



**DOVER SCHOOL  
DISTRICT**

## DOVER SCHOOL BOARD – AGENDA

|                   |                            |
|-------------------|----------------------------|
| Meeting Type:     | Regular Session #8         |
| Meeting Location: | McConnell Center, Room 306 |
| Meeting Date:     | Monday, August 19, 2024    |
| 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 School Board Matters of Interest)*
- F. APPROVAL OF MINUTES**
  - 1. Non-Public Meeting, July 8, 2024
  - 2. Regular Meeting, July 8, 2024
  - 3. Non-Public Meeting, July 29, 2024
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
  - 1. **Correspondence:** None
  - 2. **Resignations/Retirements:**
    - a. Charles Angwin – Dean of Student Services – Dover Middle School - Resignation
    - b. Nicole Ciancarelli – Special Education Teacher – Dover High School - Resignation
    - c. Janet Lapoint – Paraeducator – Frances G. Hopkins School at Horne Street - Resignation
    - d. Kurtis Morton – Paraeducator – Dover Middle School – Resignation
    - e. Sheila Palczynski – Paraeducator – Dover Middle School – Resignation
    - f. Edward Reed – Paraeducator – Dover Middle School – Resignation
    - g. Natalie Saccoccia – Occupational Therapist – Woodman Park School - Resignation
  - 3. **Leaves of Absence:** None
  - 4. **Job Shares:** None
  - 5. **Nominations:**
    - a. Coach Nominations
    - b. DPA Nominations
    - c. DTU Nominations
    - d. Non-Union Nomination
  - 6. **Extended Travel (Student Trips):**
    - a. Preliminary and Final Approval for Dover High School Marching Band and Color Guard for Annual Band Camp at Camp Centerstage in Livermore, Maine – August 24-26, 2024
  - 7. **Donations:** None
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS**
  - 1. **First Reading:**
    - a. GCCBC: Family and Medical Leave Act (FMLA) Leave Policy – Revised Policy – First Reading
  - 2. **First and Second Reading:**



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| Meeting Date:     | <b>Monday, August 19, 2024</b>    |
| Meeting Time:     | <b>7:00 p.m.</b>                  |

- a. AC: Non-Discrimination/Equal Opportunity – Revised Policy – First and Second Reading
- b. ACAA: Harassment and Sexual Harassment of Students – Revised Policy - First and Second Reading
- c. ACAA-R: Student Discrimination / Harassment and Title IX Sexual Harassment Complaint Procedures – First and Second Reading - Withdraw
- d. ACAA-R1: Student Discrimination and Harassment Complaint Procedure – New Policy – First and Second Reading
- e. ACAA-R2: Student Sex Discrimination / Harassment Complaint Procedure – New Policy – First and Second Reading
- f. ACAB: Harassment and Sexual Harassment of School Employees – Revised Policy – First and Second Reading
- g. ACAB-R: Employee Discrimination / Harassment and Title IX Sexual Harassment Complaint Procedures – Withdraw – First and Second Reading
- h. ACAB-R1: Employee Discrimination and Harassment Complaint Procedure – New Policy - First and Second Reading
- i. ACAB-R2: Employee Sex Discrimination / Harassment Complaint Procedure – New Policy – First and Second Reading
- j. JIE: Pregnant Students – New Policy - First and Second Reading

### **L. POLICY ADOPTION:**

1. ACE – Procedural Safeguards: Non-Discrimination on the Basis of Handicap/Disability – Revised Policy – Second Reading
2. ACF – Food and Nutrition Services: Anti-Discrimination and Civil Rights Status Complaints – New Policy – Second Reading
3. DAFB – Equivalence in Instructional Staff and Materials – New Policy – Second Reading
4. GBCE-R-RG – Background Investigation and Criminal History Records Check – Internal Controls and Procedures – New Policy – Second Reading
5. GBEC – Drug-Free Workplace and Drug-Free Schools – Revised Policy – Second Reading
6. GBED – Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds – New Policy – Second Reading
7. IHBA – Programs for Pupils with Disabilities – Revised Policy – Second Reading
8. IHBA-R – Programs for Pupils with Disabilities – Section 504 – Notice of Parent and Student Rights – New Policy – Second Reading
9. JICD – Student Discipline, and Due Process – Revised Policy – Second Reading
10. JLMC – Dover School District SAU 11 Workplace Violence Prevention Policy – New Policy - Second Reading

### **M. RESOLUTIONS:**

1. The Walter and Pauline Calderwood Memorial Scholarship Fund
2. Resolution for Fiscal Year 2024-2025 Capital Improvement Program Appropriation Request

### **N. OLD BUSINESS: None**

### **O. NEW BUSINESS**

1. Dover Adult Learning Center Staff Handbook Revisions
2. Dover School District Parent and Student Handbook Revisions
  - a. Dover High School
  - b. Dover Middle School



## DOVER SCHOOL BOARD – AGENDA

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|-------------------|----------------------------|
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- c. Frances G. Hopkins School at Horne Street
- d. Garrison Elementary School
- e. Woodman Park School
3. Request for Emergency Authorization – Dover Middle School Dean of Curriculum and Instruction and Approval of Nomination
4. Bid Waiver Requests/Adoptions:
  - a. Branching Minds Bid Waiver Request and Adoption
  - b. Navigate 360 Bid Waiver Request and Adoption
  - c. SSIS CoLab Bid Waiver Request and Adoption
  - d. New Hampshire Learning Initiative Bid Waiver Request and Adoption
  - e. Illustrative Mathematics Bid Waiver Request and Adoption
5. Snapology Bus Stop Recommendation
6. Nottingham Tuition Agreement - Draft
7. Fiscal Year 2026 Draft Budget Preparation Adoption Schedule
8. Dover School District Re-Entry Plan
9. Dover School District Superintendent of Schools Nomination 2025-2026

**P. SUBMISSION AND PAYMENT OF BILLS**

**Q. COMMITTEE REPORTS**

**R. SCHOOL BOARD MATTERS OF INTEREST**

**S. ADJOURNMENT**

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

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

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

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

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



# DOVER SCHOOL DISTRICT

## EMPOWERING ALL LEARNERS!

Monday, August 19, 2024

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

### **BOARD AGENDA ITEMS:**

#### **F. APPROVAL OF MINUTES**

1. Non-Public Meeting, July 8, 2024
2. Regular Meeting, July 8, 2024
3. Non-Public Meeting, July 29, 2024

#### **G. SUPERINTENDENT'S REPORT:** See below.

#### **H. CONSENT AGENDA**

1. **Correspondence:** None
2. **Resignations/Retirements:**
  - a. Charles Angwin – Dean of Student Services – Dover Middle School - Resignation
  - b. Nicole Ciancarelli – Special Education Teacher – Dover High School – Resignation (**Note:** Will remain in the position until the position is filled.)
  - c. Janet Lapoint – Paraeducator – Frances G. Hopkins School at Horne Street - Resignation
  - d. Kurtis Morton – Paraeducator – Dover Middle School – Resignation
  - e. Sheila Palczynski – Paraeducator – Dover Middle School – Resignation
  - f. Edward Reed – Paraeducator – Dover Middle School – Resignation
  - g. Natalie Saccoccia – Occupational Therapist – Woodman Park School - Resignation
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
  - a. Coach Nominations
  - b. DPA Nominations
  - c. DTU Nominations
  - d. Non-Union Nomination
6. **Extended Travel (Student Trips):** Preliminary and Final Approval for Dover High School Marching Band and Color Guard for Annual Band Camp at Camp Centerstage in Livermore, Maine – August 24-26, 2024
7. **Donations:** None

#### **J. FINANCIAL REPORT:** Mr. Limanni will present his financial report to the Board.

#### **K. POLICIES – CHANGES – PROPOSALS:**

1. **First Reading:**
  - a. **GCCBC** – Family and Medical Leave Act (FMLA) Leave Policy – Revised Policy – First Reading: Michael Limanni will be available to answer any questions pertaining to the revisions made to policy GCCBC.
2. **First and Second Reading:**
  - a. **AC** - Non-Discrimination/Equal Opportunity – Revised Policy – First and Second Reading
  - b. **ACAA** - Harassment and Sexual Harassment of Students – Revised Policy - First and Second Reading
  - c. **ACAA-R** - Student Discrimination / Harassment and Title IX Sexual Harassment Complaint Procedures – First and Second Reading – Withdraw



- d. **ACAA-R1** - Student Discrimination and Harassment Complaint Procedure – New Policy – First and Second Reading
- e. **ACAA-R2** - Student Sex Discrimination / Harassment Complaint Procedure – New Policy – First and Second Reading
- f. **ACAB** - Harassment and Sexual Harassment of School Employees – Revised Policy – First and Second Reading
- g. **ACAB-R** - Employee Discrimination / Harassment and Title IX Sexual Harassment Complaint Procedures – Withdraw – First and Second Reading
- h. **ACAB-R1** - Employee Discrimination and Harassment Complaint Procedure – New Policy - First and Second Reading
- i. **ACAB-R2** - Employee Sex Discrimination / Harassment Complaint Procedure – New Policy – First and Second Reading
- j. **JIE** - Pregnant Students – New Policy - First and Second Reading

**Superintendent's Recommendation:** The above policies are mandated by law and cannot be amended. Therefore, I request that the board waive the first reading and adopt these policies. All policies have been revised to comply with the changes in Title IX effective August 1, 2024.

**L. POLICY ADOPTION:**

1. **ACE** – Procedural Safeguards: Non-Discrimination on the Basis of Handicap/Disability – Revised Policy – Second Reading: NHSBA revised sample ACE to include information pertaining to 504 plans.
2. **ACF** – Food and Nutrition Services: Anti-Discrimination and Civil Rights Status Complaints – New Policy – Second Reading: NHSBA created new sample ACF to meet the specific non-discrimination statement and grievance process requirements of the USDA.
3. **DAFB** – Equivalence in Instructional Staff and Materials – New Policy – Second Reading: NHSBA created new sample policy DAFB for districts which have Title I schools, or more specifically, districts with a Title I school (with 100 or more students) in the same grade span as another District school. Grade spans include elementary schools, middle schools, high schools, and combined elementary/secondary schools. The policy details Board requirements for the District to maintain comparability of programs and services at schools throughout the District. Key elements include maintaining consistent funding year-to-year, using federal funds to supplement (not supplant) state and local resources, and ensuring all schools offer comparable services, whether or not they receive federal aid. The District must provide written assurances to the NH Department of Education, establish procedures for compliance, and maintain and update records biannually.
4. **GBCD-R-RG** – Background Investigation and Criminal History Records Check – Internal Controls and Procedures – New Policy – Second Reading: NHSBA created this new procedural document sample GBCD-R-RG to provide guidance on complying with FBI and Department of Safety regulations relative to protection of criminal history records. The policy was largely based off information in the FBI's CJIS Security Policy and the New Hampshire Department of Safety's CHRI Proper Access, Use and Dissemination Procedures. Note that this sample is wholly dependent on regulations and guidelines of the FBI and the New Hampshire Department of Safety, and therefore, any modifications should first be reviewed with the Department of Safety.
5. **GBEC** – Drug-Free Workplace and Drug-Free Schools – Revised Policy – Second Reading: NHSBA revised sample GBEC to add federal requirement that reports by employees of a work-related drug conviction be made in writing.
6. **GBED** – Prohibitions Regarding Use and Possession of Tobacco Products, E-Cigarettes and E-Liquids in and on School Facilities and Grounds – New Policy – Second Reading: NHSBA revised sample GBED to: add specific language to now D.2 from RSA 126-K:8, I(a) relative to prohibition against providing tobacco products, etc. to persons under 21; add specific reference to district buildings to remove a perceived ambiguity; separate Section D into sub-sections for clarity; and add paragraphs in both Sections B & C linking to D.2.

7. **IHBA – Programs for Pupils with Disabilities – Revised Policy – Second Reading:** NHSBA revised sample IHBA to include more specific information relative to both the IDEA and Section 504 of the Rehabilitation Act of 1973. Also, the sample was reclassified as “Priority/Required by Law” after inadvertently being listed as “Recommended” in a previous update.
8. **IHBA-R – Programs for Pupils with Disabilities – Section 504 – Notice of Parent and Student Rights – New Policy – Second Reading:** NHSBA revised sample IHBA-R to replace former language relative to NH Special Education Procedural Safeguards (which was moved concurrently to policy IHBA), with a notice of rights relative to Section 504. Retitled the sample to reflect the changes.
9. **JICD – Student Discipline, and Due Process – Revised Policy – Second Reading:** NHSBA revised sample JICD to reflect 2023 amendments to Department of Education rule Ed 317. Specifically, NHSBA changed section and paragraph references and removed former footnote 4. Revision note for September 2021 was corrected, as the original entry misstated the applicable statute.
10. **JLMC – Dover School District SAU 11 Workplace Violence Prevention Policy – New Policy - Second Reading:** This policy was created by members of the Joint Loss Management Committee and will serve as the District’s required plan to reduce violent acts and injuries caused by students against employees, volunteers, and visitors.

**Superintendent’s Recommendation:** I recommend the Board to adopt these policies.

**M. RESOLUTIONS:**

1. **The Walter and Pauline Calderwood Memorial Scholarship Fund:** The City of Dover has requested the Board to accept the scholarship fund from the Calderwood family. Daniel Lynch, Finance Director for the City of Dover, will be available to answer any questions the Board may have. **Superintendent’s Recommendation:** I recommend the Board approve The Walter and Pauline Calderwood Memorial Scholarship Fund.
2. **Resolution for Fiscal Year 2024-2025 Capital Improvement Program Appropriation Request:** The Dover City Council established a School Technology Capital Reserve Fund on December 12, 2012, to support technology upgrades identified in the City’s Capital Improvements Program. The Dover School District, recognizing the need for up-to-date equipment to improve educational outcomes and efficiency, plans to use this fund to replace staff laptops, as outlined in the Technology Department’s capital improvement plan. The current lease for staff laptops expires on December 31, 2024. **Superintendent’s Recommendation:** I support the recommendation to use the Capital Reserve Fund for the replacement of staff laptops.

**N. OLD BUSINESS:** None

**O. NEW BUSINESS**

1. **Dover Adult Learning Center Staff Handbook Revisions:** The Dover Adult Learning Center provided revisions to their Staff Handbook in last month’s meeting materials. They are requesting an additional revision. **Superintendent’s Recommendation:** I recommend the Board approve the revision requested.
2. **Dover School District Parent and Student Handbook Revisions:** Annually, the Dover schools review and revise their Parent and Student Handbooks. The Board is receiving a copy of the revisions that are being made. When approved, the handbooks become policies for the school. Principals will be available to answer any questions the Board may have pertaining to the revisions. **Superintendent’s Recommendation:** I recommend the Board approve the revisions in the Handbooks presented.
3. **Request for Emergency Authorization – Dover Middle School Dean of Curriculum and Instruction and Approval of Nomination:** Jillian Brickley is being nominated for this position after a comprehensive search determined that she is the most qualified candidate. She is currently enrolled in a master’s program to obtain her degree and qualify her for certification. I am requesting the Board to approve Ms. Brickley for a one-year term for the 2024-2025 school year with a salary of \$93,595.87. Please note that approval is limited to one year at a time and cannot exceed a total of two years if the degree and certification are not completed.

**Superintendent's Recommendation:** I recommend the Board approve the one-year emergency authorization of Jillian Brickley as the Dover Middle School Dean of Curriculum and Instruction and approve her nomination.

