school social worker under Ed 505.04, or Ed 505.05.

Certification/Licensure Requirements:

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Qualified applicants will hold or be eligible to obtain a valid School Social Worker license issued by the New Hampshire Department of Education or the New Hampshire Board of Mental Health Practice.

Working Conditions, Environment, and Physical Requirements:

Qualified applicants will possess good oral and written communication skills, organizational skills, problem solving, and consultation and collaboration skills. Oral and written communication is required for sharing information with staff and parents. Computer processing and data entry are required for this position. Visual acuity and hearing are required for the delivery of assessment, intervention, and consultation services. Occasional lifting of materials and equipment of less than 25 pounds and assisting with students may be required. The ability to maintain emotional control under stress and work with multiple deadlines, a variety of people and personnel, and frequent interruptions is required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential tasks.

Other Opportunities:

School social workers have the opportunity to participate in various departmental and district-wide initiatives, including but not limited to serving on advisory groups or steering committees, and providing professional development and mentorship or supervision (depending on experience).

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
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Job Title: Paraeducator – School District Professional Development Committee Member (Stipend Position)
Department: Dover School District, SAU #11
Reports To: Professional Development Committee Chair
Prepared Date: October 30, 2023
Approved By:
Approved Date:

Summary:

The paraeducator representative to the Professional Development Committee will work in a collaborative work environment interacting with the committee comprised of teachers, administrators, and other educational professionals. The representative will be paid at their hourly rate for up to fifty (50) hours each school year unless additional hours are authorized by the Superintendent or designee.

Essential Duties and Responsibilities:

Hours and schedules will be determined by committee meetings and professional development activities. Occasional travel may be required within the school district.

Committee Participation:

- Attend regular committee meetings to contribute to the planning and execution of professional development activities.
- Collaborate with committee members to identify the professional development needs of teachers and staff.
- Provide input and insights based on your experience as a paraeducator in the district.

Program Development:

- Provide input and feedback regarding professional development programs, workshops, and training sessions.

Support Implementation:

- Assist in coordinating logistics, materials, and resources for professional development activities.

Data Analysis and Evaluation:

- Participate in the assessment and evaluation of professional development programs to determine their effectiveness.

Resource Sharing:

- Collaborate with committee members to curate and disseminate resources that support professional development.

Supervisory Responsibilities:

None

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies.

Effective Communication Skills:

- Active Listening: Actively listen to colleagues to understand their professional development needs.
- Clear and Concise Verbal Communication: Express ideas and needs clearly and concisely when discussing professional development with colleagues and the committee.
- Written Communication: Prepare clear and well-structured written communications to share information and plans with paraeducators and the committee.

Collaboration and Teamwork:

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- Working with Diverse Teams: Collaborate effectively with colleagues from diverse backgrounds and roles within the school district.
- Conflict Resolution: Resolve conflicts and differences of opinion within the committee and with paraeducators diplomatically.

Organization and Planning:

- Time Management: Effectively manage time and tasks to ensure smooth scheduling and execution of professional development opportunities.
- Event Planning: Assist in the planning and organization of professional development events, including logistics and resource allocation.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Demonstrated experience as a paraeducator in the school district.
- Strong communication and interpersonal skills.
- Collaborative mindset and ability to work effectively in a team.
- Passion for education and a commitment to continuous improvement.
- Knowledge of current educational trends and best practices.
- Proficiency in using technology and educational tools.
- Flexibility and adaptability in a dynamic educational environment.

Education and/or Experience:

High school diploma or equivalent is required for this position (associate or bachelor's degree preferred or Certified Class II Paraeducator).

Technology Skills:

Some typing and word processing may be required.

Certificates, Licenses, Registrations:

None required (associate or bachelor's degree preferred or Certified Class II Paraeducator).

Physical Demands:

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 15 pounds.

Work Environment:

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

The work environment is that of an office / school setting.

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Dover School District is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees. We encourage candidates of all backgrounds to apply.

Note: This job description is intended to provide a general overview of the responsibilities of the position and is subject to change based on the needs of the school district and the professional development committee.

DRAFT

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: JUNE 13, 2022	PAGE 1 OF 4

Job Title: Curriculum, Instruction, and Assessment (CIA) Co-Directors
Department: Teaching and Learning Department
Reports To: Superintendent or Superintendent Designee

Summary:

The following are the overarching responsibilities of this role. CIA Co-Directors will collaborate with each other to flexibly determine project plans and individual responsibilities.

Essential Duties and Responsibilities:

Essential duties and responsibilities include the following:

- Develop a collaborative and interdependent leadership structure
- Provide leadership for district aligned professional development
- Use data to systematically inform curriculum development and implementation
- Support research-based instructional practices
- Provide leadership and management of a coherent assessment system
- Support the integration of technology to enhance learning
- Other duties as assigned by the Superintendent **or Assistant Superintendent**

Professional Learning:

- Create and maintain a positive culture for professional learning
- Work with Superintendent to establish a professional development plan
- Manage and implement a professional development plan including a yearlong map
- Plan, implement, and communicate structures for accountability regarding certifications
- Stay current on curriculum, instruction, and assessment best practices
- Facilitate summer learning opportunities
- District collaboration
- Grant development and management

Curriculum:

- Implement a curriculum renewal plan to evaluate, develop, align, implement, and refine curriculum, based on NH state standards
- Provide guidance for curriculum adoptions
- Resource management and alignment with curriculum

Instruction:

- Support building administrators in their role as instructional leaders
- Create and maintain a structure for non-evaluative instructional coaching
- Engage in non-evaluative instructional coaching
- Support best practices in instructional planning
- Develop and support instructional leadership among teachers
- Support and advance competency-based instructional practices
- Support formative assessment practices, including feedback loop

Assessment:

- Support formative and summative assessment practices
- Manage state and local assessments
- Facilitate data-informed decision making
- Communicate assessment results to stakeholders
- Support and advance competency-based grading and reporting practices
- Collaborate with the MTSS coordinator to develop a balanced assessment system

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Technology Collaboration:

- Collaborate with media specialists to vet technology resources for instructional use
- Communicate with and assist teachers, staff, and administrators regarding technology integration
- Support the technology department in implementing new end user technology
- Oversee the curriculum content on the website
- Collaborate with the technology team to advance district goals related to curriculum, instruction, and assessment
- Communicate technology support related to curriculum, instruction, and assessment

District Collaboration:

- Collaborate with building administrators to support Collaborative Teams (Professional Learning Communities)
- Foster professional relationships with surrounding districts and consultants to build and maintain educational expertise
- Maintain consistent communication with all stakeholders, including the school board
- Facilitate district level committees regarding curriculum, instruction, and assessment
- Oversee director/s of summer school and coordinate with the facilities department
- Collaborate with Student Services to ensure success for all students
- Collaborate with administrators to develop and maintain district-wide system to advance curriculum, instruction, and assessment
- Promote collaboration within the district to facilitate vertical and horizontal alignment

Grants:

- Collaborate with the business office to write and monitor state and federal grants
- Research available grants to supplement resources

State Level Collaboration:

- Stay current on DOE policies and initiatives
- Maintain connections with statewide Curriculum Directors

Supervisory Responsibilities:

- The position ~~involves no supervision responsibilities~~ **requires the supervision of the Teaching and Learning Administrative Assistant, Title I Coordinators, Interventionists, and other Title I staff as well as Instructional Coaches, ESOL teachers, ESOL paraeducators, and other ESOL staff.**

Competencies:

To perform the job successfully, the individual should effectively demonstrate the following competencies:

- Effectively communicate with a variety of stakeholders through appropriate channels
- Use communication approaches that support shared responsibility
- Establish and sustain a culture focused on strength-based learning
- Lead, organize, and manage extensive projects related to teaching and learning
- Support and spread continuous improvement which enables a culture of mutual accountability
- Build, sustain and facilitate effective teams related to district goals
- Apply extensive knowledge base of competency-based education, curriculum, instruction, and assessment to improve student achievement
- Work in an interdependent, mutually accountable, collaborative team
- Use professional judgement to flexibly address complex situations that arise pertaining to the leadership of teaching and learning
- Develop mission driven project plans and strategically prioritize goals and outcomes

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: JUNE 13, 2022	PAGE 3 OF 4

- Build educators capacity for meaningful instructional and assessment practices using student-centered coaching
- Build educators capacity for meaningful, student-centered curriculum development
- Write and manage federal and local grants to advance district goals

Essential Position Aims:

To develop a collaborative and interdependent leadership structure that is mutually accountable to address the following major functions of the Teaching and Learning Department.

1. Develop a model of a highly functioning interdependent and collaborative team that is anchored in:
 - a. **Mission:** Why do we exist?
 - b. **Vision:** What must we become to accomplish our fundamental purpose?
 - c. **Values:** How must we behave to achieve our vision?
 - d. **Goals:** How will we mark our progress?
2. Develop and implement curriculum, assessment, and instructional practices that coherently aligns with competency-based education and portrait of a learner and develops a robust Tier I that works collaboratively with Tier II and Tier III in delivering a coherent system of planning and delivery of curriculum/interventions.
3. Develop and implement a system of data analysis and feedback in collaboration with MTSS to continually improve the effectiveness of instruction to achieve equitable and high levels of student learning and achievement.
4. Develop and implement a data informed system to evaluate the selection of instructional resources and practices.
5. Develop and implement a system of ongoing research and development to align grants with the resources needed to support all aspects of teacher development and provide ongoing support for the continual improvement of student learning and achievement and provide oversight and assessment of grants.
6. Develop and implement a system of technology integration that continues to enhance the design and implementation of curriculum and the effective use of technology to support teachers' instruction and management of student learning and to engage students as leaders in their learning process.
7. Develop and provide observation tools related to reading and math instruction to guide and enhance the principals' observation and feedback cycle.
8. Develop and implement a cycle of Board Reports to inform board members of teaching and learning practices, curricular programs, and student performance and achievement.
9. Develop and implement a system of literacy support to continually use the science of reading to improve the effectiveness of reading instruction to achieve the literacy initiative of kindergarten through fourth graders achieving the following goals:
 - The Dover School District's elementary schools envision at the conclusion of fourth grade that all students will be competent readers as defined by the New Hampshire College and Career Readiness Standards.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: JUNE 13, 2022	PAGE 4 OF 4

- Dover Middle School envisions at the conclusion of eighth grade that all students will be competent readers as defined by the New Hampshire College and Career Readiness Standards.
- All students in K-8 will consistently meet the English Language Arts Competencies equating to one year's growth.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

The position requires a minimum 5 years' experience as a highly effective classroom teacher and teacher leader, extensive knowledge of competency-based education, extensive knowledge on the implementation and development of collaborative teams (Professional Learning Communities), and professional coaching skills to successfully support classroom teachers. ~~Either have or be eligible for administrative certification within one year.~~

Technology Skills:

To perform this job successfully, an individual should have operational knowledge of and experience with computer software and hardware including:

- Familiarity with the technology systems used by teachers and students
- Effective use of the current technology products and systems utilized by the district
- Ability to facilitate collaboration between the IT Department and teachers

Certificates, Licenses, Registrations:

~~Either have or be eligible for administrative certification within one year.~~ **NH-ED Certification as a Curriculum Administrator or certification as a School Principal if overseeing curriculum for a single level (Elem/MS/HS).**

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds.

Work Environment:

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

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



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Travis Bickford, MS, NCSP, Director of MTSS & Kiley Hemphill, CAGS, Co-Director of CIA
DATE: 11/13/2023
RE: Request to Waive Bidding

ESSER-III Grant: On site Responsive Classroom Training & Materials

Elementary Core Course (\$25,050.00 x 2 sessions – 4 days)	\$50,100.00
Middle School Core Course (\$28,366.00 x 1 session – 4 days)	\$28,366.00
Cultivating School Culture Workshop (\$7,470.00 x 1 session – 1 day)	\$7,470.00
Special Area Teachers Workshop (\$6,870.00 x 3 sessions – 1 day)	\$20,610.00
Support Staff Workshop (\$5,500.00 x 5 sessions – 1 day)	\$27,500.00

Request to waive bidding:

Given ESSER-III approval by NHED and a sole source letter being provided by the Center of Responsive Schools (sole publisher), the district requests bidding be waived to provide elementary and middle school staff on-site Responsive Classroom training and materials, not to exceed a total of \$134,046.00. This past year the district invested in 22 elementary and middle school teachers being trained in the Responsive Classroom core and advanced courses. The request for ESSER-III funds will be used for targeting 80% of our entire elementary and middle school staff to be trained in Responsive Classroom, inclusive of classroom teachers, special education teachers, instructional leaders, administration, and support staff. This on-site training is necessary to ensure continuity of services. A multi-year implementation plan is being developed to on-board new staff and to ensure that 80% of our full K-8 staff are trained in the Responsive Classroom framework. Implementation began in the summer of 2023 as an early adopter model and will continue over the course of summer 2024, the 2024-2025 school year, and beyond.