**4. Bid Waiver Requests and Adoptions:**

- a. Branching Minds Bid Waiver Request and Adoption** - The New Hampshire Department of Education (NHED) recently conducted a comprehensive evaluation of MTSS management platforms and professional service providers. As a result, NHED identified Branching Minds as a highly effective platform for NH districts seeking to implement an MTSS solution. Branching Minds provides educators with essential insights and resources to support both MTSS Academic (MTSS-A) and MTSS Behavior (MTSS-B) models. Branching Minds offers a range of professional services tailored to each district's unique needs. NHED has been able to secure exclusive, discounted rates for districts partnering with Branching Minds for their MTSS platform and ongoing professional development. **Superintendent's Recommendation:** I recommend the Board approve the Branching Minds Bid Waiver and Adoption.
- b. Navigate360 Bid Waiver Request and Adoption** - The District requests a bid waiver to purchase a Navigate360 Behavioral Case Manager subscription for \$13,360.20 from the ESSER-III grant. Navigate360 developed the Behavioral Case Manager using evidence-based methodologies. It is the only behavioral case management software that fully incorporates the Comprehensive School Threat Assessment Guidelines (CSTAG) and the Columbia-Suicide Severity Rating Scale (C-SSRS), currently used by school-based mental health staff. Navigate360 holds the copyright and license for the Behavioral Case Manager software. As a proprietary product developed, sold, and distributed exclusively by Navigate360, the district is requesting to waive bidding so that implementation and training can occur during the 2024-25 school year with its school-based mental health practitioners. **Superintendent's Recommendation:** I recommend the Board approve the Navigate 360 Bid Waiver and Adoption.
- c. SSIS CoLab Bid Waiver Request and Adoption** - The District requests bidding be waived to purchase subscriptions for the SSIS Class wide Intervention Program for a total of \$18,570.90 from the ESSER-III grant. The SSIS CIP is a unique and specialized program that aligns with the district's MTSS-Behavior (MTSS-B) goals related to students learning social and academic behavior skills. The program's comprehensive nature, recognition by CASEL, and adherence to the S.A.F.E.R. criteria make it unparalleled in the market. Furthermore, the SSIS CIP has been in use by school personnel since the spring of 2023, ensuring continuity of services for students. **Superintendent's Recommendation:** I recommend the Board approve the SSIS Bid Waiver and Adoption.
- d. New Hampshire Learning Initiative Bid Waiver Request and Adoption** - The District requests bidding be waived to continue our work with New Hampshire Learning Initiative. NHLI provides ongoing coaching support to the District with continuing implementation of effective professional learning communities. Effective implementation of professional learning communities improves the outcomes for students by building collective efficacy for teachers. This coaching is embedded throughout the year to ensure ongoing support for teachers to collaborate meaningfully throughout the year. **Superintendent's Recommendation:** I recommend the Board approve the New Hampshire Learning Initiative Bid Waiver and Adoption.
- e. Illustrative Mathematics Bid Waiver Request and Adoption** – The District requests bidding be waived to secure training for teachers in grades 6-8 for Illustrative Mathematics. Illustrative Mathematics is the adopted curriculum for Dover Middle School. Though this curriculum has been in place since 2020, staffing changes and interruptions to the training schedule due to Covid-19 have affected the implementation. Illustrative Mathematics offers a 2-Day training that will assist teachers in effectively implementing this curriculum. **Superintendent's Recommendation:** I recommend the Board approve Illustrative Mathematics Bid Waiver and Adoption.

- 5. Snapology Bus Stop Recommendation:** The Dover School District (DSD) and First Student, Inc. responded to a request from Snapology owner, Katherine Ferguson-Lacovelli, to add their Dover location to the District's bus routes. Snapology is a Youth Enrichment franchise platform whose STEM/STEAM educational program was

recognized as one of the Fastest-Growing Franchises in the March/April issue of Entrepreneur magazine and on Entrepreneur.com. The location requested for the stop is 826 Central Ave, Suite 1 Dover, NH 03820. **Superintendent's Recommendation:** I support Mr. Limanni's recommendation. If the Board approves, ridership will need to continually be evaluated, so no additional busses are required. If this would occur the creation of this stop will have cost implications for the Dover School District.

6. **Nottingham Tuition Agreement - Draft:** The Dover School District has been working on a new tuition agreement with Nottingham School District SAU 107. The agreement allows Nottingham to offer Dover High School as an option to their students in grades 9-12. The agreement will need to be approved by both districts, and the NH Department of Education. Note the following changes have been made:

- Remove FY22 from the cost averaging for the first base price estimation.
- Reduce the amount to reopen the calculation from 6% to 5%.
- Change from a 10-year agreement to a 7-year agreement.
- Add an option to extend the agreement one year.

**Superintendent's Recommendation:** I recommend the Board approve the draft tuition agreement with the Nottingham School District SAU 107.

7. **Fiscal Year 2026 Draft Budget Preparation Adoption Schedule:** Mr. Limanni has prepared the timeline for the development of the Fiscal Year 2026 budget. The Board needs to review dates and either approve the schedule or bring forward any revisions that may need to be made. **Superintendent's Recommendation:** I recommend the Board finalize the FY26 budget timeline.

8. **Dover School District Re-Entry Plan:** The Board is required to review and adopt the District's COVID-19 Re-Entry Plan every six months until the expiration of ESSER Funds on September 30, 2024. **Superintendent's Recommendation:** I recommend the Board approve the Re-Entry Plan for the 2024-2025 school year.

9. **Dover School District Superintendent of Schools Nomination 2025-2026:** Board Chairperson Robin Trefethen will request the Board to approve the hiring of Dr. Christine Boston as Superintendent of the Dover School District SAU 11 starting on July 1, 2025.

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#### **SUPERINTENDENT'S REPORT:**

**This report provides a summary of key activities and events that transpired throughout July.**

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##### **Week of July 8:**

- City Attorney Josh Wyatt and I met to review revisions in the FMLA policy.
- Morgan Lyon and I met to review the status of summer maintenance projects.
- Christine Boston and I met with Peter Driscoll to discuss a variety of topics.
- Christine Boston and I met with Roseanna Drysdale to review work done by the Student Attendance Task Force.
- The DHS Athletic Complex JBC held a meeting on Thursday, July 11.

##### **Week of July 15:**

- I spoke with David Fairweather and Ben Henry, of First Student. David is retiring as the Area General Manager and Ben is assuming David's position. Chris Taft will continue as the local manager.
- I attended a retreat for the DMHA Steering Committee.
- I spoke with City Manager Michael Joyal to be updated on and to discuss the DHS Athletic Complex JBC.
- I met with a parent who is requesting a manifest hardship.
- I attended the Strafford County YMCA Advisory Board meeting.
- Mike Gillis and I met for general updates.

##### **Week of July 22:**

- Suzanne Weete and I met to review the Dover Mental Health Alliance.
- Carolyn Eastman and I met to review the strategic plan and Working Genius.
- Robin Trefethen and I held an update meeting.

- The Full Leadership Team had our annual 3-day retreat. Topics included: NHSBA legislative update, Guiding Coalition – Rational vs. Irrational Resisters, District Priorities and Communication Plan Template, Infinite Campus, T-Evaluation and Handbook, School Climate & RTI at Work – FIT Goal Setting, and Responsive Classroom Training.

**Week of July 29:**

- Morgan Lyon and I met to review the status of summer projects and facilities cleaning.
- I participated in Title IX training provided for the Leadership Team.
- I attended the School Board's Non-Public Meeting.
- I met with a parent to discuss their manifest hardship request.
- I participated in a two-day training session to become certified in Working Genius.

# Recommendations

To: Dr. William Harbron  
 From: Joshua Knight  
 Re: Fall Coaching Recommendations - 2024  
 Date: June 2024  
 Cc: Lyndsay Dube, Peter Driscoll, Tammy Badger

I am recommending the following individuals be nominated for FALL 2024 athletic coaching positions.

| <u><b>Position</b></u>      | <u><b>Name</b></u> | <u><b>Stipend</b></u>              | <u><b>Replaces</b></u> |
|-----------------------------|--------------------|------------------------------------|------------------------|
| Varsity Cheering            | Kelsey Daigle      | \$4600                             |                        |
| JV Cheering                 | Mikaela Leighton   | \$2720                             |                        |
| Boys Var. Soccer            | Eric Carrier       | \$3920                             | Ronan O'Doherty        |
| Boys JV Soccer              | Jason Subirana     | \$2720                             |                        |
| Boys Reserve Soccer         | John Leggett       | \$2160                             |                        |
| Middle School B. Soccer     | Brian Snow         | \$2160                             |                        |
| Girls Var. Soccer           | Rick Pelletier     | \$3920                             |                        |
| Girls JV Soccer             | James Wares        | \$2720                             |                        |
| Middle School G. Soccer     | Christen Wilhelm   | \$2160                             |                        |
| Head Football               | Eric Cumba         | \$5960                             |                        |
| Asst Football               | Matt Kimball       | \$3960                             |                        |
| JV Football                 | Joshua Droesch     | \$3960                             |                        |
| JV Football                 | David Lopez        | \$3960                             |                        |
| Frosh Football              | Justin Crowley     | \$3400                             |                        |
| Frosh Football              | Chris Stamoulis    | \$3400                             |                        |
| Head Field Hockey           | Sarah Michaud      | \$3920                             |                        |
| JV Field Hockey             | Haley Wood         | \$2720                             | Jessi Paul             |
| MS Varsity Field Hockey     | Jillian Brickley   | \$1720                             |                        |
| MS JV Field Hockey          | Jane Salach        | \$1280                             | Deb Jacobs             |
| Girls Varsity Volleyball    | Whitney Carrier    | \$3920                             |                        |
| Girls JV Volleyball         | Katie Lynch        | \$2720                             |                        |
| MS Varsity Volleyball       | Molly Misner       | \$2160                             | Emily Boles            |
| MS JV Volleyball            | Steve Warren       | \$1,720                            |                        |
| B/G Cross County            | Nick Piatti        | \$3560                             |                        |
| B/G Asst. Cross Country     | Jeff Sanborn       | \$2160                             |                        |
| Middle School Cross Country | Laura Towle        | \$1720                             |                        |
| MS Assistant Cross Country  | Bryan Towle        | \$1720                             |                        |
| B/G Golf                    | Matt Fennessy      | \$2120                             |                        |
| B/G JV Golf                 | OPEN               | \$500 (Coaching Contingency Acct.) | Joe Tenuta             |



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

**TO: DOVER SCHOOL BOARD**

**DATE:** August 19, 2024

**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 2024-2025 school year.

| <b>NAME</b>         | <b>POSITION</b>  | <b>SCHOOL</b>       | <b>REPLACING</b> | <b>SALARY</b> | <b>TRACK</b> |
|---------------------|------------------|---------------------|------------------|---------------|--------------|
| Altura, Christopher | Paraprofessional | Dover Middle School | Open             | TBD           | TBD          |
| Clementi, Kim       | Paraprofessional | Woodman Park School | Angela Monahan   | TBD           | TBD          |
| Crossman, Gwyneth   | Paraprofessional | Dover Middle School | New              | \$16.09       | G2, Step 1   |
| Laurion, Rebecca    | Paraprofessional | Dover High School   | New              | \$18.44       | G2, Step 4   |
| Richard, Alexandria | Paraprofessional | Dover Middle School | Open             | TBD           | TBD          |
| Windsor, Karen      | Paraprofessional | Dover High School   | Jennifer Fox     | \$29.21       | G4, Step 7   |

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

TO: **DOVER SCHOOL BOARD**

DATE: August 19, 2024

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2024-2025 school year.

| NAME             | POSITION                              | SCHOOL                                       | REPLACING        | SALARY   | TRACK          |
|------------------|---------------------------------------|----------------------------------------------|------------------|----------|----------------|
| Brown, Mariah    | Special Education Teacher             | Frances G. Hopkins School<br>at Horne Street | Tory Bernard     | \$48,502 | BA, Step 4     |
| Carr, Ruby       | Math Teacher                          | Dover High School                            | Wayne Scott      | \$43,729 | BA, Step 1     |
| Franks, Barbara  | 8 <sup>th</sup> Grade Science Teacher | Dover Middle School                          | Lisa Nash        | \$82,115 | MA, Step 17    |
| Gilmore, Haley   | School Counselor                      | Dover Middle School                          | Mary Calhoun     | \$53,895 | MA, Step 5     |
| Holton, Jeremiah | Instructional Coach                   | Dover Middle School                          | Jillian Brickley | \$82,115 | MA, Step 17    |
| McCarthy, Ann    | OYO – 3 <sup>rd</sup> Grade Teacher   | Garrison Elementary School                   | Erica Gagnon     | \$47,436 | BA+30, Step 2  |
| Rotar, Jamie     | 3 <sup>rd</sup> Grade Teacher         | Garrison Elementary School                   | Nicole Driscoll  | \$86,154 | MA+30, Step 17 |

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

TO: **DOVER SCHOOL BOARD**

DATE: August 19, 2024

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 2024-2025 school year.

| NAME              | POSITION  | SCHOOL              | REPLACING    | SALARY  | TRACK |
|-------------------|-----------|---------------------|--------------|---------|-------|
| Blogojevik, Laura | Noon Aide | Woodman Park School | Myles Larkin | \$12/hr |       |



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



PETER DRISCOLL  
Principal  
[p.driscoll@dover.k12.nh.us](mailto:p.driscoll@dover.k12.nh.us)

25 ALUMNI DRIVE  
DOVER, NEW HAMPSHIRE 03820-4365  
(603) 516-6900 Fax (603) 516-6926

KORI KENNEDY  
Director of Career Technical Education  
[k.kennedy@dover.k12.nh.us](mailto:k.kennedy@dover.k12.nh.us)

ROBIN LYNDES  
Dean of Bellamy Academy  
[r.lyndes@dover.k12.nh.us](mailto:r.lyndes@dover.k12.nh.us)

LINDA MADDEN  
Dean of Student Services  
[l.madden@dover.k12.nh.us](mailto:l.madden@dover.k12.nh.us)

VALERIE WEST  
Dean of Instruction  
[v.west@dover.k12.nh.us](mailto:v.west@dover.k12.nh.us)

KIMBERLY STEPHENS  
Dean of Students  
[k.stephens@dover.k12.nh.us](mailto:k.stephens@dover.k12.nh.us)

MEREDITH LAPOINT  
Dean of Students  
[m.lapoint@dover.k12.nh.us](mailto:m.lapoint@dover.k12.nh.us)

August 1, 2024

This letter is to request approval for the Dover High School Green Wave Marching Band and Color Guard to travel to Camp Centerstage in Livermore Falls, Maine for its annual band camp. The dates of this trip would be August 24 through August 26. This is a community building activity for the band and guard as well as when they put together their fall performance.

Thank you for your consideration.

Sincerely,

Peter Driscoll  
Dover High School Principal

*2005 New Hampshire School of Excellence  
Accredited New England Association of Schools and Colleges  
Equal Employment Opportunities – Equal Educational Opportunities*

## Checklist for Final Approval of Extended Travel (Per Policy IJOAA)

This document is due to the Superintendent's office on the Wednesday prior to the Monday School Board meeting that is one month before travel. Please call 516-6804 for the specific date or with questions.

Group Requesting Final Approval: DHS Marching Band  
Destination: Camp Centerstage, 295 Maple Ln., Livermore, ME 04253  
Contact Person (s): Jim Butka Alexis Dascoulas: owner & Director  
phone: 207-580-2233  
website: campcenterstage.org  
Dates of Travel: Aug. 24, 25, 26  
Number of Students Traveling: 65  
Number of Chaperones: 8 plus a licensed nurse  
Adult/Student Ratio: 1/8

Please circle appropriate response: The forms below have been distributed to student and will be collected at the first band practice, Aug. 13<sup>th</sup>.