Responsive Classroom is a student-centered, socio-behavioral approach to teaching and discipline which ultimately acts as an academic enabler. It consists of a collection of evidence-based practices that aim to create safe, joyful, and engaging classrooms and school communities. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has recognized Responsive Classroom as a SElect Program, which is their highest designation. Programs with this designation provide numerous opportunities for students to practice socio-behavioral skills, offer multi-year programming, and provide high-quality training and other implementation support. CASEL's research review indicates significant positive outcomes in academic performance, reduced emotional distress, improved social behaviors, and enhanced teaching practices (<https://pg.casel.org/responsive-classroom/>).

Sole Source Purchasing Documentation Form-Federal Funds

Dover School District

Vendor Name: Center for Responsive Schools - Responsive Classroom

Fiscal Year: 2023-2024

Description and purpose of the purchase:

Non-Competitive Proposal

☒ This item is available only from a single source, please list the unique features of the product or service:

The Center for Responsive Schools (CRS) is the single source publisher of Responsive Classroom. The District will obtain a single source letter from CRS/Responsive Classroom.

☐ A public Emergency, explain situation and reasons why decision couldn't include other quotes.

☐ Received authorization from a pass-through entity (NHDOE). Please include approval from the NHDOE.

☐ Competition is determined to be inadequate (after solicitation)

If there are similar products or services available, the reasons for selecting the vendor (check all that apply):

☐ Lowest Price ☐ Availability ☐ Accessibility ☐ Expertise ☐ Reputation

☒ Continuity of Services ☐ Location ☐ Bid Process ☐ Other Considerations: _____

Signature of individual who completed procurement

Date

ESSER-III/147058
Grant/Activity #



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Travis Bickford, MTSS Director; Jennifer Krans, Co-Director CIA; and Siobhan Mehalek, Co-Director CIA
DATE: November 8, 2023
RE: Approval of Bid Award

ESSER-III Grant: MTSS Data Management Platform

Vendor	Bottom Line for All Services Requested in Year 1
Ion Education	\$16,187.00
eduClimber by Renaissance	\$20,745.00
Panorama Education	\$37,500.00
Branching Minds	\$39,750.00
LinkIt!	\$45,200.00
Polaris Education	\$59,200.00
PowerSchool	\$93,523.00

Recommendations:

The Dover School District (DSD) would like to thank all the vendors that responded to this Request for Proposal. We appreciate the work that was done by each vendor that addressed the scope of services requested by the district. A selection committee reviewed the seven proposals from the vendors listed above, which were comprised of individuals with expertise in teaching and learning, MTSS, school administration, and school psychology. Prior to providing the selection committee's final recommendation, we will provide the scope of the RFP, and what was evaluated.

Scope of Services Requested:

Currently, data is scattered across several platforms making it time consuming and unnecessarily difficult to access data to address student needs. This results in manually having to search, generate reports, and visualize data to be ready for student problem-solving meetings, which requires extensive time and effort. The goal of onboarding a MTSS Data Platform is to empower educators by facilitating streamlined documentation and automating the consolidation of data from various sources, such as NH Statewide Assessment System (SAS), Star Reading and Math, aimswebPlus, student coursework, attendance, and behavior. Furthermore, the platform will offer instantaneous data visualizations, collaborative input, and a comprehensive student overview, all of which contribute to improving the efficiency and quality of problem-solving discussions during data related meetings so that intervention plans can be developed for students.

Screening in secondary schools employs an approach known as Early Warning Indicators, which identifies students at-risk in the areas of attendance, behavior, and coursework. As of right now our teams of school staff do not have one and must run ad hoc reports from Infinite Campus. They need a platform that provides real-time dashboards and automated alerts with "cut points" in each of these areas to efficiently identify

students who may need interventions and monitor their progress. The platform would need to update the indicators daily and the immediate alerts would notify school teams to problem-solve a student's needs and develop an actionable intervention plan.

Turning Data Into Action:

Integrate: Access all current and historic whole child data from one centralized platform. Each user sees students and data assigned to them, while ensuring compliance with FERPA and NH Student Data Privacy Consortium requirements.

Analyze: Explore interactive data visualizations across measures and years to answer key questions around student needs and growth, intervention effectiveness, and student disproportionality.

Act: Use built-in-collaboration workflow tools to efficiently problem-solve as a team and drive decisions for students, schools, and the district. Put next steps into action without ever leaving the platform.

Evaluate: Use one system to answer the question, "Is what we're doing working?" across all roles and teams. Celebrate success and make timely adjustments where needed.

RSA 200:59 Screening & Intervention for Dyslexia and Related Disorders New Requirements:

Changes to RSA 200:59 went into effect on September 26, 2023, for all students enrolled in kindergarten through grade 3. Updates to the RSA include a variety of parent/caregiver notification letters that include screening results, secondary assessment results, and developing individualized student intervention plans. This process involves school teams analyzing student data, problem-solving, and creating an intervention plan. During the fall 2023, it took approximately 3-4 weeks at the elementary buildings to complete this process and start interventions. Onboarding an MTSS Data Management solution would provide teachers, education specialists, and administrators with tools that would increase efficiency so that interventions could be started as soon as possible.

What was evaluated: Proposals were evaluated on the following criteria and point allocations. The review committee was comprised of four members. The committee convened to have one evaluation of each proposal. The maximum number of points scored was 50.

Domain Features:	Points Available Per Domain
Centralized Student Dashboard/Profile Overview	4
Academic & Social-Behavioral Intervention Supports	7
Intervention & Support Library	4
MTSS Staff Task Management	5
Data Analysis & Reporting	10
Professional Development & Implementation Support	7
Data Interoperability, Digital Security, Certifications, Awards	5
Price (cost of) Goods and Services	8
Total	50

Vendors	Overall Rating
Branching Minds	47
eduClimber by Renaissance	42
Ion Education	19
LinkIt!	34
Panorama Education	44

Polaris Education	6
Power School	24.5

Who did the committee recommend:

The review committee identified three viable proposals: Branching Minds, eduClimber by Renaissance, and Panorama Education. However, eduClimber lacks a ready-to-go intervention library, necessitating manual curation of evidence-based interventions, along with their implementation directions. The review committee's primary focus was on improving student achievement and social-behavioral outcomes, while also prioritizing a teacher-friendly user experience for optimizing the use of an MTSS data management platform. This user experience should include access to an evidence-based intervention library. After considering key features, professional development, IT tech support, implementation support, and sustainability, the review committee recommends awarding the bid to Panorama Education. ESSER-III funds will cover all services from November 2023 to September 2024. Afterwards, local funds will be used for the annual platform license. This cost will be calculated based on enrollment and the current rate is \$7.50 per student.

DOVER SCHOOL DISTRICT
Condition of Accounts - November, 2023

DISTRICT-WIDE Expenditures

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 26,128,086	\$ 4,970,919	\$ 21,157,167	\$ 19,996,589	\$ 1,160,578
1200	SPECIAL EDUCATION PROGRAMS	\$ 19,646,838	\$ 3,997,465	\$ 15,649,373	\$ 15,335,088	\$ 314,285
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,556,993	\$ 615,700	\$ 1,941,293	\$ 2,150,290	\$ (208,997)
1400	OTHER EDUCATIONAL PROGRAMS	\$ 750,627	\$ 232,042	\$ 518,585	\$ 366,043	\$ 152,542
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 266,203	\$ 87,150	\$ 179,053	\$ 176,957	\$ 2,096
2100	SUPPORT SERVICES - Students	\$ 5,583,507	\$ 1,057,280	\$ 4,526,228	\$ 4,206,297	\$ 319,931
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,155,426	\$ 434,674	\$ 1,720,753	\$ 989,646	\$ 731,106
2300	SUPPORT SERVICES - General Admin.	\$ 1,817,324	\$ 734,142	\$ 1,083,182	\$ 1,057,722	\$ 25,459
2400	SUPPORT SERVICES - School Admin.	\$ 3,394,840	\$ 1,084,286	\$ 2,310,554	\$ 2,354,882	\$ (44,327)
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,576,615	\$ 2,008,689	\$ 3,567,926	\$ 3,465,805	\$ 102,121
2700	SUPPORT SERVICES - Student Transportation	\$ 3,919,541	\$ 715,655	\$ 3,203,886	\$ 3,853,028	\$ (649,142)
2800	SUPPORT SERVICES - Centralized Services	\$ 1,860,646	\$ 785,540	\$ 1,075,107	\$ 754,126	\$ 320,981
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ 632	\$ 31,663	\$ 6,945	\$ 24,718
5200	FUND TRANSFERS OUT	\$ 1,369,573	\$ -	\$ 1,369,573	\$ 1,369,573	\$ -
6900	SCHOOL DEBT - Principal & Interest	\$ 6,307,427	\$ -	\$ 6,307,427	\$ 6,307,427	\$ -
TOTAL GENERAL FUND EXPENDITURES:		\$ 81,365,942	\$ 16,724,173	\$ 64,641,769	\$ 62,390,417	\$ 2,251,352
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,729,405	\$ 491,466	\$ 1,133,546	\$ 1,480,446	\$ (346,901)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 12,011,889	\$ 2,207,122	\$ 9,804,767	\$ 2,234,255	\$ 7,570,513
Summarized Condition of District Expenditures:		\$ 95,107,236	\$ 19,422,761	\$ 75,580,082	\$ 66,105,118	\$ 9,474,963

DISTRICT-WIDE Revenue

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ 9,812	\$ (9,812)	\$ -	\$ (9,812)
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 63,490	\$ -	\$ 63,490	\$ -	\$ 63,490
01321.3390	TUITION - BARRINGTON	\$ 3,202,591	\$ -	\$ 3,202,591	\$ -	\$ 3,202,591
01321.3390	TUITION - NOTTINGHAM	\$ 1,743,812	\$ 50,000	\$ 1,693,812	\$ -	\$ 1,693,812
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 2,340	\$ 7,660	\$ -	\$ 7,660
01321.3390	TUITION - BELLAMY ACADEMY	\$ 244,640	\$ 86,610	\$ 158,030	\$ -	\$ 158,030
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ -	\$ 285,000	\$ -	\$ 285,000
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	\$ 3,680	\$ 26,320	\$ -	\$ 26,320
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 15,225	\$ 88,775	\$ -	\$ 88,775
01980.3599	MISC REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 13,834,227	\$ 2,766,845	\$ 11,067,382	\$ -	\$ 11,067,382
03210.3700	SCHOOL BUILDING AID	\$ 383,462	\$ -	\$ 383,462	\$ -	\$ 383,462
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,528,662	\$ -	\$ 1,528,662	\$ -	\$ 1,528,662
03241.3700	CTE TUITION AID	\$ 431,092	\$ -	\$ 431,092	\$ -	\$ 431,092
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 3,000
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ 40,717	\$ (40,717)	\$ -	\$ (40,717)
04210.3599	INDIRECT COST ALLOCATION	\$ 171,000	\$ 20,056	\$ 150,944	\$ -	\$ 150,944
04220.3599	ABE ALLOCATION	\$ 43,000	\$ -	\$ 43,000	\$ -	\$ 43,000
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 25,311	\$ 174,689	\$ -	\$ 174,689
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 22,485,976	\$ 3,020,596	\$ 19,465,380	\$ -	\$ 19,465,380
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,729,405	\$ 262,118	\$ 1,467,287	\$ -	\$ 1,467,287
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 12,011,889	\$ 1,636,565	\$ 10,375,324	\$ -	\$ 10,375,324
Summarized Condition of District Revenue:		\$ 36,227,270	\$ 4,919,280	\$ 31,307,990	\$ -	\$ 31,307,990

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 22,485,976	\$ 3,020,596
State Wide Property Tax:	\$ 7,120,667	\$ 5,076,041
Local Property Tax:	\$ 51,759,299	\$ 48,963,367
TOTAL GF Revenue:	\$ 81,365,942	\$ 57,060,004
TOTAL GF Expenditure:	\$ (81,365,942)	\$ (79,114,590)
Ending GF Fund Balance:	\$ 0	\$ (22,054,586)
TOTAL FS Revenue:	\$ 1,729,405	\$ 262,118
TOTAL FS Expenditures:	\$ (1,729,405)	\$ (1,971,913)
Ending FS Fund Balance:	\$ -	\$ (1,709,794)
TOTAL Other SR Fund Revenue:	\$ 12,011,889	\$ 1,636,565
TOTAL Other SR Fund Expenditures:	\$ (12,011,889)	\$ (4,441,376)
Ending Grant Fund Balance:	\$ -	\$ (2,804,811)