Permission Forms submitted to Principal: yes/no

Student Code of Conduct Contracts, inc. Standards for Behavior submitted to Principal: yes/no

Telephone Contact Notification submitted to Principal: yes/no

List of all students and chaperones submitted to the school and Supt's Office: yes/no

All Chaperones completed criminal background check: yes/no

Date Revised: 3/31/2016



DOVER HIGH SCHOOL  
AND  
REGIONAL CAREER TECHNICAL CENTER

FIELD TRIP REQUEST - FY:

Date: 8/02/24

**THIS REQUEST MUST REACH THE PRINCIPAL AT LEAST 10 DAYS BEFORE THE DATE OF THE FIELD TRIP. PERMISSION SLIPS MUST BE OBTAINED FROM PARENTS/GUARDIANS BEFORE STUDENTS MAY PARTICIPATE.**

Teacher Requesting the Trip: James Butka

Destination of Field Trip: Camp Centerstage, ~~DOVER~~ Livermore, ME

Date of Field Trip: Aug. 24, 25, 26 Time of Departure: 9:45 AM Time of Return: Aug. 26 approximately 9:30 PM

Number of Students: 65 Cost Per Student: \$150 (Supplemented by DPMC for families that can't afford it)

Number of Adults Going: 9 and a nurse Method of Transportation: First Student Bus

**LIST ALL CHAPERONES:** James Butka, Danielle Royer, Vicky Hardy, Sam Twining, Ryan Tremblay, Sydney Seaver  
\*\*\*Chaperones who are not employees of the district must fill out a Volunteer Service Form two weeks prior to the field trip.\*\*\*

Nurse: Rachel Saul

Erin Wentworth, Courtney McCaron

**A LIST OF STUDENTS WHO WILL BE ATTENDING MUST BE SENT TO THE ATTENDANCE OFFICE PRIOR TO THE FIELD TRIP.**

Are all phases of the trip handicap accessible? Yes ☒ No ☐

Non-participating teachers will be notified two weeks prior to the trip: Yes ☒ No ☐ (N/A)

Submit a list of non-participating students to the attendance office one day prior to the trip.

Have provisions been made for students **NOT** going on the trip that are the responsibilities of the teacher(s) attending?  
Yes ☐ No ☒ (N/A)

What is the educational purpose of the field trip? Learn music and drill for marching band field show. Cooperatively work in a very structured learning environment that promotes student leadership and input.

What instructional classroom preparations will be done prior to the field trip? Band Camp at DHS Aug 20, 21, 22, 23 to prepare students for Camp Centerstage. Meeting with Parents and guardians on Aug. 13 prior to Aug 13 practice.

What follow-up classroom activities will take place after the field trip?  
Reflection on camp in band class.

Approval of Appropriate Administrator (AC, CTC Director): \_\_\_\_\_

\*\*\*\*\*PLEASE RETURN THIS FORM TO THE PRINCIPAL'S SECRETARY\*\*\*\*\*

☒ Trip Approved

☐ Trip Disapproved

Reason for Denial: \_\_\_\_\_

Principal's Signature: [Signature] Date: 8/5/24

Revised 11/2020

### **Dover School District Monthly Financial Report**

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

FROM: Michael Limanni, CFO

DATE: August 19, 2024

RE: Condition of *School* Accounts

The July update to the previous months Condition of Accounts is attached for review.

As of August 14, 2024, we have finished most of the onboarding of new personnel and have encumbered the majority of known annual contracts. After accounting for transfers and debt service, approximately 90% of the District's budget is currently accounted for. As we head into September and finish closing out fiscal year 2024, we will begin to narrow down the remaining 10% of the budget and start working on the 2026 budget request.

#### **General Fund Expense Highlights:**

Account 2800, SUPPORT SERVICES - Centralized Services, reflects a \$621,075 pre-encumbrance for the replacement of 600 staff laptops which are referenced in tonight's resolution. If approved by both the Board and City Council, this pre-encumbrance will be moved to a capital fund and purchased with funds held in the School Technology Capital Reserve fund specifically for this purpose.

Account 2900, SUPPORT SERVICES – Other, reflects a budget overage from the payout of severances due to staff resignations over the summer months.

**DOVER SCHOOL DISTRICT**  
**Condition of Accounts - July 2024**

| DISTRICT-WIDE Expenditures                                   |                                           |                      |                     |                      |                      |                      |
|--------------------------------------------------------------|-------------------------------------------|----------------------|---------------------|----------------------|----------------------|----------------------|
| Account                                                      | Description                               | Budget               | YTD Transactions    | Balance              | Encumbrance          | Budget Balance       |
| 1100                                                         | REGULAR EDUCATION PROGRAMS                | \$ 27,081,677        | \$ 48,409           | \$ 27,033,268        | \$ 25,333,103        | \$ 1,700,165         |
| 1200                                                         | SPECIAL EDUCATION PROGRAMS                | \$ 21,054,297        | \$ 685,793          | \$ 20,368,504        | \$ 16,093,333        | \$ 4,275,171         |
| 1300                                                         | VOCATIONAL EDUCATION PROGRAMS             | \$ 3,050,303         | \$ 46,765           | \$ 3,003,538         | \$ 2,771,405         | \$ 232,133           |
| 1400                                                         | OTHER EDUCATIONAL PROGRAMS                | \$ 781,967           | \$ 52,875           | \$ 729,091           | \$ 527,889           | \$ 201,202           |
| 1600                                                         | ADULT/CONTINUING EDUCATION PROGRAMS       | \$ 276,853           | \$ 37,534           | \$ 239,319           | \$ 234,784           | \$ 4,535             |
| 2100                                                         | SUPPORT SERVICES - Students               | \$ 5,715,451         | \$ 55,235           | \$ 5,660,216         | \$ 5,389,334         | \$ 270,882           |
| 2200                                                         | SUPPORT SERVICES - Instructional Staff    | \$ 2,117,969         | \$ 150,072          | \$ 1,967,898         | \$ 1,393,973         | \$ 573,925           |
| 2300                                                         | SUPPORT SERVICES - General Admin.         | \$ 1,866,113         | \$ 221,165          | \$ 1,644,949         | \$ 1,492,209         | \$ 152,740           |
| 2400                                                         | SUPPORT SERVICES - School Admin.          | \$ 3,528,920         | \$ 433,950          | \$ 3,094,970         | \$ 3,108,628         | \$ (13,658)          |
| 2600                                                         | SUPPORT SERVICES - Operation Maint/Plant  | \$ 5,735,309         | \$ 1,005,915        | \$ 4,729,394         | \$ 4,580,144         | \$ 149,249           |
| 2700                                                         | SUPPORT SERVICES - Student Transportation | \$ 5,062,156         | \$ 14,764           | \$ 5,047,391         | \$ 3,859,165         | \$ 1,188,226         |
| 2800                                                         | SUPPORT SERVICES - Centralized Services   | \$ 2,082,365         | \$ 319,642          | \$ 1,762,723         | \$ 2,007,237         | \$ (244,513)         |
| 2900                                                         | SUPPORT SERVICES - Other                  | \$ 32,295            | \$ 18,640           | \$ 13,655            | \$ 68,397            | \$ (54,743)          |
| 5200                                                         | FUND TRANSFERS OUT                        | \$ 35,000            | \$ -                | \$ 35,000            | \$ -                 | \$ 35,000            |
| 6900                                                         | SCHOOL DEBT - Principal & Interest        | \$ 6,222,125         | \$ -                | \$ 6,222,125         | \$ -                 | \$ 6,222,125         |
| <b>TOTAL GENERAL FUND EXPENDITURES:</b>                      |                                           | <b>\$ 84,642,800</b> | <b>\$ 3,090,760</b> | <b>\$ 81,552,040</b> | <b>\$ 66,859,601</b> | <b>\$ 14,692,439</b> |
| <b>TOTAL FOOD SERVICES EXPENDITURES:</b>                     |                                           | <b>\$ 1,784,697</b>  | <b>\$ 403</b>       | <b>\$ 1,784,294</b>  | <b>\$ 267,375</b>    | <b>\$ 1,516,919</b>  |
| <b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:</b> |                                           | <b>\$ 8,826,359</b>  | <b>\$ 308,504</b>   | <b>\$ 8,517,855</b>  | <b>\$ 5,196,362</b>  | <b>\$ 3,321,493</b>  |
| <b>Summarized Condition of District Expenditures:</b>        |                                           | <b>\$ 95,253,856</b> | <b>\$ 3,399,666</b> | <b>\$ 91,854,190</b> | <b>\$ 72,323,338</b> | <b>\$ 19,530,852</b> |

| DISTRICT-WIDE Revenue                                   |                                          |                      |                   |                      |                |                      |
|---------------------------------------------------------|------------------------------------------|----------------------|-------------------|----------------------|----------------|----------------------|
| Account                                                 | Description                              | Budget               | YTD Transactions  | Balance              | Est. Remaining | Budget Balance       |
| 01311.3410                                              | TUITION - REGULAR FROM PARENTS           | \$ -                 | \$ -              | \$ -                 | \$ -           | \$ -                 |
| 01314.3390                                              | TUITION - SUMMER SCHOOL, ELEME           | \$ -                 | \$ -              | \$ -                 | \$ -           | \$ -                 |
| 01314.3390                                              | TUITION - SUMMER SCHOOL, DHS             | \$ -                 | \$ -              | \$ -                 | \$ -           | \$ -                 |
| 01321.3390                                              | TUITION - OTHER NH DISTRICTS             | \$ 86,962            | \$ -              | \$ 86,962            | \$ -           | \$ 86,962            |
| 01321.3390                                              | TUITION - BARRINGTON                     | \$ 3,223,640         | \$ -              | \$ 3,223,640         | \$ -           | \$ 3,223,640         |
| 01321.3390                                              | TUITION - NOTTINGHAM                     | \$ 1,750,071         | \$ -              | \$ 1,750,071         | \$ -           | \$ 1,750,071         |
| 01321.3390                                              | TUITION - PRESCHOOL PROGRAM              | \$ 8,000             | \$ -              | \$ 8,000             | \$ -           | \$ 8,000             |
| 01321.3390                                              | TUITION - BELLAMY ACADEMY                | \$ 410,970           | \$ 3,593          | \$ 407,377           | \$ -           | \$ 407,377           |
| 01322.3390                                              | TUITION - SPED AIDES                     | \$ 366,365           | \$ -              | \$ 366,365           | \$ -           | \$ 366,365           |
| 01323.3390                                              | TUITION - CTE-NH DISTRICTS               | \$ 178,019           | \$ -              | \$ 178,019           | \$ -           | \$ 178,019           |
| 01333.3390                                              | TUITION - CTE-OUT OF STATE DIST          | \$ 55,000            | \$ -              | \$ 55,000            | \$ -           | \$ 55,000            |
| 01420.3410                                              | ATHLETIC TRANSPORTATION DMS              | \$ 30,000            | \$ -              | \$ 30,000            | \$ -           | \$ 30,000            |
| 01420.3410                                              | ATHLETIC TRANSPORTATION DHS              | \$ 104,000           | \$ 300            | \$ 103,700           | \$ -           | \$ 103,700           |
| 01980.3599                                              | MISC REVENUE                             | \$ -                 | \$ -              | \$ -                 | \$ -           | \$ -                 |
| 01990.3599                                              | OTHER LOCAL REVENUE DW                   | \$ 10,000            | \$ -              | \$ 10,000            | \$ -           | \$ 10,000            |
| 03190.3700                                              | STATE ADEQUATE EDUCATION GRANT           | \$ 11,505,714        | \$ -              | \$ 11,505,714        | \$ -           | \$ 11,505,714        |
| 03210.3700                                              | SCHOOL BUILDING AID                      | \$ 383,462           | \$ -              | \$ 383,462           | \$ -           | \$ 383,462           |
| 03230.3700                                              | SPECIAL EDUCATION AID (CATASTROPHIC AID) | \$ 1,606,951         | \$ -              | \$ 1,606,951         | \$ -           | \$ 1,606,951         |
| 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               | \$ -                 | \$ -              | \$ -                 | \$ -           | \$ -                 |
| 04210.3599                                              | INDIRECT COST ALLOCATION                 | \$ 171,000           | \$ -              | \$ 171,000           | \$ -           | \$ 171,000           |
| 04220.3599                                              | ABE ALLOCATION                           | \$ 43,000            | \$ -              | \$ 43,000            | \$ -           | \$ 43,000            |
| 04580.3311                                              | MEDICAID DISTRIBUTION                    | \$ 200,000           | \$ 60             | \$ 199,940           | \$ -           | \$ 199,940           |
| 05251.3918                                              | FUND TRANSFERS IN                        | \$ 250,000           | \$ -              | \$ 250,000           | \$ -           | \$ 250,000           |
| <b>TOTAL GENERAL FUND REVENUE:</b>                      |                                          | <b>\$ 20,817,246</b> | <b>\$ 3,953</b>   | <b>\$ 20,813,293</b> | <b>\$ -</b>    | <b>\$ 20,813,293</b> |
| <b>TOTAL FOOD SERVICES FUND REVENUE:</b>                |                                          | <b>\$ 1,784,697</b>  | <b>\$ 4,253</b>   | <b>\$ 1,780,444</b>  | <b>\$ -</b>    | <b>\$ 1,780,444</b>  |
| <b>TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:</b> |                                          | <b>\$ 8,806,759</b>  | <b>\$ 125,533</b> | <b>\$ 8,681,225</b>  | <b>\$ -</b>    | <b>\$ 8,681,225</b>  |
| <b>Summarized Condition of District Revenue:</b>        |                                          | <b>\$ 31,408,702</b> | <b>\$ 133,739</b> | <b>\$ 31,274,962</b> | <b>\$ -</b>    | <b>\$ 31,274,962</b> |

|                                        | Budget             | Actual + Enc           |
|----------------------------------------|--------------------|------------------------|
| General Fund Supporting Revenue Total: | \$ 20,817,246      | \$ 3,953               |
| State Wide Property Tax:               | \$ 6,937,255       | \$ 7,120,667           |
| Local Property Tax:                    | \$ 56,888,299      | \$ 51,759,299          |
| *TOTAL GF Revenue:                     | \$ 84,642,800      | \$ 58,883,920          |
| TOTAL GF Expenditure:                  | \$ (84,642,800)    | \$ (69,950,361)        |
| <b>Ending GF Fund Balance:</b>         | <b>\$ 0</b>        | <b>\$ (11,066,441)</b> |
| TOTAL FS Revenue:                      | \$ 1,784,697       | \$ 4,253               |
| TOTAL FS Expenditures:                 | \$ (1,784,697)     | \$ (267,778)           |
| <b>Ending FS Fund Balance:</b>         | <b>\$ -</b>        | <b>\$ (263,525)</b>    |
| TOTAL Other SR Fund Revenue:           | \$ 8,806,759       | \$ 125,533             |
| TOTAL Other SR Fund Expenditures:      | \$ (8,826,359)     | \$ (5,504,866)         |
| <b>Ending Grant Fund Balance:</b>      | <b>\$ (19,600)</b> | <b>\$ (5,379,332)</b>  |



|                                    |                    |
|------------------------------------|--------------------|
| DOVER SCHOOL DISTRICT              | POLICY CODE: GCCBC |
| DATE OF ADOPTION: FEBRUARY 9, 2009 | PAGE 1 OF 4        |

## FIRST READING – (REVISIONS)

### FAMILY AND MEDICAL LEAVE ACT (FMLA) LEAVE POLICY

1. Effective August 5, 1993, (February 5, 1994, for employees subject to collective bargaining agreements) an employee is eligible to request an FMLA leave if the employee has been an employee of the Dover School District for at least twelve (12) months and has worked at least ~~1250~~ **900** hours during the twelve (12) month period immediately preceding the leave.
2. Subject to the requirements described in this policy, an eligible employee may request and will be granted up to twelve (12) work weeks of unpaid FMLA leave during any twelve (12) month period for one or more of the following events:
  - a. the birth and first year care of a child
  - b. the placement of a child for adoption or foster care in the employee's home
  - c. the care of the employee's spouse, child, or parent with a serious health condition, or
  - d. the employee's serious health condition which renders the employee unable to perform the functions of the employee's position
  - e. *the care for covered service members with a serious injury or illness and because of qualifying exigencies arising out of the fact that a covered military member is on active duty or has been notified or an impending call or order to active duty in support of a contingency operation.*
    - i. *Qualifying exigency leave—a qualifying exigency arising out of the employee's spouse, son, daughter or parent being on active duty or being notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation—a qualifying exigency includes short-notice deployment; military events and related activities; childcare and school activities, financial and legal arrangements; counseling; rest and recuperation; post-deployment activities; and other activities agreed by the District and employee.*
    - ii. *Military Caregiver Leave (covered service member leave)—the employee, as the spouse, son, daughter, parent or next of kin of a recovering service member, to care for that service member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces when that injury or illness has rendered he/she unfit to perform duties of his/her office, grade, rank or rating.*
3. For purposes of calculating the amount of FMLA leave an eligible employee can take, the term "during any twelve (12) month period" means a rolling twelve (12) month period measured backward from the date requested leave will be used (but not earlier than the effective date of the FMLA). *For military caregiver leaves, one 26-week leave period in a single 12-month period. The right to take this leave does not renew once a new 12-month period begins and all this leave must be taken in a single 12-month period, although it may be taken intermittently or on a reduced schedule. Note the employee is entitled to a combined 26 weeks for military caregiver leave and all other types of leave.*

|                                           |                           |
|-------------------------------------------|---------------------------|
| <b>DOVER SCHOOL DISTRICT</b>              | <b>POLICY CODE: GCCBC</b> |
| <b>DATE OF ADOPTION: FEBRUARY 9, 2009</b> | <b>PAGE 2 OF 4</b>        |