DOVER SCHOOL DISTRICT
Condition of Accounts - November, 2023

Remaining 11.07.23	\$ 2,251,351.58
(-) Substitutes	\$ (416,364.99)
(-) Professional & Staff Dev	\$ (359,160.77)
(-) IT Services	\$ (94,422.00)
(-) Tuition Reimb	\$ (54,384.20)
(-) Athletic Coaching Salaries	\$ (33,163.91)
(-) Additional Legal Fees	\$ (100,000.00)
(-) Extra Pay	\$ (100,000.00)
(-) Severances	\$ (229,122.00)
(-) SROs	\$ (104,000.00)
(-) Dues & Fees	\$ (62,755.88)
(-) New & Replacement Ed. Equip.	\$ (41,785.73)
(-) Supplies, Books, Graduation	\$ (567,239.92)
Estimated Condition of Accounts:	\$ 88,952.18

TOT	
\$	9,812
\$	-
\$	-
\$	-
\$	-
\$	50,000
\$	2,340
\$	86,610
\$	-
\$	-
\$	-
\$	3,680
\$	15,225
\$	-
\$	-
\$	2,766,845
\$	-
\$	-
\$	-
\$	-
\$	40,717
\$	20,056
\$	-
\$	25,311
\$	-

Addtl Revenue	\$ (24,305,938)
SPED Revisions	\$ -
	\$ (24,305,938)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, November 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 Board approve the resignations/retirements as listed.
3. **Leaves of Absence** – I recommend the Board approve the request for a leave of absence.
4. **Job Shares** - None
5. **Nominations** – I recommend the Board approve the nominations provided.
6. **Extended Trips** - None
7. **Donations** – None

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS:

1. **ACN – Nursing Mothers Accommodations – New Policy – First Reading:** New sample policy is intended to reflect the requirements of HB358 (RSA 275:78-83 and the federal Pump for Nursing Mothers ("PUMP") Act, both of which mandate certain accommodations for nursing mothers. Additionally, the federal Pregnant Worker Fairness Act ("PWFA") also provides non-discrimination protections for pregnancy related conditions which include post-delivery (e.g., nursing). The PWFA, however, does not include specific provisions relating to nursing, and the provisions of this sample will meet the PWFA's requirements. While the provisions from HB358 largely parallel some of the requirements of the PUMP, there are some significant distinctions. Important distinctions include: the PUMP Act does not require employers to adopt a policy concerning expression of milk; while HB358 does; the PUMP Act implicitly includes breastfeeding, while HB358 explicitly excludes it and only addresses expression of milk by "manual or mechanical means;" the PUMP Act provides an undue hardship exception for employers with less than 50 employees, while HB358 does not give a prerequisite number of employees for the undue hardship exception. As to the differences in the statute, it is important to note that in many respects the PUMP Act will take priority over the provisions of HB358, especially with respect to the limitations on the hardship exception for districts with more than 50 employees.
2. **BEDG – Meeting Minutes – Revisions – First Reading:** Paragraphs 4.2.c and 5 of sample BEDG were revised to reflect the passage of HB321 (amending RSA 91-A:3, III relative to reviewing previously sealed minutes), with additional minor grammatical or formatting revisions throughout, e.g., §4, and 4.2.c.
3. **EBCC – False Alarms, Bomb, Active Shooter, and Other Such Threats – New Policy – First Reading:** Sample EBCC, which formerly only addressed bomb threats, was re-titled and substantially revised to include additional threats as well as false alarms. The impetus for the revision was the 2023 passage of HB244, amending RSA 644:3 to include false reports about active shooters or presence of explosive devices, along with the previous prohibition to threats/false reports about fire, explosions, presence of biological or chemical substances, or occurrence of "other catastrophe or emergency".

4. **GBCD – Background Investigation and Criminal History Records Check – Revisions – First Reading:** Sample revised to reflect: (1) passage of SB39, which reversed the 2020 legislation making the state responsible for criminal history records checks for transportation monitors, and (2) passage of SB136, prohibiting employment or appointment as volunteers of educators whose credentials have been revoked or are under current suspension. The changes relative to bus monitors are found in D.2 and footnotes 5 and 10, and the changes relative to suspended/revoked credentials are found in Section B. The only other significant change is found in Section D.5, wherein language allowing the Superintendent to share information about a criminal record for misdemeanor hires has been revised, with modifications to footnote 8 made to explain options the Board has for a district's policy concerning hiring of persons whose criminal history records check reveals charges, whether convicted or not, for non-section V offenses, and possible charges of Section V offenses that were later pled down or dismissed. Additional minor revisions throughout for clarification and/or style.
5. **GBCE – Training and Information Relative to Child Sexual Abuse Prevention – New Policy – First Reading:** This new policy is intended to reflect the provisions of newly adopted RSA 189:13-a, XII.
6. **JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Revisions – First Reading:** Revisions include clarification of the board's authority to approve Superintendent's assignment of students to approved private schools (see 2023 passage of SB77), as well as other revisions: (1) clarifying standards for consideration of requests for assignment to private schools, and annual review of both best interest and manifest hardship assignments, (2) adding language to section and footnote regarding transportation obligations in manifest hardship cases, and (3) minor format/grammar changes.
7. **JICC-R – School Bus Conduct Rules – Revisions – First Reading:** The policy has been revised to align with bus discipline matrix that was developed by the Bus Safety Task Force.
8. **KCD – Public Gifts/Donations – Revisions – First Reading:** Sample was revised principally to reflect 2023 passage of HB207, which amended RSA 198:20-b, and increased the amount from \$5,000 to \$20,000 of unanticipated revenue a school board may accept without the need for 7-day notice and public hearing. Additional revisions made included: (1) change the classification from optional to recommended, (2) increasing amount Superintendent may accept from \$500 to \$2,500 (this amount is not one set by statute, but rather policy, so the board can allow any amount here up to \$19,999), and (3) language added to better coordinate the sample with the sample DFGA relative to crowdfunding efforts.

J. POLICY ADOPTION:

1. **JRA – Student Records and Access / Access to Student Records – FERPA – Revisions – Second Reading:** Policy JRA has been updated to align with the most recent update provided by the New Hampshire School Board Association. This is the first reading of the policy which allows for the Board to review and make further revisions in the policy. **Superintendent's Recommendation:** I recommend the Board adopt Policy JRA.