4. The taking of FMLA leave shall not result in the loss of any employment benefit accrued prior to the date on which the leave commenced; provided, however, that nothing in the FMLA shall entitle any employee who returns from leave to the accrual of any seniority or employment benefits during the period of the leave or any right, benefit, or position of employment other than any right, benefit, or position to which the employee would have been entitled had the employee not taken the leave.
5. Unless one of the exceptions in the law applies, an employee who takes an FMLA leave for the intended purpose of the leave shall be entitled, on timely return from the leave, to be restored to the position of employment held when the leave commenced or an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. Special rules regarding return to work are applicable to employees, such as teachers, coaches, driving instructors, and special educational assistants, whose principal function is to teach and instruct students in a class, a small group, or an individual setting.
  - a. When an instructional employee begins leave more than five (5) weeks before the end of an academic term, the employee may be required to continue taking leave until the end of the term if the leave will last at least three (3) weeks and the employee would return to work during the three-week period before the end of the term.
  - b. If the employee begins leave for a purpose other than the employee's own serious health condition during the five-week period before the end of a term, the employee may be required to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the employee would return to work during the two-week period before the end of the term.
  - c. If an employee begins leave for a purpose other than the employee's own serious health condition during the three-week period before the end of an academic term and the leave will last more than five (5) working days, the employee may be required to continue taking leave until the end of the term.
6. At the election of the employee, during the period of an FMLA leave any group health plan as defined by the FMLA will be maintained for the duration of such leave at the level and under the conditions coverage would have been provided if the employee had continued in employment for the duration of the leave. When the employee returns from FMLA leave, the employee is entitled to be reinstated to the group health plan on the same terms as prior to taking the leave, without any qualifying period, physical examination, or exclusion based on preexisting conditions. While on an unpaid FMLA leave, the employee will be responsible for paying the employee's portion of the premium, if applicable, by submitting payment to the district's business office on or before each regular payday. However, if the employee is financially unable to pay his/her portion of the premium during the period of unpaid leave, the employer will pay the employee's share of the premium during that period. This will insure that the employee will be reinstated to the same group health plan, as required by the FMLA. The district will pay these costs subject to recovery from the employee on return from leave, under terms to be determined prior to commencement of the leave. The district may recover its share of the premiums for maintaining coverage for the employee under such group health plan during the period of an FMLA leave if the employee fails to return to work (or returns to work but fails to stay thirty [30] calendar days) for reasons other than the continuation, recurrence, or onset of a serious health condition entitling the employee to leave under paragraphs 2-c or 2-d above or other circumstances beyond the employee's

|                                           |                           |
|-------------------------------------------|---------------------------|
| <b>DOVER SCHOOL DISTRICT</b>              | <b>POLICY CODE: GCCBC</b> |
| <b>DATE OF ADOPTION: FEBRUARY 9, 2009</b> | <b>PAGE 3 OF 4</b>        |

control. Certification of inability to return to work as specified and allowed by the FMLA may be required.

7. Where an employee has accrued paid vacation, personal, or family leave, the employer may require, or the employee may elect, to substitute such accrued leave for all or part of any FMLA leave related to birth, adoption/foster care placement, or care for a seriously ill family member. Substitution of paid accrued vacation, personal, or medical/sick leave may be made for all or part of any otherwise unpaid FMLA leave needed to care for a family member or the employee's own serious health condition. Upon exhaustion of any unaccrued paid leave, the remainder of any FMLA leave will be unpaid. In no case will the combination of paid and unpaid leave used for an FMLA purpose exceed twelve (12) work weeks in any twelve (12) month period, unless an extension of FMLA leave is granted, under the applicable regulation.
8. FMLA leave for the birth/care of a child or for the placement of a child for adoption or foster care must be taken within the twelve (12) month period which starts on the date of such birth or placement. Regardless of when such leave begins, it will end no later than the end of the twelve (12) month period. Unless specifically permitted, FMLA leave for these purposes cannot be taken on an intermittent or reduced leave schedule.
9. If both spouses are employed by the district, they are limited to a combined total of twelve (12) work weeks of FMLA leave during any twelve (12) month period for the first-year care of their child or placement of a child in their home for adoption or foster care. However, each employee may use up to twelve (12) work weeks of FMLA leave during any twelve (12) month period if the leave is to care for the employee's child, spouse, or parent who is suffering from a serious health condition or is necessitated by the employee's own serious health condition.
10. An eligible employee who foresees that a leave will be required for the birth/care of a child or for adoption or foster care placement must notify the district's business office in writing not less than thirty (30) calendar days in advance of the start date of the leave, except that if the date of the birth or adoption requires leave to begin in less than thirty days, the employee shall provide such notice as is practicable under the circumstances, ordinarily meaning at least verbal notification within one or two business days of when the need for leave becomes known to the employee.
11. An employee who foresees the need for a leave of absence due to planned medical treatment for the employee or for the employee's spouse, child, or parent should notify the district's business office in writing as early as possible and shall make a reasonable effort to schedule the treatment so as not to disrupt unduly the district's operations, subject to the approval of the health care provider. Such notice must be at least thirty (30) calendar days in advance of the start of leave, except that if the date of the treatment requires leave to begin in less than thirty days, the employee shall provide such notice as is practicable *or at least 2 business days of when an employee knows of need for the leave.*
12. If the requested leave is to care for a spouse, child, or parent who has a serious health condition, the employee will be required to file with the district's business office in a timely manner a health care provider's statement that the employee is needed to care for a son, daughter, spouse, or parent and an estimate of the amount of time that the employee is needed for such care.

|                                           |                           |
|-------------------------------------------|---------------------------|
| <b>DOVER SCHOOL DISTRICT</b>              | <b>POLICY CODE: GCCBC</b> |
| <b>DATE OF ADOPTION: FEBRUARY 9, 2009</b> | <b>PAGE 4 OF 4</b>        |

13. If the requested leave is because of a serious health condition of the employee which renders the employee unable to perform the functions of the employee's position, the employee may be required to file with the district's business office a health care provider's statement as allowed by the FMLA.
14. Subject to the limitations and certifications allowed by the FMLA, only leaves taken under paragraphs 2-c and 2-d above may be taken intermittently or on a reduced leave schedule when medically necessary, provided a health care provider certifies the expected duration and schedule of such leave and provided further that such leave is foreseeable based upon planned medical treatment. The employee may be required to transfer temporarily to an available alternative position for which the employee is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave than the employee's regular position. If an instructional employee requests intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition or for the employee's own serious condition, and the employee would be on leave for more than twenty percent of the total number of working days over the period the leave would extend, the district may require that such employee elect either (a) to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment or (b) to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified and that has equivalent pay and benefits, and better accommodates recurring periods of leave than the regular employment position of the employee.
15. An employee on an approved leave under this policy must report to the district's business office every thirty (30) days regarding the employee's status and intent to return to work upon conclusion of the leave. An employee who was granted FMLA leave for his/her own serious health condition may be required to submit a fitness-for-duty certification before returning to work, subject to the terms set forth in the FMLA and regulations.
16. In any case where there is reason to doubt the validity of the health care provider's statement or certification for leaves taken under sections 2-c or 2-d above, the district may, at its expense, require second and third opinions, as specified by the FMLA, to resolve the issue.
17. The provisions of this policy are intended to comply with the Family and Medical Leave Act of 1993 **and applicable state law**, and any terms used from the FMLA will be as defined in the Act or in the U. S. Department of Labor regulations. To the extent that this policy is ambiguous or contradicts the Act or U. S. Department of Labor regulations, the language of the Act or regulations **(or supplementary provisions of state law)** will prevail.

**Legal References:**

29 CFR Part 825, The Family and Medical Leave Act of 1993; Final Rule

**29 U.S.C. § 2611 et. seq.**

**NH RSA 189:73**

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| DOVER SCHOOL DISTRICT                | POLICY CODE: AC |
| DATE OF ADOPTION: September 14, 2020 | PAGE 1 OF 3     |

## **FIRST AND SECOND READING – (REVISIONS)**

### **NONDISCRIMINATION/EQUAL OPPORTUNITY**

~~The school district does not discriminate on the basis of sex or other protected categories in its education programs and activities as required by federal and state laws/regulations.~~

~~Discrimination against and harassment of school employees because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or genetic information are prohibited.~~

~~Discrimination against and harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status are prohibited.~~

~~The Board directs the school administration to create and implement a continuing program designed to prevent, assess the presence of, intervene in, and respond to incidents of discrimination against all applicants, employees, students and other individuals having access rights to school premises and activities.~~

~~The school district has designated and authorized a Human Rights Officer/Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination, including sexual harassment. The Human Rights Officer/Title IX Coordinator is a person with direct access to the Superintendent.~~

~~The school district has implemented complaint procedures for resolving complaints of discrimination/harassment and sexual harassment under this policy. The school district provides required notices of these complaint procedures and how they can be accessed, as well as the school district's compliance with federal and state civil rights laws and regulations to all applicants for employment, employees, students, parents and other interested parties.~~

***Legal Reference:*** \_\_\_\_\_

~~Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)  
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)  
Title VI of the Civil Rights Act of 1964 (P.L. 88-352)  
Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)  
Equal Pay Act of 1963 (29 U.S.C. § 206)  
Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.); 34 CFR § 104.7, as amended  
Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended  
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)  
NH RSA 186:11; 193:38; 193:39; 354-A  
NH Code Admin. R. Ed. 303.01(i)~~

***Cross Reference:*** \_\_\_\_\_

~~ACAA—Harassment and Sexual Harassment of Students  
ACAA-R—Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures  
ACAB—Harassment and Sexual Harassment of School Employees  
ACAB-R—Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures~~

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### **NONDISCRIMINATION / EQUAL OPPORTUNITY**

## **AND AFFIRMATIVE ACTION**

**The school district does not discriminate on the basis of sex and other protected categories in its education programs and activities, as required by federal and state laws and regulations.**

**The school district prohibits discrimination, including harassment, of school employees on the basis of:**

- **Race;**
- **Sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy or related conditions;**
- **Parental, family, or marital status;**
- **Color;**
- **Religion;**
- **Ancestry or national origin;**
- **Age;**
- **Disability; and**
- **Genetic information.**

**The school district prohibits discrimination, including harassment, of students on the basis of:**

- **Race;**
- **Sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy or related conditions;**
- **Parental, family, or marital status;**
- **Color;**
- **Religion;**
- **Ancestry or national origin; and**
- **Disability.**

**The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students, and other individuals having access rights to school premises, programs, and activities.**

**The school district has designated and authorized a Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements prohibiting discrimination, including sexual/sex-based harassment. The Title IX Coordinator is a person with direct access to the Superintendent.**

**The school district has implemented complaint procedures for resolving complaints of discrimination and harassment under this policy. The school district provides required notices of non-discrimination policies and complaint procedures, how they can be accessed, and the school district's compliance with federal and state civil rights laws and regulations to all applicants for employment, employees, students, parents, and other interested parties.**

**Legal References:**      **Equal Employment Opportunity Act of 1972 (P.L. 92-261), amending Title VII of the Civil Rights Act of 1965, 42 U.S.C. §§ 2000e to 2000e-17.**  
**Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681-1688, as amended by 34 C.F.R. § 106.**  
**Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d to 2000d-7.**  
**Age Discrimination in Employment Act, 29 U.S.C. §§ 623-634.**  
**Equal Pay Act of 1963, 29 U.S.C. § 206.**  
**Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, as amended by 34 C.F.R. § 104.7.**  
**Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213, as amended by 28**

C.F.R. § 35.107.

Genetic Information Nondiscrimination Act of 2008, 29 U.S.C. §§ 2000ff to 2000ff-11.

Pregnant Workers Fairness Act, 42 U.S.C. §§ 2000gg to 2000gg-6.

New Hampshire Human Rights Act, RSA 354-A:7, 354-A:27-28

Cross References:

ACAA- Harassment of Students

ACAA-R1 – Student Discrimination and Harassment Complaint Procedure

ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure

ACAB – Harassment of Employees

ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure

ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure

GBGB – Workplace Bullying

JICK – Bullying

JIE – Pregnant Students

*Policy Updates:*

*Adopted April 10, 2017*

*Revised September 14, 2020*



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|--------------------------------------|-------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAA |
| DATE OF ADOPTION: September 14, 2020 | Page 1 of 5       |

## **FIRST AND SECOND READING – (REVISIONS)**

### **HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS**

~~Harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

~~School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in educational programs and activities, are required to refrain from such conduct.~~

~~Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.~~

#### **~~A. Harassment~~**

~~Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status. Harassment that rises to the level of physical assault, battery and/or abuse and bullying behavior are also addressed in Board Policies JIC1—Weapons on School Property, JICD—Student Conduct, Discipline and Due Process, and JICK—Bullying.~~

#### **~~B. Sexual Harassment~~**

~~Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below.~~

##### **~~1. Title IX Sexual Harassment~~**

~~Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's educational programs and activities:~~

- ~~a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;~~
- ~~b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's educational programs and activities; or~~
- ~~c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.~~

##### **~~2. Other Forms of Sexual Harassment~~**

~~Some forms of sexual harassment may not meet the definition under Title IX (see paragraph 1, above) but is still prohibited under New Hampshire law.~~

|                                             |                          |
|---------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 2 of 5</b>       |

The District defines other forms of sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
- b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
- c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

### **C. Reports and Complaints of Harassment or Sexual Harassment**

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Title IX Coordinator. The Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Unlawful Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

### **Legal Reference:**

Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)  
 Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)  
 Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106  
 Clery Act (20 U.S.C. §1092(f)(6)(A)(v) — definition of sexual assault)  
 Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) — definition of sexual assault; 34 U.S.C. § 12291(a)(10) — dating violence; 34 U.S.C. §12291(a)(3) — definition of stalking; 34 U.S.C. §12291(a)(8) — definition of domestic violence)  
 \_\_\_\_\_ Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)  
 \_\_\_\_\_ NH RSA 186:11; 193:38; 193:39; 354-A  
 \_\_\_\_\_ NH Code Admin. R. Ed. 303.01(i) and (j)

### **Cross Reference:**

ACAA-R — Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures  
 AC — Nondiscrimination/Equal Opportunity  
 ACAD — Hazing  
 GBEB — Staff Conduct with Students  
 JFCK — Student Use of Cellular Telephones and Other Electronic Devices  
 ICD — Student Conduct, Discipline and Due Process  
 JICI — Weapons on School Property  
 JICK — Bullying

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|--------------------------------------|-------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAA |
| DATE OF ADOPTION: September 14, 2020 | Page 3 of 5       |

## **HARASSMENT OF STUDENTS**

The school district prohibits harassment of students on the basis of:

- Race;
- Sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy or related conditions;
- Parental, family, or marital status;
- Color;
- Religion;
- Ancestry or national origin; and
- Disability.

Such conduct is a violation of Board policy and may constitute illegal discrimination under state and/or federal laws.

School employees, fellow students, volunteers, visitors to the schools, and other individuals with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

### A. Harassment

Harassment includes but is not limited to, verbal abuse and other unwelcome, offensive conduct based on the protected categories listed above. Harassment that rises to the level of physical assault, battery, and/or abuse, and/or bullying behavior are also addressed in Board Policies JICI – Weapons on School Property and JICK – Bullying.

### B. Sexual/Sex-Based Harassment

Sexual Harassment and other forms of Sex-Based Harassment are addressed under federal and state laws/regulations. The scope and definitions of sexual/sex-based harassment under these laws differ, as described below.

#### 1. Sex-Based Harassment Under Title IX

Under the federal Title IX law and its accompanying regulations, sex-based harassment includes harassment on the basis of sex, including sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions, that is:

- a. “Quid pro quo” harassment by a school employee, agent, or other person authorized by the school district to provide aid, benefit, or service under an education program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service (such as a better grade or college recommendation) on the individual’s participation in unwelcome sexual conduct.
- b. “Hostile environment” harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe or pervasive that it limits or denies an individual’s ability to participate in or benefit from the school district’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-based inquiry that includes consideration of a number of factors (identified in ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure).

|                                      |                   |
|--------------------------------------|-------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAA |
| DATE OF ADOPTION: September 14, 2020 | Page 4 of 5       |

- c. Sexual assault, dating violence, domestic violence, and stalking, as these terms are defined in applicable federal laws/regulations.

## 2. Sexual Harassment Under New Hampshire Law

Under New Hampshire law, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature in the following situations:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
- b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
- c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance, or creates an intimidating, hostile, or offensive environment.

## C. Reports and Complaints of Harassment

All employees (except employees designated by the school district as "confidential employees" in regard to sexual/sex-based harassment complaints) are required to report possible incidents of harassment involving students to the Human Rights Officer/Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/guardians, and other individuals are strongly encouraged to report possible incidents of harassment involving students to the Human Rights Officer/Title IX Coordinator so that they can be appropriately addressed.

The Human Rights Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment has occurred.

Reports of discrimination and harassment of students shall be addressed through ACAA-R1 – *Discrimination and Harassment of Students Complaint Procedure*. Reports of sex discrimination, including sexual/sex-based harassment, are addressed in ACAA-R2 – *Student Sex Discrimination/Harassment Complaint Procedure*.

Legal References:      Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213, as amended by 28 C.F.R. § 35.107.  
Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, as amended by 34 C.F.R. § 104.7.  
Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681-1688, as amended by 34 C.F.R. § 106.  
Title IV of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000c to 2000c-9.  
New Hampshire Human Rights Act, RSA 354-A:7, RSA 354-A:27-28.

Cross Reference:      ACAA-R1 – Student Discrimination and Harassment Complaint Procedure  
ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure  
AC – Nondiscrimination/Equal Opportunity and Human Rights  
ACAB – Harassment of Employees  
ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure  
ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure  
ACAD – Hazing  
GBEB – Staff Conduct with Students  
JFCK – Student Use of Cellular Telephones and Other Electronic Devices

|                                      |                   |
|--------------------------------------|-------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAA |
| DATE OF ADOPTION: September 14, 2020 | Page 5 of 5       |

JICI – Weapons on School Property  
JICK – Bullying  
JIE – Pregnant Students

***Policy History:***

Adopted April 10, 2017

Amended September 14, 2020

|                                      |                     |
|--------------------------------------|---------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAA-R |
| DATE OF ADOPTION: September 14, 2020 | Page 1 of 12        |

## **FIRST AND SECOND READING – (WITHDRAW)**

### **~~STUDENT DISCRIMINATION / HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES~~**

~~The Board has adopted these student procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and ACAA – Harassment and Sexual Harassment of Students.~~

~~Complaints alleging harassment or discrimination against employees or third parties based on a protected status should be addressed through the School Board's Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).~~

~~Any individual who is unsure about whether unlawful discrimination or harassment has occurred, and/or which complaint procedure applies, is encouraged to contact the Human Rights Officer (HRO)/Title IX Coordinator.~~

Dr. Christine Boston  
Assistant Superintendent / Title IX Coordinator  
McConnell Center  
Dover School District, SAU 11  
61 Locust Street, Suite 409  
Dover, NH 03820  
Phone: (603) 516-6800  
Email: [c.boston@dover.k12.nh.us](mailto:c.boston@dover.k12.nh.us)

#### **~~Section 1. Definitions~~**

~~For purposes of these complaint procedures, the following definitions will be used. The HRO/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.~~

#### **~~A. Discrimination/Harassment Complaint Procedure Definitions~~**

- ~~1. "Discrimination or harassment": Discrimination or harassment on the basis of an individual's membership in a protected category, which, for students includes age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status are prohibited.~~
- ~~2. "Discrimination": Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.~~
- ~~3. "Harassment": Oral, written, graphic, electronic or physical conduct relating to an individual's actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual's ability to participate in the school district's programs or activities by creating a hostile, intimidating or offensive environment.~~

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|--------------------------------------|---------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAA-R |
| DATE OF ADOPTION: September 14, 2020 | Page 2 of 12        |

4. ~~Other forms of “sexual harassment”: this means unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:~~
  - a. ~~Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;~~
  - b. ~~Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or~~
  - c. ~~Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile or offensive environment.~~
5. ~~“Sexual orientation”: Under New Hampshire law, this means “having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality.”~~
6. ~~“Gender identity”: Under New Hampshire law, this means “a person’s gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.”~~
7. ~~“Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACAA-R).~~
8. ~~Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.~~

## **~~B. Title IX Sexual Harassment Complaint Procedure Definitions~~**

1. ~~“Sexual Harassment”: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district’s educational programs and activities:~~
  - a. ~~“Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual’s participation in unwelcome sexual conduct;~~
  - b. ~~“Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to the school district’s education programs and activities; or~~
  - c. ~~Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.~~
2. ~~“Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the HRO/Title IX Coordinator. A report triggers certain actions by the HRO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” (as defined below) is filed.~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 3 of 12</b>        |

3. ~~“Formal Complaint”: Under the Title IX regulations, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the HRO/Title IX Coordinator) may file a formal complaint.~~
4. ~~“Student”: For the purposes of this procedure, a student is an individual who is enrolled or participating in the school district’s education programs and activities or is attempting to enroll or participate.~~

## **Section 2. ~~Unlawful Discrimination/Harassment Complaint Procedure~~**

~~This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment.~~

### **A. ~~How to Make a Complaint~~**

1. ~~School employees are required to promptly make a report to the HRO/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.~~
2. ~~Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the HRO/Title IX Coordinator, or to the building principal (who will report the matter to the HRO/Title IX Coordinator).~~
3. ~~The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who allegedly engaged in harassment or discrimination, description of allegation) to the HRO/Title IX Coordinator.~~
4. ~~If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the HRO/Title IX Coordinator.~~
5. ~~Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.~~
6. ~~Individuals are encouraged to utilize the school district’s complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 (telephone: 603-271-2767), and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).~~

### **B. ~~Complaint Handling and Investigation~~**

1. ~~The HRO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.~~
2. ~~The HRO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal~~



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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 4 of 12</b>        |

~~resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.~~

- ~~3. The HRO/Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include but are not limited to ordering no contact between the individuals involved or changing classes.~~
- ~~4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board who should consult with legal counsel concerning the handling and investigation of the complaint.~~
- ~~5. The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.~~
- ~~6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent but may choose to do so as part of an informal resolution process.~~
- ~~7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.~~
- ~~8. If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement shall be applied.~~
- ~~9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.~~
- ~~10. The investigation shall be completed within 10 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.~~
- ~~11. The investigator shall provide a written report and findings to the HRO/Title IX Coordinator.~~

### **~~C. Findings and Subsequent Actions~~**

- ~~1. The HRO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.~~
- ~~2. If there is a finding that discrimination or harassment occurred, the HRO/Title IX Coordinator, in consultation with the Superintendent shall:
 
  - ~~a. Determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and~~
  - ~~b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.~~~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 5 of 12</b>        |

3. ~~Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).~~

#### **~~D. Appeals~~**

1. ~~After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.~~
2. ~~Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.~~
3. ~~Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.~~
4. ~~The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.~~
5. ~~The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.~~

#### **~~E. Records~~**

~~The HRO/Title IX Coordinator shall keep a written record of the complaint process.~~

### **~~Section 3. Title IX Sexual Harassment Complaint Procedure~~**

~~This section should be used for complaints of as defined in Section 1.B.1.~~

#### **~~A. How to Make a Report~~**

1. ~~School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the HRO/Title IX Coordinator.~~
2. ~~Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the HRO/Title IX Coordinator.~~
3. ~~If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the HRO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.~~
  - a. ~~Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).~~
  - b. ~~Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.~~
4. ~~The school district cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.~~

|                                             |                            |
|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 6 of 12</b>        |

- ~~5. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.~~
- ~~6. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school district's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).~~
- ~~7. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.~~

## **B. How to Make a Formal Complaint**

- ~~1. An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting an investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation, etc.).~~

~~Students who need assistance in preparing a formal written complaint are encouraged to consult with the HRO/Title IX Coordinator.~~

- ~~2. In certain circumstances, the HRO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school district. In such cases, the alleged victim is not a party to the case but will receive notices as required by the Title IX regulations at specific points in the complaint process.~~
- ~~3. In accordance with the Title IX regulations, the HRO/Title IX Coordinator must dismiss a formal complaint if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or b) if the conduct alleged did not occur within the scope of the school district's education programs and activities, or c) did not occur in the United States.~~
- ~~4. In accordance with the Title IX regulations, the HRO/Title IX Coordinator may dismiss a formal complaint if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the school district; or c) there are specific circumstances that prevent the school district from gathering evidence sufficient to reach a determination regarding the formal complaint.~~
- ~~5. If a formal complaint is dismissed under this procedure, the HRO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 7 of 12</b>        |

- ~~6. If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the school district may address the conduct under the applicable policy/procedure.~~

### **~~C. Emergency Removal or Administrative Leave~~**

~~The Superintendent may remove a student from education programs and activities on an emergency basis, or place an employee on administrative leave during the complaint procedure:~~

- ~~1. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.~~
- ~~2. The respondent (and in the case of a student, their parent/legal guardian) will be provided notice of the emergency removal or administrative leave and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal or administrative leave was unreasonable.~~
- ~~3. Any such decision shall be made in compliance with any applicable disability laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.~~

### **~~D. Notice to Parties of Formal Complaint~~**

- ~~1. The Title IX Coordinator will provide to the parties' written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:~~
  - ~~• Notice regarding the complaint procedure and the availability of an informal resolution process;~~
  - ~~• Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days).~~
  - ~~• As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint); and that the parties may inspect and review evidence;~~
  - ~~• Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;~~
  - ~~• Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;~~
  - ~~• Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.~~
- ~~2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.~~
- ~~3. The HRO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.~~

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|--------------------------------------|---------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAA-R |
| DATE OF ADOPTION: September 14, 2020 | Page 8 of 12        |

## **E. Informal Resolution Process**

~~After a formal complaint has been filed, and if the HRO/Title IX Coordinator believes the circumstances are appropriate, the HRO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.~~

~~Informal resolutions can take many forms, depending on the particular case. Examples include but are not limited to facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school district. Any such signed agreement is final and binding according to its terms.~~

~~If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.~~

## **F. Investigation**

- ~~1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.~~
- ~~2. The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.~~
- ~~3. If the complaint is against an employee of the school district, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.~~
- ~~4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.~~
- ~~5. The investigator will:~~
  - ~~a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.~~
  - ~~b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.~~
  - ~~c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.~~

|                                             |                            |
|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 9 of 12</b>        |

- ~~d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).~~
  - ~~e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.~~
  - ~~f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school district does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.~~
  - ~~g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.~~
  - ~~h. Consider the parties' written responses to the evidence prior to completing the investigation report.~~
  - ~~i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review. The Parties may submit written responses to the report within ten business days of receipt.~~
  - ~~j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.~~
- ~~6. The investigation shall be concluded within 40 business days if practicable. Reasonable extension of time for good reason shall be allowed.~~

#### **G. ~~Determination of Responsibility~~**

- ~~1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five business days of when the decision maker received the investigation report and party responses.~~
  - ~~a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.~~
- ~~2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow up questions within five business days of receiving the answers.~~
- ~~3. Each party will receive a copy of the responses to any follow up questions.~~
- ~~4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").~~
- ~~5. The decision maker shall issue a written determination, which shall include the following:~~
  - ~~a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 10 of 12</b>       |

- ~~b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;~~
  - ~~c. A determination regarding responsibility as to each allegation and findings of facts supporting the determinations;~~
  - ~~d. A statement of, and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's programs and activities will be provided to the complainant;~~
  - ~~e. The school district's appeal procedure and permissible bases for the parties to appeal the determination.~~
- ~~6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school district provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.~~

## **H. Remedies, Discipline and Other Actions**

### ~~1. Remedies~~

~~Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.~~

### ~~2. Discipline and Other Actions—Students~~

~~The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:~~

- ~~• In or out of school suspension.~~
- ~~• Expulsion.~~
- ~~• Restorative justice.~~
- ~~• Requirement to engage in education or counseling program.~~

### ~~3. Discipline and Other Actions—Employees~~

~~The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:~~

- ~~• Written warning.~~
- ~~• Probation.~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 11 of 12</b>       |

- ~~Demotion.~~
- ~~Suspension without pay.~~
- ~~Discharge.~~

~~The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:~~

- ~~Performance improvement plan.~~
- ~~Counseling.~~
- ~~Training.~~
- ~~Loss of leadership/stipend position.~~

## **~~I. Appeals~~**

~~The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:~~

- ~~1. A procedural irregularity that affected the outcome of the matter;~~
- ~~2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or~~
- ~~3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.~~

~~An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.~~

- ~~1. Appeals must be filed with the Superintendent, who will consider the appeal.~~
- ~~2. The Superintendent shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.~~
- ~~3. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school district officials in making their decision.~~
- ~~4. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).~~

## **~~J. Records~~**

~~Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.~~



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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAA-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 12 of 12</b>       |

~~**Legal Reference:** — Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)  
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended;  
34 C.F.R. § 104.7)  
Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106  
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) — definition of sexual assault)  
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) — definition of sexual assault; 34 U.S.C.  
§ 12291(a)(10) — dating violence; 34 U.S.C. §12291(a)(3) — definition of stalking; 34 U.S.C.  
§12291(a)(8) — definition of domestic violence)  
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)~~

RSA 186:11; 193:38-39; and 354-A

NH Code Admin. R. Ed. 303.01(i) and (j)

~~**Cross Reference:** ACAA-R — Student Discrimination/Harassment and Title IX Sexual Harassment Complaint  
Procedures  
AC — Nondiscrimination/Equal Opportunity  
ACAD — Hazing  
GBEB — Staff Conduct with Students  
JFCK — Student Use of Cellular Telephones and Other Electronic Devices  
JICIA — Weapons, Violence and School Safety  
JICK — Bullying~~

**Policy History:**  
Adopted April 10, 2017  
Amended September 14, 2020

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R1 |
| DATE OF ADOPTION:     | Page 1 of 4          |

## **FIRST AND SECOND READING – (NEW POLICY)**

### **STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE**

The Board has adopted this student procedure in order to provide prompt and equitable resolution of complaints of unlawful discrimination and harassment based on race, color, religion, ancestry or national origin, and disability. Complaints of sex discrimination, including sexual/sex-based harassment, are addressed in ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure. In cases where allegations include sex discrimination or sexual/sex-based harassment and one or more other protected categories, ACAA-R2 will be used.

Complaints alleging unlawful discrimination and harassment of an employee are addressed under ACAB-R1 - Employee Discrimination and Harassment Complaint Procedure or ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure.

Any individual who is unsure about whether unlawful discrimination or harassment has occurred, and/or which complaint procedure applies, is encouraged to contact the Human Rights Officer/Title IX Coordinator.

Dr. Christine Boston  
Assistant Superintendent/Title IX Coordinator  
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#### **SECTION 1. DEFINITIONS**

For purposes of this complaint procedure, the following definitions will be used:

- A. “Discrimination”: Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
- B. “Harassment”: Oral, written, graphic, electronic, or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe or pervasive so as to interfere with or limit that individual’s ability to participate in the school district’s education program or activities by creating a hostile, intimidating, or offensive environment.
- C. “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, religion, ancestry, national origin, or disability.

#### **SECTION 2. COMPLAINT PROCEDURE**

This procedure should be used to address any report or complaint of unlawful discrimination or harassment based on membership in a protected category which does not involve sex discrimination or sexual/sex-based harassment.