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **Dover High School Restrooms:** Peter Driscoll will present to the Board on the status of the Dover High School restrooms and the actions that are being implemented to improve supervision. Mr. Driscoll has also collected data on the usage of the restroom.

2. Job Descriptions

- a. District School Psychologist
- b. District School Social Worker
- c. Paraeducator – School District Professional Development Committee Member (Stipend Position)
- d. Curriculum, Instruction, and Assessment (CIA) Co-Director Job Description

SAU departments are in the process of reviewing and revising job descriptions. The job descriptions listed have been reviewed and updated. **Superintendent's Recommendation:** I recommend the Board approve the recommended job descriptions as presented.

3. **Request to Waive Bidding - On-Site Responsive Classroom Training Materials:** Responsive Classroom has been identified as one of the priorities of the Teaching and Learning Department. As indicated, ESSER III Funds will be used to the training.

Responsive Classroom is a student-centered, socio-behavioral approach to teaching and discipline which ultimately acts as an academic enabler. It consists of a collection of evidence-based practices that aim to create safe, joyful, and engaging classrooms and school communities.

Superintendent's Recommendation: I recommend the Board approve the wavier the onsite Responsive Classroom training and materials.

4. **Bid Award ESSER-III Grant: MTSS Data Management Platform:** The review committee's recommendation to award the bid to Panorama Education was the result of a meticulous evaluation process overseen by Travis Bickford, MTSS Director. Mr. Bickford developed and implemented a structured procedure for selecting the data management platforms. Having personally witnessed the presentations made by the finalists that ultimately led to the selection, I can attest to the thoroughness of the review process. Mr. Bickford's recommendation is well-founded, and Panorama Education is a solid choice for improving student achievement and social-behavioral outcomes through the MTSS data management platform.

Superintendent's Recommendation: I recommend the Board award the MTSS Data Management Platform to Panorama.

5. **Condition of Accounts:** Mr. Limanni will present the monthly condition of accounts.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

- **Remote Learning:** Winter season is fast approaching, and with winter comes the possibility of snow and ice. When these conditions present themselves, I consult with area superintendents, Dover Public Works, and First Student Transportation. The best source for road conditions in Dover is Dover Public Works. I have a designated contact that can update and provide advisory information. Road conditions are the main determining factor. It is also important to remember high school drivers when making the determination.

The Dover District has the option of executing a remote learning day with enough advanced warning. It also depends on the impact of potential power outages in Dover and other communities where our teachers may live. There are enough devices for remote learning. In addition, there may be one of those first snow days that students can just enjoy being outdoors having fun in the snow.

The district must realize there are mixed opinions on the benefit of remote learning days, and the impact it has on parents/guardians who work from home. There will be those that approve and those that do not. We also have families that are impacted by an extended school year due to summer vacations and summer camp programs.

I never make this decision lightly. Safety is the primary focus.

- **Dover High School, Principal Peter Driscoll:** As with the rest of the schools in the district, Dover High School has been focusing on attendance as we seek to get our attendance rate back to the 93% it was before the pandemic. Last year the rate was 87.5% for 22-23. Success at school and in life depends on being present and engaged. That is the message we are sharing with our students.

Goal: to further instill a sense of belonging and enhance the culture around school attendance for all students so that they are successful in completing high school.

By enforcing policy JH with more fidelity in the school community, we have developed the following practices at DHS:

Summer work:

- Restructuring of DOS (Dean of Students) responsibilities -
 - DOS are now paired with counselors.
 - DOS/counselors now follow students/family for 4 years as a team.
- Attendance Task Force:
 - K-12 deans analyzed inconsistencies in building systems around attendance to align communication and vision around school attendance.
 - Infinite Campus coding
 - Streamline Building practices
 - Identify roles and responsibilities of deans, SRO, counselors, administrative assistants when it comes to student attendance.
 - Identifying timelines or DPD well-checks and school personnel home visits
 - Student handbook updates
 - Strategic communication to families
 - Attendance letters were drafted and agreed upon.
 - Notification of Absences: proactively inform families of student absences and impact attendance may have on student success:
 - Habitually Truant: student has been deemed habitually truant (missing 10 or more half days)
 - Attendance hearing/parent meeting is scheduled.
 - Task force continues to meet throughout the year.
 - Identifying patterns across grade levels.
 - Share best practices around interventions and supports.
 - Explore opportunities for further family support (DCYF Referrals, DHS engagement in the community).

DHS School Year Practice:

- **Standing bi-weekly DOS/Counselor meetings** to address students of concern and/or re-engagement processes, off-track students, and create plans to address tier II interventions/supports.
- **Consecutive days of absences report** is reviewed weekly (every Tuesday)
 - a. Attendance letters are sent.
 1. "Notification of absence" letter goes out at 10 and 15 days.

2. “Habitually Truant” letters go out at 20+ days.

- **Instituted Attendance Hearings protocol (pg 15. Student Handbook)**

**NOTE: due to the timing in the school year (end of Quarter 1), we currently have had around six attendance hearings scheduled. This means, for the student involved, any outreach/intervention from the school thus far has not been deemed successful.*

- a. Collaborative approach to re-engaging student/family with the school and supports in the building.
- b. Students who have reached or are approaching the threshold of being truant are contacted by the Dean of Students to set up a family meeting.
- c. When applicable, other members of the student’s support team are invited (SRO, case manager, school counselor, etc.)
- d. A Student Engagement Plan is created with the team - including student voice. Plan may include, but not limited to:
 1. A modified schedule
 2. Check in/Check out protocol
 3. Communication expectations for student, parent, and team members.
 4. Outlined behavior expectations for student when in building.
 5. Timeline for evaluation of progress.

**NOTE: depending on student/family circumstances, these plans will look different.*

If patterns continue or school interventions are not effective, DOS may enlist DCYF through filing a CHINS for truancy.

- **Dover Middle School, Principal Kim Lyndes:** DMS has updated our school plans to continue our journey with competency-based education and restorative practices.

With competencies, our core teachers meet bi-weekly in PLCs (Professional Learning Communities) to dig deep into curriculum and assessments to improve instruction to ultimately improve learning. Many content areas are continuing to refine common assessments and getting ready to analyze data to inform instruction.

With restorative practices, continued professional development is planned for additional teachers. Our goal continues to be one or more teachers per team running talking circles each week to build community.

- **Frances G. Hopkins School at Horne Street, Principal Brittany Granfield:** Frances G. Hopkins Elementary School at Horne Street will complete our Social Skills Intervention System (SSIS) pilot just before the Thanksgiving Break. This pilot program focused on ten skills and included universal explicit instruction using skill steps. Skills included listening to others, taking turns when you talk, paying attention to your work, and seven other skills which may be found [HERE](#). Students engaged with the skill steps through classroom discussion and role playing in the classroom, and the skills were also reinforced throughout the school daily. Each morning on the announcements we highlighted the skill of the week and made connections to school events, and we demonstrated the skill application in different settings. Displays throughout the building illustrated the current skill steps with visual cues. Each week our family update email highlighted the learning students engaged in that week and ideas to engage with and reinforce the skills at home. Families at home also have access to the skills and skill steps, as well as translated versions. The opportunity to focus on our values and expectations in a school-wide consistent manner was beneficial for all students. We will continue to revisit these skills and build upon our school community expectations throughout the year.

We are very grateful for the family and community engagement we have enjoyed this fall at FGH. Our Parent Teacher Group meetings and events have been very well attended, and it is wonderful to see so many new families at these opportunities. Our first multi-lingual family breakfast of the year was also very successful,

and we were very excited to introduce new opportunities to connect with our schools. Due to an incredible amount of work from FGH teachers, the Harvest Festival was back this year and better than ever! Over 550 people attended and enjoyed the incredible music, entertainment, and company. We look forward to additional opportunities to engage with families and the community this year.

- **Garrison School, Principal Beth Dunton:** GES is proud to share that a team of 6 fourth graders approached Mrs. Dunton with the idea of holding a fundraiser to benefit others. The team eventually agreed that they wanted to do a food drive to benefit End 68 Hours of hunger. The students created and ran the entire process from writing the parent information for the school newsletter, morning announcements, putting up signs and the collection boxes, and then collecting and organizing the food. We collected almost a thousand items in just one week! We are grateful to our kind and generous community, and very proud of this group of students for organizing this event.
- **Woodman Park School, Principal Patrick Boodey:** For over 20 years, the University of New Hampshire's Seacoast Reads program has supported literacy with students at Woodman Park School. This UNH Department of Education program has undergraduate volunteers work one-on-one with students to improve reading and writing skills. These volunteers come to WPS once or twice a week to be paired with a "Reading Buddy" to read books, work on reading/writing skills, and interact with some fun literacy activities. Many of the undergraduate students have taken or are enrolled in UNH Department of Education's literacy course(s). For this semester, there are over two dozen Seacoast Reads volunteers that come to WPS for either during the school day or after school with the on-site Seymour Osman Community Center (SOCC) after school program. The students enjoy showing what they have learned in class and their most recent favorite book to their reading buddy. The volunteers enjoy sharing their passion for reading and spending time with a young learner. Both the students and the volunteers develop a deeper understanding of the reading process and the factors that make reading and writing successful for elementary students. WPS is extremely grateful for the long term and impactful relationship with the UNH Department of Education's Seacoast Reads. For more information, please read the link at: <https://cola.unh.edu/education/community-engagement/seacoast-reads>
- **Dover Adult Learning Center:** CTE After Hours is an exciting joint initiative project developed by the Dover Adult Learning Center and the Dover Regional Career and Technical Center under a pilot grant from Bureaus of Adult Education and Career Development. Through this collaborative effort, students engage in hands-on experiences that form an essential part of Career and Technical Education (CTE) and gain valuable real-world knowledge that directly applies to their future job prospects and careers. It also provides the opportunity to earn credit towards a high school diploma, gain skills for earning a high school equivalency and/or improve proficiency in English for Speakers of Other Languages.

The program includes 57 hours of classroom instruction in theory and lab activities, plus 60 hours clinical experience at healthcare facilities in Dover. Tuition and fees for the After Hours pilot program are funded by the grant. Students are responsible only for scrub pants, shoes, and medical requirements for the clinical portion. Scholarship opportunities are available through the Dover Rotary Club.

Throughout the program, participants receive additional support from the CTE teacher, a counselor, and an adult educator to help them mitigate academic, personal, and financial barriers to successful completion of the program. Upon completion, students will be fully prepared to take the state certification examination and have the necessary qualifications to apply for an LNA license through the NH Board of Nursing.

The program launched in Dover on Oct. 11. It was full, with 16 participants and had a wait list within a week of registration opening. The current class consists of a combination of ESL learners, high school students, recent high school graduates and incumbent healthcare workers seeking to enter a career pathway. The response from local employers has been tremendous with many offering to host clinicals in our next round.

We are optimistic about the outcome of this first cohort and hopeful that we will sustain the program into the future through a combination of funds from the Bureaus, private business and workforce partners.

We look forward to presenting the outcomes to the Dover School Board in January 2024.

Deanna Strand, Executive Director Dover Adult Learning Center

Kori Kennedy, Director Dover Career & Technical Center

Lisa Roy, RN BSN, Health Sciences Teacher, Dover CTC

Maureen Murtagh, BA LPN, Clinical Instructor & Advisor, Dover CTC & Dover Adult Learning Center

- **Weekly overview of the main activities and events that took place throughout the month:**

Week of October 2:

Future Learning Pathways with New Hampshire Learning Initiative (NHLI): A team comprising of Kiley Hemphill, Jen Krans, Travis Bickford, Kori Kennedy, Valerie West, and myself participated in the Future Learning Pathways Network. Our primary focus was on refining the definitions of the key traits identified in the Portrait of a Learner, including Critical Thinking, Collaboration, Communication, Character, and Life Skills. Additionally, we received training related to Artificial Intelligence (AI).

DHS JBC Meeting: The Joint Budget Committee (JBC) convened to discuss and approve funding for the softball field scoreboard project, and addressed potential projects connected to the remaining funds allocated for the high school construction.

Navigate360 Information Session: I attended an information session with Navigate360 to learn about their digital program designed to alert and coordinate emergency procedures within a school district. This program holds the potential to enhance our communication and coordination during critical situations. Currently, the Rochester School District is using the system and has found great value in the program.

Bradley Kidder Law Conference: Organized by the New Hampshire School Administrators Association (NHSAA), New Hampshire School Boards Association (NHSBA), and the Council of School Attorneys (COSA). I attended sessions that included Tuition Options for School Districts, Protecting Students from Discrimination on the Basis of Gender Identity, Title IX vs. Title VII, Responding to School Threats, and a Legislative Update and Discussion.