##### **A. How to Make a Complaint**

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R1 |
| DATE OF ADOPTION:     | Page 2 of 4          |

1. School employees are required to promptly make a report to the Human Rights Officer/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.
2. Students (and others) who believe that they or another student has been harassed or discriminated against should report their concern promptly to the Human Rights Officer/Title IX Coordinator.
3. The individual making the report must provide basic information concerning the allegation of discrimination or harassment (i.e., date, time, location, individuals involved, nature of the allegation(s)) to the Human Rights Officer/Title IX Coordinator. If the report is made orally, the Human Rights Officer/Title IX Coordinator will document it.
4. If the individual is unsure as to whether unlawful discrimination or harassment has occurred, or needs assistance in preparing a complaint, they are encouraged to discuss the matter with the Human Rights Officer/Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including termination for employees and expulsion for students.
6. Individuals are encouraged to utilize the school district's complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to:
  - New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; telephone 603-271-2767; and/or
  - Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

**B. Complaint Handling and Investigation**

1. The Human Rights Officer/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
  - a. If the allegations include sex discrimination or sexual/sex-based harassment, ACAA-R2 will be followed instead of this procedure.
2. The Human Rights Officer/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.
3. The Human Rights Officer/Title IX Coordinator may implement supportive measures for a student to reduce the risk of further discrimination or harassment of the student while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved, changing class schedules, or other steps.

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R1 |
| DATE OF ADOPTION:     | Page 3 of 4          |

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the Human Rights Officer/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Board Chair, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the Human Rights Officer/Title IX Coordinator as appropriate during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation.
7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement will be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation will be completed within forty (40) school days of receiving the complaint, if practicable.
11. The investigator will provide a written report and findings to the Human Rights Officer/Title IX Coordinator.

**C. Findings and Subsequent Actions**

1. The Human Rights Officer/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the Human Rights Officer/Title IX Coordinator, in consultation with the Superintendent, shall:
  - a. Determine what remedial action(s), if any, are required to end the discrimination or harassment, remedy its effect, and prevent recurrence; and
  - b. Determine what disciplinary action(s) should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

**D. Appeals**

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either:
  - a. Prejudicial procedural error; or
  - b. The discovery of previously unavailable relevant evidence that could significantly impact the outcome.

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R1 |
| DATE OF ADOPTION:     | Page 4 of 4          |

2. Appeals must be submitted in writing to the Superintendent within five (5) school days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five (5) school days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal will be provided to the parties within ten (10) school days, if practicable. The Superintendent's decision is final.

**E. Records**

The Human Rights Officer/Title IX Coordinator will keep a written record of the complaint process and actions taken.

**Cross References:**      AC – Nondiscrimination/Equal Opportunity district and Human Rights  
                                  ACAA – Harassment of Students  
                                  ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure  
                                  JIE - Pregnant Students

***Policy History:***

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 1 of 12         |

## **FIRST AND SECOND READING – (NEW POLICY)**

### **STUDENT SEX DISCRIMINATION / HARASSMENT COMPLAINT PROCEDURE**

The Board has adopted this student procedure in order to provide prompt and equitable resolution of reports and complaints of unlawful sex discrimination, including allegations of sexual harassment and other forms of sex-based harassment, as described in Policies AC – Nondiscrimination/Equal Opportunity and Human Rights and ACAA – Harassment of Students.

Although the specific provisions under Title IX and New Hampshire law differ somewhat in regard to sex discrimination and sexual/sex-based harassment, the Board has chosen to address all such complaints under this procedure, which meets all Title IX and New Hampshire law requirements.

Complaints alleging unlawful discrimination or harassment of a student on the basis of other protected categories (race, color, religion, ancestry or national origin, and disability) are addressed under ACAA-R1 – Student Discrimination and Harassment Complaint Procedure.

Complaints alleging unlawful discrimination and harassment of an employee are addressed under ACAB-R1 - Employee Discrimination and Harassment Complaint Procedure or ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure.

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or which complaint procedure applies is encouraged to contact the Human Rights Officer/Title IX Coordinator.

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Email: [c.boston@dover.k12.nh.us](mailto:c.boston@dover.k12.nh.us)

#### **SECTION 1. DEFINITIONS**

For purposes of this complaint procedure, the following definitions will be used.

- A. “Complainant” means: (1) the student victim of alleged sex discrimination (including sexual/sex-based harassment); or (2) other victim of alleged sex discrimination (including sexual/sex-based harassment) who was participating or attempting to participate in the school district’s education programs or activities at the time of the alleged sex discrimination.
- B. “Complaint” under the Title IX regulations: An oral or written request to the school district to investigate and make a determination about alleged discrimination under Title IX.” An oral request for investigation should be documented by the Human Rights Officer/Title IX Coordinator.
- C. “Confidential employee” means: (1) an employee of the school district whose communications are privileged or confidential under federal or state law. The employee’s confidential status, for purposes of Title IX, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies; or (2) an employee of the school district designated as confidential for the purpose of providing

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 2 of 12         |

services to persons related to sex discrimination (in which case the employee's confidential status applies only to information received about sex discrimination in connection with providing those services).

- D. "Discrimination": Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
- E. "Gender identity": The gender-related identity, appearance, mannerisms, or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."
- F. "Parental status": The status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is: (1) a biological parent; (2) an adoptive parent; (3) a foster parent; (4) a stepparent; (5) a legal custodian or guardian; (6) in loco parentis with respect to such a person; or (7) actively seeking legal custody, guardianship, visitation, or adoption of such a person."
- G. "Party": A complainant or respondent.
- H. "Pregnancy and related conditions" include "(1) Pregnancy, childbirth, termination of pregnancy, or lactation; (2) Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (3) Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions."
- I. "Respondent": A person who is alleged to have violated the school district's prohibition on sex discrimination.
- J. "Retaliation": Intimidation, threats, coercion, or discrimination against any person by the school district, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or services under the school district's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX/regulations, or because the person has reported information, made a complaint, testified, assisted, or participating or refused to participate in any manner in an investigation, proceeding, or other action taken by a school district in regard to allegations of sex discrimination."
- K. "Sex-based harassment" under Title IX: Harassment on the basis of sex, including sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions, that meets one of the following:
  - a. "Quid pro quo" harassment by a school employee, agent, or other person authorized by the school district to provide aid, benefit, or service under an education program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service on the individual's participation in unwelcome sexual conduct.
  - b. "Hostile environment" harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe or pervasive that it limits or denies an individual's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). A school district is obligated to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the recipient's education program or activity. Whether a hostile environment has been created is a fact-based inquiry that includes consideration of a number of factors.

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 3 of 12         |

- i. Factors to consider in regard to the creation of a “hostile environment”: “(1) the degree to which the conduct affected the complainant’s ability to access the school district’s education program or activity; (2) the type, frequency, and duration of the conduct; (3) the parties’ ages, roles within the school district’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct; (4) the location of the conduct and the context in which the conduct occurred; and (5) other sex-based harassment in the school district’s education program or activity.”
- c. Sexual assault, dating violence, domestic violence, and stalking, as these terms are defined below or in the Title IX regulations.
  - i. “Sexual assault” is an offense classified as a forcible or nonforcible sex offense under the uniform reporting system of the Federal Bureau of Investigation. Such offenses include but are not limited to rape, sodomy, sexual assault with an object, and fondling.
  - ii. “Dating violence” is violence committed by a person: (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship, (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.”
  - iii. “Stalking”: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (a) fear for the person’s safety or the safety of others; or (b) suffer substantial emotional distress.”
- L. “Sexual harassment” under New Hampshire law: Unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;
  - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
  - c. Such conduct has the purpose and effect of substantially interfering with a student’s academic performance, or creates an intimidating, hostile, or offensive environment.
- M. “Sexual orientation”: Under New Hampshire law means “having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality.” Sexual orientation is also covered by Title IX.
- N. “Gender identity”: Under New Hampshire law, means “a person’s gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.
- O. “Student”: A person enrolled in the school district.

## SECTION 2. COMPLAINT PROCEDURE

This procedure should be used to address any report or complaint of sex discrimination or sexual/sex-based harassment of a student.

### A. Reports of Alleged Sex Discrimination or Sexual/Sex-Based Harassment



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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 4 of 12         |

1. Any school district employee (except for designated confidential employees) who receives a report or has reason to believe that a student may have been discriminated against or harassed on the basis of sex is required to promptly notify the Human Rights Officer/Title IX Coordinator.
2. Confidential employees who receive a report that a student may have experienced sex discrimination or sexual/sex-based harassment must inform the person making the report that the employee is designated "confidential" and inform them of the circumstances in which the employee is not required to make a report to the Human Rights Officer/Title IX Coordinator. The confidential employee will provide the reporter with the Human Rights Officer/Title IX Coordinator's contact information and explain that the Human Rights Officer/Title IX Coordinator may be able to offer and coordinate supportive measures, initiate an informal resolution process, or initiate an investigation under this complaint procedure.
3. Students (and others) who believe that they or another student has been discriminated against or harassed on the basis of sex should report their concern promptly to the Human Rights Officer/Title IX Coordinator. The report will be documented by the Human Rights Officer/Title IX Coordinator.
4. The individual making the report should provide basic, available information orally or in writing concerning the allegation (i.e., individuals involved, date, time, location, and type of allegation). If the information is conveyed orally, the Human Rights Officer/Title IX Coordinator will document it.
5. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, they are encouraged to discuss the matter with the Human Rights Officer/Title IX Coordinator.
6. Individuals will not be retaliated against for reporting suspected discrimination or harassment or for participating in an investigation. Retaliation is illegal under federal/state nondiscrimination laws and Board policies, and any retaliation will result in disciplinary action, up to and including termination for employees and expulsion for students.
7. The Superintendent will be promptly notified of all reports of alleged discrimination or harassment of a student.
8. Students and others are encouraged to utilize this complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to:
  - New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 (telephone: 603-271-2767); and/or
  - Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

#### **B. Processing of Complaints**

1. The Human Rights Officer/Title IX Coordinator will treat complainants and respondents equitably through the complaint procedure.
2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the Human Rights Officer/Title IX Coordinator will meet

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 5 of 12         |

with the alleged victim to discuss the allegations and supportive measures that may be appropriate in the particular circumstances and to explain the complaint procedure.

If the alleged victim is unknown to the Human Rights Officer/Title IX Coordinator, the person who made the report will be notified of the availability of the complaint procedure.

### 3. Supportive Measures

- a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (including but not limited to: requiring no contact between individuals, changing schedules, classes, extracurricular activities, etc.).
  - b. Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties or the school district's educational environment or to provide support during the complaint procedure or an informal resolution process. The school district may not impose such measures for punitive or disciplinary reasons.
  - c. Supportive measures may be continued even if a complaint or informal resolution process is not initiated, or after the conclusion of such processes, if appropriate under the circumstances.
  - d. Complainants and respondents must be provided with a timely opportunity to seek, from an appropriate and impartial employee, modification, or reversal of a decision to provide, deny, modify, or terminate supportive measures applicable to them. This employee must not be the Human Rights Officer/Title IX Coordinator and must have the authority to modify or reverse the decision.
  - e. Complainants and respondents also have the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change.
  - f. The school district will not disclose information about supportive measures to persons other than the person to whom they apply unless it is necessary to provide a supportive measure or to restore or preserve a party's access to education programs and activities.
  - g. If a complainant or respondent is a student with a disability, the Human Rights Officer/Title IX Coordinator will consult with one or more members of the student's IEP team or Section 504 Team, if any, to determine how to comply with the requirements of the IDEA and Section 504 in implementing supportive measures.
4. If the Human Rights Officer/Title IX Coordinator reasonably determines that the conduct alleged does not involve illegal discrimination or harassment, the school district is not obligated to initiate the complaint process and may dismiss the complaint (See Subsection C.1. below). If the alleged conduct potentially violates other laws, Board policies/procedures, or professional expectations (in the case of employees), the matter may be referred to the Superintendent and/or other appropriate administrator(s) to address as deemed appropriate.
  5. In response to a complaint alleging prohibited sex discrimination or sexual/sex-based harassment, the Human Rights Officer/Title IX Coordinator will initiate the complaint process or the informal resolution process (if available and appropriate) according to this procedure. When feasible, the decision to initiate an investigation or informal resolution process or dismiss the complaint will be made within ten (10) school days of receipt of the complaint.
  6. In certain circumstances, the Human Rights Officer/Title IX Coordinator may initiate the investigation process, even when the alleged victim chooses not to, after any or all allegations are withdrawn by the alleged victim, or when an informal resolution process is

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 6 of 12         |

not initiated or is terminated. To make this fact-specific determination, the Human Rights Officer/Title IX Coordinator will consider, at a minimum:

- a. The complainant's request not to proceed with initiating a complaint;
- b. The complainant's reasonable safety concerns regarding initiating a complaint;
- c. The risk that additional acts of discrimination or harassment would occur if a complaint is not initiated;
- d. The severity of the alleged discrimination or harassment, including whether the discrimination, if established, would require the removal of a respondent from school or imposition of another disciplinary sanction to end the discrimination or harassment and prevent its recurrence;
- e. The age and relationship of the parties, including whether the respondent is an employee of the school district;
- f. The scope of the alleged discrimination or harassment, including information suggesting a pattern, ongoing discrimination/harassment, or discrimination/harassment alleged to have impacted multiple individuals;
- g. The availability of evidence to assist a decisionmaker in determining whether discrimination or harassment occurred; and
- h. Whether the school district could end the alleged discrimination or harassment and prevent its recurrence without initiating the complaint procedure.

If, after considering these and any other factors that may be relevant, the Human Rights Officer/Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health or safety of the complainant or other individuals or that the alleged conduct prevents the school district from ensuring equal access to its education programs and activities, the Human Rights Officer/Title IX Coordinator may initiate a complaint.

7. If the Human Rights Officer/Title IX Coordinator initiates a complaint, the complainant will receive prior notice and any reasonable safety concerns will be addressed.
8. The Human Rights Officer/Title IX Coordinator will confirm the initiation of an investigation or informal resolution process in writing to both parties. The communication will include: a) a copy of the complaint procedure; b) sufficient information available at the time to allow the parties to respond to the allegations (including the identities of the parties involved, the conduct alleged to constitute sex discrimination or sexual/sex-based harassment, and the date(s) and location(s) of the alleged incident(s); c) notice that retaliation is prohibited; and d) notice that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.
9. Regardless of whether an investigation is initiated, the Human Rights Officer/Title IX Coordinator will take appropriate, prompt, and effective steps to ensure that discrimination or harassment does not continue or recur. The Human Rights Officer/Title IX Coordinator will also coordinate supportive measures as appropriate.
10. If a complainant or respondent is a student with a disability, the Human Rights Officer/Title IX Coordinator will consult with one or more members of the student's IEP team or 504 Team, if any, to determine how to comply with the requirements of the IDEA and Section 504 during the course of the complaint procedure.
11. If the Human Rights Officer/Title IX Coordinator decides to investigate additional allegations of discrimination or harassment made by the complainant against the respondent after the parties receive notice of the complaint, the Human Rights Officer/Title IX Coordinator will notify the parties of the additional allegations in writing.

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 7 of 12         |

12. The Human Rights Officer/Title IX Coordinator may consolidate complaints of discrimination or harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations arise out of the same facts or circumstances.
13. The school district will presume that the respondent is not responsible for alleged discrimination or harassment until a determination is made at the conclusion of the investigation.
14. The school district will take reasonable steps to protect the privacy of the parties and witnesses during the complaint procedure and will comply with applicable state and federal privacy laws. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family; confidential employees/resources; or otherwise prepare for and participate in the complaint procedure.