Student Focus Groups: I facilitated student focus groups at Dover Middle School and Frances G. Hopkins School. These provide insights into the students' perspective on our schools, helping us better understand their experiences. The middle school students stressed the importance of the relationships between a teacher and a student. It was important for the students to be known as a person and to have a connection with the teacher.

Bi-Weekly Meeting with Board Chair and Vice Chair: I conducted the bi-weekly meeting with the Board Chair.

Week of October 9, 2023:

Budget Review Meetings: Departments and schools convened to discuss their proposed FY25 budgets. These meetings included a thorough examination of line items, facility projects, and new positions. The purpose was to allow SAU Departments to review, listen to justifications, and eliminate any duplications.

Leadership Team Meeting: The Leadership Team met to discuss various agenda items, including SEED, substitute teacher arrangements, staff attendance task force document, lunch supervision procedures,

reporting personnel issues, enrollment projections, priorities of the Teaching and Learning Department, revised translation request proposals, and feedback on the initial steps with the Dyslexia Law.

Public Works Hearing: A hearing was conducted regarding the removal of a tree obstructing drivers' view at an FGH crosswalk. A vendor will be contracted to remove the tree. Completion of the project is projected to take four to six weeks, depending on contractor availability.

Strategic Plan Steering Committee: The first meeting of the 2.0 Strategic Plan Steering Committee was held. It was well attended and productive. Two members were absent but will join the November meeting. The commitment and dedication of the committee members were impressive.

Southeasters Meeting: I attended the monthly Southeasters meeting at Oyster River High School where topics included updates, NHSAA monthly topics, member topics, and a problem of practice.

Academic Calendar Alignment: Area superintendents met to begin aligning the 2024-2025 academic calendar. All have agreed to follow the NHED vacation dates for winter and spring breaks. The group will be meeting in November to finalize the calendar, and the proposed calendar will be presented to the Board in December. For Dover, we are working to identify professional development days. Currently, there is not enough time allocated for training and planning.

Parent Organization Presidents' Meeting: The second meeting of the Parent Organization Presidents' Meeting was held to provide updates on the activities of the four parent organizations, exchange ideas, and receive feedback. All four organizations reported an increase in membership. This group demonstrates a strong commitment to the success of the schools they serve.

Dover Mental Health Alliance: I attended the Steering Committee for the Dover Mental Health Alliance.

Week of October 16, 2023:

Dover Chamber of Commerce: I attended a portion of the Dover Chamber of Commerce Government Affairs Committee. During the meeting, I provided an update to the committee on the status of the school district.

SAU Directors Meeting: I participated in the SAU Directors Meeting. Agenda items included: job descriptions for team leaders, and paraeducator for professional development committee, master plan for inquiry, Childhood Longitudinal Study for Kindergarten, district data committee, parent communication, receiving feedback from the PTO/PTA President Group, cyber and data security standards, access to free and reduced lunch status, status of key initiatives, including the 2.0 Strategic Plan, staffing needs, book challenge appeal, and the NHED Updates for Public School Leaders.

Team Leaders: Attended and observed the Garrison School Team Leaders Meeting.

Elementary Principal Learning Guidance Meeting: The Elementary Principal Guidance Meeting covered the following agenda items: reviewing previous meeting action items, school updates, professional development topics for monthly staff meetings for 2023-2024 and 2024-2025, PLCs for related arts, implementation of RSA 200:59, reviewing draft of November 7th professional development, and updates on the CIA priorities.

Strafford Learning Center Board Meeting: Attended the Strafford Learning Center Board Meeting. Agenda items included program updates, staffing needs, facilities and maintenance, financial updates, and next steps for program approval.

Strafford County YMCA Advisory Board: Attended the Strafford County YMCA Advisory Board meeting. Agenda items included reviewing reports and minutes and discussing the Community Engagement and Board Development Committee.

Candidate Meeting: Met with City Council Candidate Anthony Retrosi to discuss levels of administrative staffing.

Board Chair and Vice Chair Meeting: Held a bi-weekly meeting with Carolyn Mebert and Jessica Rozzo.

SEED Meeting: Attended the monthly SEED Meeting. Agenda items included review of October grant applications, marketing RFP proposal, Dover School District Strategic Plan, Social Media engagement metric, and restructuring of the liaison role.

FY24 Budget Review: Met with Michael Limanni to review the performance of the FY24 budget.

All-Leadership Team Meeting: The All-Leadership Team meeting centered around Chapter 2 of the book "Taking Action: A Handbook for RTI at Work," emphasizing the theme of "A Culture of Collective Responsibility."

Week of October 23, 2023:

Breakfast Meeting: I had a breakfast meeting with Michael Runey, Headmaster of Portsmouth Christian Academy, where we engaged in discussions and shared educational initiatives.

DHS Restrooms: A meeting took place with Peter Driscoll, Christine Boston, and Michael Limanni to address the security concerns related to the high school bathrooms at Dover High School.

YMCA Programs: I met with Mara Martin to review the YMCA's before and after-school programs.

Chair & Vice-Chair Meeting: I held a bi-weekly meeting with Carolyn Mebert.

City Manager Meeting: A meeting with Michael Joyal, City Manager, covered various topics, including the establishment of a Joint Budget Committee (JBC) for the Dover High School athletic field, adjustments to the school budget dates, and updates on the Capital Improvement Plan (CIP) meeting scheduled for November 15. We also discussed the Fire Department's provision of a dedicated first instructor to the Dover CTE, the review process for Emergency Operation Plans, and ongoing discussions about the financial system software.

Task Force Organizational Meeting: I met with Mike Russo to review the three task forces resulting from the DTU negotiations: Academic Coordinators and Team Leaders Job Descriptions, Extra and Co-Curricular Stipends, and Insurance Buy-Out.

Full-Leadership Team Meeting: Our monthly full-leadership team meeting focused on key updates regarding teaching and learning projects, recruitment efforts for the Responsive Classroom professional development, progress on School Leadership Team priorities, and collaborative work on Chapter 3 of "Taking Action - Tier 1 Teacher Team Essential Actions."

Curriculum Advisory Council: The agenda for this meeting included an overview of Universal Design for Learning, a review of the high school book selection/change process, and discussions related to the books "I Must Betray You" and "In Order to Live: A North Korean Girl's Journey to Freedom."