C. Dismissal of Complaints

1. The Human Rights Officer/Title IX Coordinator may dismiss a complaint in the following circumstances:
  - a. The school district is unable to identify a respondent after taking reasonable steps to do so;
  - b. The respondent is not participating in the school district's education programs and activities, or is not employed by the school district;
  - c. The complainant voluntarily withdraws any or all allegations in the complaint, the Human Rights Officer/Title IX Coordinator declines to initiate a complaint and determines that, without the complainant's withdrawn allegations, the alleged conduct remaining, if any, would not constitute discrimination or harassment even if proven; or
  - d. The Human Rights Officer/Title IX Coordinator determines that the conduct alleged in the complaint, even if proven, would not constitute discrimination or harassment under state/federal laws and regulations.
2. Upon dismissal, the Human Rights Officer/Title IX Coordinator will promptly notify the complainant (and the respondent, if they had received notice of the complaint allegations) of the basis for the dismissal, and provide the opportunity to appeal the dismissal.
3. Dismissals may be appealed on the following bases:
  - a. Procedural irregularity that would change the outcome;
  - b. New evidence that would change the outcome and that was not reasonably available when the dismissal [or determination in the case] was made; and
  - c. The Human Rights Officer/Title IX Coordinator, investigator, or decisionmaker had a conflict or bias for or against complainants or respondents generally, or the individual complainant or respondent that would change the outcome.
4. An appeal of a complaint dismissal must be made in writing to the Human Rights Officer/Title IX Coordinator within five (5) school days and state the basis for the appeal.
5. If the dismissal is appealed, the Human Rights Officer/Title IX Coordinator shall:
  - a. Notify the respondent of the appeal if they had received notice of the complaint allegations;
  - b. Implement the appeal procedure equally for the parties;

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 8 of 12         |

- c. Ensure that the trained decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
  - d. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
  - e. Notify the parties in writing of the result of the appeal and the rationale for it within five (5) school days, if feasible.
6. When a complaint is dismissed, the Human Rights Officer/Title IX Coordinator will, at a minimum:
    - a. Offer supportive measures to the complainant and respondent if appropriate; and
    - b. Take other prompt and effective steps, as appropriate to ensure that discrimination or harassment does not continue or recur within the school district's program or activity.
  7. The Human Rights Officer/Title IX Coordinator will document actions taken during the appeal process.

**D. Emergency Removal of a Student**

The Superintendent may remove a student from education programs and activities on an emergency basis during the complaint procedure, provided:

1. There is a determination, following an individualized safety and risk analysis, that a student respondent presents an imminent and serious threat to the health or safety of a complainant, or any students, employees, or other persons arising from the allegations of discrimination or harassment, that justifies emergency removal.
2. The respondent and the student's parent/legal guardian will be provided with an immediate opportunity to challenge the decision following the removal and has the burden of demonstrating that such removal is unreasonable.
3. Any such removal shall be made in compliance with any applicable disability laws, including the IDEA, Section 504, and the Americans with Disabilities Act.
4. The Human Rights Officer/Title IX Coordinator will document actions taken during the emergency removal process.

[Note: An employee may be placed on administrative leave during a complaint procedure, pursuant to the school district's customary process regarding administrative leave of employees.]

**E. Informal Resolution Process**

1. Informal resolution is not permitted in cases where a student is the complainant, and an employee is the respondent to alleged sex discrimination or harassment.
2. The Human Rights Officer/Title IX Coordinator may, if appropriate, offer the parties the opportunity to resolve the complaint through an informal resolution process at any point prior to an investigation or determination of responsibility. Engaging in an informal resolution process is voluntary on the part of each party. The Human Rights Officer/Title IX Coordinator also may decline to pursue an informal resolution despite a party's request (for example, if the alleged conduct presents a future risk of harm to the complainant or others).

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 9 of 12         |

3. Both (or all) parties must voluntarily agree in writing to participate in an informal resolution process, and a party may withdraw from the process at any time. The parties will not be required to attend meetings together unless they voluntarily agree to do so.
4. Before initiating an informal resolution process, the Human Rights Officer/Title IX Coordinator will ensure that the parties receive notice of: i.) the allegations; ii.) the requirements of the informal resolution process; iii.) the right of any party to withdraw from the process and initiate or resume the investigation process; iv.) that the parties' agreement to an informal resolution would preclude them from initiating or resuming the investigation; v.) potential terms that may be requested or offered in an informal resolution agreement, including notice that an agreement is binding on the parties; and vi.) what information the school district will maintain regarding the informal resolution process.

[Note: Informal resolutions can take many forms depending on the particular case, including but not limited to: restrictions on contact between the parties; facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; restrictions on attendance or participation in programs and activities; disciplinary actions or requirements to engage in specific services; or supportive measures.]

5. The facilitator for the informal resolution process must be trained; cannot be the same person as the investigator or decisionmaker in the matter; and must not have a conflict of interest or bias regarding parties to such matters generally or to an individual complainant or respondent.
6. The Superintendent must agree to the terms of any informal resolution reached between the parties, considering whether the resolution is in the best interest of the parties and the school district in light of the particular circumstances, applicable laws/regulations, and Board policies.
7. If an informal resolution agreement is reached, it will be agreed to in writing by both parties and the Human Rights Office/Title IX Coordinator. Any such agreement is final and binding on the parties.

#### F. Investigation Process

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the Human Rights Officer/Title IX Coordinator. The investigator shall not have a conflict of interest or bias against complainants or respondents generally, or an individual complainant or respondent, and will consult with the Human Rights Officer/Title IX Coordinator during the investigation process.
2. Any complaint about an employee who holds a supervisory position will be investigated by a person not subject to that supervisor's authority. Any complaint about the Superintendent will be submitted to the Board Chair, who will consult with legal counsel concerning the handling and investigation of the complaint.
3. The burden is on the school district, and not the parties, to gather sufficient evidence (through the investigation) in order to determine whether illegal discrimination or harassment occurred.
4. The investigator shall provide an opportunity for the complainant and respondent to be heard as part of the investigation. The parties will not be required to attend meetings together.

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 10 of 12        |

5. The parties may suggest witnesses be interviewed and/or submit materials that they believe are relevant to the allegations and complaint.
6. The investigator will evaluate evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - a. The Title IX regulations define "relevant" as "related to the allegations of sex discrimination under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred."
7. The following types of evidence, and questions seeking that evidence, are impermissible:
  - a. Evidence that is protected under a privilege recognized by federal or state law, or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality in writing.
  - b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the treatment to the party or witness, unless the school district obtains that party's or witness's voluntary, written consent for use in the complaint procedure; and
  - c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed alleged sexual/sex-based harassment or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sexual/sex-based harassment. The fact of prior sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.
8. The investigator will provide each party with the opportunity to review the evidence that is relevant to the allegations of discrimination or harassment (and not otherwise impermissible), and to respond to it.
9. The Human Rights Officer/Title IX Coordinator and investigator will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the complaint procedure. Disclosure of such information and evidence for the purposes of administering administrative proceedings or litigation related to the complaint is authorized.
10. The investigator will conclude the investigation and issue a written report to the Human Rights Officer/Title IX Coordinator within forty (40) school days, if feasible.
  - a. If the investigator has been charged with making a determination of responsibility/non-responsibility with respect to each allegation, such determination(s) and the reasons, therefore, shall be included in the report.
11. Extensions of time may be granted to complete the investigation if approved by the Human Rights Officer/Title IX Coordinator for reasonable cause. Notice of any extension and the reasons, therefore, will be provided to the parties.

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 11 of 12        |

**G. Determinations of Responsibility**

1. The standard used to determine whether illegal discrimination or harassment occurred is the preponderance of the evidence standard (“more likely than not”).
2. The decisionmaker will review the investigation report, the evidence gathered (as appropriate), and will have the discretion to conduct additional interviews of parties and/or witnesses if needed to assess credibility.
3. The decisionmaker will make a written determination of responsibility/non-responsibility in regard to each allegation and the reasons therefore, which shall be shared with the Human Rights Officer/Title IX Coordinator and the parties.
4. In general, the Human Rights Officer/Title IX Coordinator will notify the parties of the determination decision(s) within five (5) school days of the determination being reached. Reasonable extensions of time may be approved by the Human Rights Officer/Title IX Coordinator for good reason. The notification will include the permissible bases for appeal and the deadline for receipt of appeals.
5. If there is a determination that the respondent is responsible for violations, the appropriate administrator will make decisions as to appropriate disciplinary action and remedies.
6. The Human Rights Officer/Title IX Coordinator shall, as appropriate:
  - a. Coordinate the provision and implementation of remedies to a complainant and any other persons if necessary to provide equal access to the school district’s educational programs and activities that had been limited or denied by discrimination or harassment;
  - b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
  - c. Take other appropriate prompt and effective steps if necessary to ensure discrimination and harassment does not continue or recur.
7. A determination of responsibility becomes final on the date that the Human Rights Officer/Title IX Coordinator provides the parties with the written determination of the results of the appeal, if an appeal is filed. If an appeal is not filed, the determination of responsibility becomes final on the date on which the appeal would no longer be considered timely.
8. The school district will not discipline a party, witness, or others participating in the complaint procedure for making a false statement or for engaging in consensual sexual conduct based solely on the determination that sex discrimination or sexual/sex-based harassment occurred.

**H. Remedies, Discipline, and Other Actions**

1. Remedies. Remedies are measures used to ensure that the complainant has equal access to the school district’s education programs and activities following the decisionmaker’s determination(s). Such remedies may include supportive measures and may include other appropriate measures, depending on the determination(s) and the needs of the complainant. The Human Rights Officer/Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the complainant.
2. Discipline and Other Actions. Examples of disciplinary and other actions that may be imposed on a student when there is a determination that they are responsible for one or



|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAA-R2 |
| DATE OF ADOPTION:     | Page 12 of 12        |

more violations of sexual/sex-based harassment include suspension, expulsion, restorative justice, required education or counseling, and other measures.

Examples of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations of sexual/sex-based harassment include: written warning, probation, counseling, demotion, suspension without pay, termination.

#### **I. Appeals**

1. After the conclusion of the investigation and decisionmaker determination(s), the complainant or respondent may seek an appeal of the findings based on the following factors:
  - a. Procedural irregularity that would change the outcome;
  - b. New evidence that would change the outcome and that was not reasonably available when the determination was made; and
  - c. The Human Rights Officer/Title IX Coordinator, investigator, or decisionmaker had a conflict or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.
2. The appeal must be made in writing to the Human Rights Officer/Title IX Coordinator within five (5) school days and state the basis for the appeal.
3. The Superintendent is responsible for making a determination on the appeal. The Superintendent will conduct an impartial review of the appeal, including consideration of the written record in the case, and may consult with legal counsel or other school district officials in making their decision.
4. The Superintendent will issue the appeal determination in writing within ten (10) school days of receipt of the appeal, if feasible.
5. The Superintendent's decision is final.

#### **SECTION 3. RECORDKEEPING**

The Human Rights Officer/Title IX Coordinator shall maintain a record of documents and action in each case, and records of trainings provided, for a period of seven (7) years.

#### **Cross References:**

AC – Nondiscrimination/Equal Opportunity and Human Rights  
ACAA – Harassment of Students  
ACAA-R1 – Student Discrimination and Harassment Complaint Procedure  
ACAB – Harassment of Employees  
ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure  
ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure  
JIE - Pregnant Students

#### **Policy History:**

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| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAB |
| DATE OF ADOPTION: September 14, 2020 | Page 1 of 4       |

## **FIRST AND SECOND READING – (REVISIONS)**

### **~~HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES~~**

~~Harassment of school employees because of sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion, or genetic information are prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.~~

~~Any employee who engages in harassment or sexual harassment shall be subject to disciplinary action, up to and including discharge.~~

#### **~~A. Harassment~~**

~~Harassment includes, but is not limited to, verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, genetic information or disability.~~

#### **~~B. Sexual Harassment~~**

~~Sexual harassment is addressed under federal and state laws and regulations. The scope and definitions of sexual harassment under these laws differ, as described below.~~

##### **~~1. Title IX Sexual Harassment~~**

~~Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit's education programs and activities:~~

- ~~a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;~~
- ~~b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or~~
- ~~c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.~~

##### **~~2. Sexual Harassment Under Title VII and New Hampshire Law~~**

~~Under another federal law, Title VII, and under New Hampshire law/regulations, sexual harassment is defined differently. The New Hampshire Commission for Human Rights law states that "[u]nwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:~~

- ~~a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;~~
- ~~b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or~~

|                                             |                          |
|---------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 2 of 4</b>       |

- ~~c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."~~

~~**C. Reports and Complaints of Harassment or Sexual Harassment**~~

~~Any employee who believes they have been harassed or sexually harassed is encouraged to make a report to the Human Rights Officer/Title IX Coordinator. The Human Rights Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.~~

~~All reports and complaints regarding harassment or sexual harassment of employees shall be addressed through the Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).~~

~~**Legal References:**~~

- ~~Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106~~
- ~~Clery Act (20 U.S.C. § 1092(f)(6)(A)(v) definition of sexual assault)~~
- ~~Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) definition of sexual assault; 34 U.S.C. § 12291(a)(10) dating violence; 34 U.S.C. § 12291(a)(3) definition of stalking; 34 U.S.C. § 12291(a)(8) definition of domestic violence)~~
- ~~Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)~~
- ~~Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended~~
- ~~Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended~~
- ~~Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)~~
- ~~Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)~~
- ~~Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)~~
- ~~RSA 354-A:7~~
- ~~NH Code Admin. R. Ed. 303.01(i) and (j)~~

~~**Cross Reference:**~~

- ~~ACAB-R Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures~~
- ~~AC Nondiscrimination/Equal Opportunity~~
- ~~ACAD Hazing~~

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|--------------------------------------|-------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAB |
| DATE OF ADOPTION: September 14, 2020 | Page 3 of 4       |

## **HARASSMENT OF EMPLOYEES**

The school district prohibits harassment of employees on the basis of:

- Race;
- Sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy or related conditions;
- Parental, family, or marital status;
- Color;
- Religion;
- Ancestry or national origin;
- Age;
- Disability; and
- Genetic information.

Such conduct is a violation of Board policy and may constitute illegal discrimination under state and/or federal laws.

### A. Harassment

Harassment includes but is not limited to, verbal abuse, threats, physical assault/battery, and other unwelcome, offensive conduct based on the protected categories listed above. Harassment that rises to the level of physical assault, battery, and/or abuse is also addressed in Board Policy JICI – Weapons on School Property.

### B. Sexual/Sex-Based Harassment

Sexual Harassment and other forms of Sex-Based Harassment are addressed under federal and state laws/regulations. The scope and definitions of sexual/sex-based harassment under these laws differ, as described below.

#### 1. Sex-Based Harassment Under Title IX

Under the federal Title IX law and its accompanying regulations, sexual/sex-based harassment includes harassment on the basis of sex, including sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions, that is:

- a. “Quid pro quo” harassment by a school employee, agent, or other person authorized by the school district to provide aid, benefit, or service under an education program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service (such as a promotion or favorable evaluation) on the individual’s participation in unwelcome sexual conduct.
- b. “Hostile environment” harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive, and is so severe or pervasive that it limits or denies an individual’s ability to participate in or benefit from the school district’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-based inquiry that includes consideration of a number of factors (identified in ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure).
- c. Sexual assault, dating violence, domestic violence, and stalking, as these terms are defined in applicable federal laws/regulations.

#### 2. Sexual Harassment Under New Hampshire Law

|                                      |                   |
|--------------------------------------|-------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAB |
| DATE OF ADOPTION: September 14, 2020 | Page 4 of 4       |

Under New Hampshire law, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- b. Submission to or rejection of such conduct by an employee is used as the basis for employment decisions affecting the employee; or
- c. Such conduct has the purpose and effect of substantially interfering with an employee's work performance or creates an intimidating, hostile, or offensive environment.

### C. Reports and Complaints of Harassment

Any employee who believes they have been harassed or sexually harassed is strongly encouraged to make a report to the Human Rights Officer/Title IX Coordinator.

The Human Rights Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment has occurred.

All reports and complaints of discrimination/harassment of employees shall be addressed through ACAB-R1 – Discrimination and Harassment of Employees Complaint Procedure or ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure.

### Legal References:

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213, as amended by 28 C.F.R. § 35.107.  
Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, as amended by 34 C.F.R. § 104.7.  
Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681-1688, as amended by 34 C.F.R. § 106.  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d to 2000d-7.  
Title VII of the Civil Rights Act of 1965, 42 U.S.C. §§ 2000e to 2000e-17, as amended by 29 C.F.R. § 1604.11.  
Age Discrimination in Employment Act, 29 U.S.C. §§ 623-634.  
Genetic Information Nondiscrimination Act of 2008, 29 U.S.C. §§ 2000ff to 2000ff-11.  
Pregnant Workers Fairness Act, 42 U.S.C. §§ 2000gg to 2000gg-6.  
New Hampshire Human Rights Act, RSA 354-A:7.

### Cross Reference:

ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure  
ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure  
AC – Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAA – Harassment of Students  
ACAA-R1 – Student Discrimination and Harassment Complaint Procedure  
ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure  
GBGB – Workplace Bullying  
ACAD – Hazing  
JICI – Weapons on School Property  
JIE – Pregnant Students

*Policy History:*

*Adopted April 10, 2017*

*Revised September 14, 2020*

|                                      |                     |
|--------------------------------------|---------------------|
| DOVER SCHOOL DISTRICT                | POLICY CODE: ACAB-R |
| DATE OF ADOPTION: September 14, 2020 | Page 1 of 12        |

## **FIRST AND SECOND READING – (WITHDRAW)**

### **~~EMPLOYEE DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES~~**

~~The Board has adopted these employee procedures in order to provide a prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC— Nondiscrimination/Equal Opportunity and ACAB— Harassment and Sexual Harassment of School Employees.—~~

~~The complaint procedure in Section 2 may also be used, to the extent applicable, by visitors, including parents, volunteers and others having lawful access to the schools who wish to make a complaint of discrimination or harassment.—~~

~~Complaints alleging harassment or discrimination against students based on a protected category should be addressed through the Board's Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAA-R).~~

~~Any individual who is unsure about whether discrimination or harassment has occurred, and/or which complaint procedure applies is encouraged to contact the Human Rights Officer (or HRO)/Title IX Coordinator.~~

~~Dr. Christine Boston  
Assistant Superintendent of Student Services/Title IX Coordinator  
McConnell Center  
Dover School District, SAU 11  
61 Locust Street, Suite 409  
Dover, NH 03820  
Phone: (603) 516-6800  
Email: [c.boston@dover.k12.nh.us](mailto:c.boston@dover.k12.nh.us)~~

#### **Section 1. Definitions**

~~For purposes of these complaint procedures, the following definitions will be used. The HRO/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.~~

##### **~~A. Discrimination/Harassment Complaint Procedure Definitions~~**

- ~~1. "Discrimination or harassment": Discrimination or harassment on the basis of an individual's membership in a protected category, which, for employees, includes race, color, sex, sexual orientation, gender identity, age, religion, ancestry, national origin, genetic information or disability.~~
- ~~2. "Discrimination": Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.—~~
- ~~3. "Harassment": Oral, written, graphic, electronic or physical conduct relating to an individual's actual or perceived membership in a protected category that is sufficiently~~

|                                             |                            |
|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 2 of 12</b>        |

~~severe, pervasive or persistent so as to interfere with or limit that individual's ability to participate in the school district's programs or activities by creating a hostile, intimidating or offensive environment.~~

4. ~~"Sexual harassment": Under New Hampshire law, this means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:~~
  - a. ~~Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;~~
  - b. ~~Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or~~
  - c. ~~Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.~~
5. ~~"Sexual orientation": Under New Hampshire law, this means "having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality."~~
6. ~~"Gender identity": Under New Hampshire law, this means "a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."~~
7. ~~"Complaint" is defined as an allegation that an employee or other third party has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, age, religion, ancestry, national origin, genetic information or disability (and in regard to sex, conduct not otherwise addressed in the Title IX regulations and Section 3 of ACAB-R).~~
8. ~~"Employee": Whenever the term "employee" is used in Section 2, it includes visitors or others who have a lawful basis to make a complaint of discrimination or harassment.~~

#### **~~B. Title IX Sexual Harassment Complaint Procedure Definitions~~**

1. ~~"Title IX sexual harassment": Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school district's education programs and activities:~~
  - a. ~~"Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;~~
  - b. ~~"Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school district's education programs and activities; or~~
  - c. ~~Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.~~
2. ~~"Report": Under the Title IX regulations, any individual may make a report of sexual harassment involving an employee, whether the individual is the alleged victim or not. A report must be made to the HRO/Title IX Coordinator. A report triggers certain actions~~

|                                             |                            |
|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 3 of 12</b>        |

by the HRO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a "Formal Complaint" is filed.

3. ~~"Formal Complaint": Under Title IX, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAB-R. Only a school employee (and in certain circumstances, the HRO/Title IX Coordinator) may file a formal complaint.~~
4. ~~"Employee": For the purpose of this procedure, "employee" means an applicant for employment or a current employee of the school district.~~

## **Section 2. ~~Discrimination/Harassment Complaint Procedure~~**

~~This procedure should be used for any complaint of unlawful harassment or discrimination based on a protected category which does not involve Title IX sexual harassment.~~

### **A. ~~How to Make A Complaint~~**

1. ~~An employee who believes they have been unlawfully harassed or discriminated against (as such terms are defined in Section 1.A.1-3) is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive, and requesting that the behavior stop. This shall not prevent the employee from making an immediate complaint to the HRO/Title IX Coordinator.~~
2. ~~Any employee who believes they have been harassed or discriminated against should report their concern promptly to the HRO/Title IX Coordinator. A written complaint must include basic information concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation).~~
3. ~~Employees who are unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the matter with the HRO/Title IX Coordinator.~~
4. ~~Employees will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary measures, up to and including discharge.~~
5. ~~Any employee who believes they have been discriminated against or harassed is encouraged to utilize the school district's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Building One, Concord, NH 03301 (telephone: 603-271-2767), and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).~~

### **B. ~~Complaint Handling and Investigation~~**

1. ~~The HRO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.~~



|                                             |                            |
|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 4 of 12</b>        |

- ~~2. The HRO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.~~
- ~~3. The HRO/Title IX Coordinator may implement supportive measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved; changing a work location or changing a work schedule.~~
- ~~4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.~~
- ~~5. The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.~~
- ~~6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent but may choose to do so as part of an informal resolution process.~~
- ~~7. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.~~
- ~~8. If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement shall be applied.~~
- ~~9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.~~
- ~~10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.~~
- ~~11. The investigator shall provide a written report and findings to the HRO/Title IX Coordinator.~~

#### **~~C. Findings and Subsequent Actions~~**

- ~~1. The HRO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.~~
- ~~2. If there is a finding that discrimination or harassment occurred, the HRO/Title IX Coordinator, in consultation with the Superintendent:~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 5 of 12</b>        |

- ~~a. Shall determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and~~
- ~~b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.~~

- ~~3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).~~

#### **~~D. Appeals~~**

- ~~1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.~~
- ~~-~~
- ~~2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.~~
- ~~3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.~~
- ~~4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.~~
- ~~5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.~~

#### **~~E. Records~~**

~~The HRO/Title IX Coordinator shall keep a written record of the complaint process.~~

### **~~Section 3. Title IX Sexual Harassment Complaint Procedure~~**

~~This section should be used only for complaints of Title IX sexual harassment as defined in Section 1.B.1.~~

#### **~~A. How to Make A Report~~**

- ~~1. Any individual who believes an employee has been sexually harassed (as this term is defined in Section 1.B.1) may make a report to the HRO/Title IX Coordinator.~~
- ~~2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the HRO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.~~
  - ~~a. Supportive measures are individualized measures designed to ensure the employee can continue to access and perform their work (such as requiring no contact between individuals, temporarily moving work locations or changing schedules, etc.).~~
  - ~~b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.~~

|                                             |                            |
|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | Page 6 of 12               |

- ~~3. The school district cannot provide an informal resolution process for resolving a report until a formal complaint is filed.~~
- ~~4. Employees will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge.~~
- ~~5. Any employee who believes they have been the victim of sexual harassment is encouraged to utilize the school district's complaint procedures. However, employees are hereby notified that they also have the right to report sexual harassment to the New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Building One, Concord, NH 03301 (telephone: 603-271-2767), and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).~~
- ~~6. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.~~

#### **~~B. How to Make A Formal Complaint~~**

- ~~1. An alleged victim may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who alleged engaged in sexual harassment, description of allegation).~~  
  
~~Employees who need assistance in preparing a formal written complaint, are encouraged to consult with the HRO/Title IX Coordinator.~~  
~~-~~
- ~~2. In certain circumstances, the HRO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school district). In such cases, the alleged victim is not a party to the case but will receive notices as required by the Title IX regulations at specific points in the complaint process.~~
- ~~3. In accordance with the Title IX regulations, the HRO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; b) if the conduct alleged did not occur within the scope of the school district's education programs and activities, or c) did not occur in the United States.~~
- ~~4. In accordance with the Title IX regulations, the HRO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by the school district; or c) there are specific circumstances that prevent the school district from gathering evidence sufficient to reach a determination regarding the formal complaint.~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | Page 7 of 12               |

- ~~5. If a formal complaint is dismissed under this Title IX procedure, the HRO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.~~
- ~~6. If the conduct alleged potentially violates other laws, Board policies and/or professional expectations, the school district may address the conduct under Section 2 or another applicable policy/procedure.~~

#### **~~C. Administrative Leave~~**

~~The Superintendent may place a respondent on administrative leave during the complaint procedure:~~

- ~~1. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self harm due to the allegations.~~
- ~~2. The respondent will be provided notice of the administrative leave, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency leave was unreasonable.~~
- ~~3. Any such decision to place an employee on administrative leave shall be made in compliance with any applicable disability laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.~~

#### **~~D. Notice to Parties of Formal Complaint~~**

- ~~1. The Title IX Coordinator will provide to the parties' written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice will include:~~
  - ~~• Notice regarding the complaint procedure and the availability of an informal resolution process;~~
  - ~~• Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days);~~
  - ~~• As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint); and that the parties may inspect and review evidence;~~
  - ~~• Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;~~
  - ~~• Notice that knowingly making false statements or submitting false information during the complaint procedure is prohibited and may result in disciplinary action; and~~
  - ~~• Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 8 of 12</b>        |

- ~~2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.~~
- ~~3. The HRO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.~~

#### **~~E. Informal Resolution Process~~**

~~After a formal complaint has been filed, and if the HRO/Title IX Coordinator believes the circumstances are appropriate, the HRO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.~~

~~Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school district. Any such signed agreement is final and binding according to its terms.~~

~~If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.~~

#### **~~F. Investigation~~**

- ~~1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and HRO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.~~
- ~~2. The investigator shall consult with the HRO/Title IX Coordinator as agreed during the investigation process.~~
- ~~3. If the complaint is against an employee of the school district, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.~~
- ~~4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.~~
- ~~5. The investigator will:~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 9 of 12</b>        |

- ~~a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.~~
  - ~~b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.~~
  - ~~c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.~~
  - ~~d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).~~
  - ~~e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.~~
  - ~~f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school district does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.~~
  - ~~g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.~~
  - ~~h. Consider the parties' written responses to the evidence prior to completing the investigation report.~~
  - ~~i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten business days of receipt.~~
  - ~~j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.~~
- ~~6. The investigation shall be concluded within 40 business days if practicable. Reasonable extension of time for good reason shall be allowed.~~

#### **~~G. Determination of Responsibility~~**

- ~~1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five business days of when the decision maker received the investigation report and party responses.~~
  - ~~a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.~~
- ~~2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 10 of 12</b>       |

- ~~3. Each party will receive a copy of the responses to any follow-up questions.~~
- ~~4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").~~
- ~~5. The decision maker shall issue a written determination, which shall include the following:~~
  - ~~a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;~~
  - ~~b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;~~
  - ~~c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;~~
  - ~~d. A statement of, and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's programs and activities will be provided to the complainant;~~
  - ~~e. The school district's appeal procedure and permissible bases for the parties to appeal the determination.~~
- ~~6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school district provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.~~

#### ~~H. Remedies, Discipline and Other Actions~~

##### ~~1. Remedies~~

~~Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.~~

##### ~~2. Discipline and Other Actions~~

~~The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:~~

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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 11 of 12</b>       |

- ~~Written warning.~~
- ~~Probation.~~
- ~~Demotion.~~
- ~~Suspension without pay.~~
- ~~Discharge.~~

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- ~~Performance improvement plan.~~
- ~~Counseling.~~
- ~~Training.~~
- ~~Loss of leadership/stipend position.~~

#### ~~I. Appeals~~

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. ~~A procedural irregularity that affected the outcome of the matter;~~
2. ~~New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or~~
3. ~~The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.~~

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. ~~Appeals must be filed with the Superintendent, who will consider the appeal.~~
2. ~~The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school district officials in making their decision.~~
3. ~~The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary action(s).~~

#### ~~J. Records~~

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.



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|---------------------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b>                | <b>POLICY CODE: ACAB-R</b> |
| <b>DATE OF ADOPTION: September 14, 2020</b> | <b>Page 12 of 12</b>       |

*Legal References:* ~~Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106  
Glory Act (20 U.S.C. §1092(f)(6)(A)(v) — definition of sexual assault)  
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) — definition of sexual assault; 34  
U.S.C. § 12291(a)(10) — dating violence; 34 U.S.C. §12291(a)(3) — definition of  
stalking; 34 U.S.C. §12291(a)(8) — definition of domestic violence)  
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)  
Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended  
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as  
amended  
Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)  
Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)  
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)  
RSA 186:11; and 354-A  
NH Code Admin. R. Ed. 303.01(i) and (j)~~

*Cross Reference:* ~~AC — Nondiscrimination/Equal Opportunity  
ACAB — Harassment and Sexual Harassment of School Employees~~

**Policy History:**

Adopted April 10, 2017

Revised September 14, 2020

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R1 |
| DATE OF ADOPTION:     | Page 1 of 4          |

## **FIRST AND SECOND READING – (NEW POLICY)**

### **EMPLOYEE DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE**

The Board has adopted this employee procedure in order to provide prompt and equitable resolution of complaints of unlawful discrimination and harassment based on race; color; religion; ancestry or national origin; age; disability; and genetic information. Complaints of sex discrimination, including sexual/sex-based harassment, are addressed in ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure. In cases where allegations include sex discrimination or sexual/sex-based harassment and one or more other protected categories, ACAB-R2 will be used.

Complaints alleging unlawful discrimination and harassment of an employee are addressed under ACAB-R1 - Employee Discrimination and Harassment Complaint Procedure or ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure.

Any individual who is unsure about whether unlawful discrimination or harassment has occurred, and/or which complaint procedure applies, is encouraged to contact the Human Rights Officer/Title IX Coordinator.

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Email: [c.boston@dover.k12.nh.us](mailto:c.boston@dover.k12.nh.us)

#### **SECTION 1. DEFINITIONS**

For purposes of this complaint procedure, the following definitions will be used.

- A. “Discrimination”: Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
- B. “Harassment”: Oral, written, graphic, electronic, or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe or pervasive so as to interfere with or limit that individual’s ability to participate in the school district’s education program or activities by creating a hostile, intimidating, or offensive environment.
- C. “Complaint” is defined as an allegation that an employee has been discriminated against or harassed on the basis of race, color, religion, ancestry, national origin, age, disability, or genetic information.

#### **SECTION 2. COMPLAINT PROCEDURE**

This procedure should be used to address any report or complaint of unlawful discrimination or harassment based on a protected category which does not involve sex discrimination or sexual/sex-based harassment.

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R1 |
| DATE OF ADOPTION:     | Page 2 of 4          |

**A. How to Make A Complaint**

1. An employee who believes they have been unlawfully discriminated against or harassed is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive and requesting that the behavior stop. This will not prevent the employee from making an immediate complaint to the Human Rights Officer/Title IX Coordinator.
2. Any employee who believes they have been harassed or discriminated against should report their concern promptly to the Human Rights Officer/Title IX Coordinator.
3. The individual making the report must provide basic information concerning the allegation of discrimination or harassment (i.e., date, time, location, individuals involved, nature of the allegation(s)) to the Human Rights Officer/Title IX Coordinator. If the report is made orally, the Human Rights Officer/Title IX Coordinator will document it.
4. If the individual is unsure as to whether unlawful discrimination or harassment has occurred, or needs assistance in preparing a complaint, they are encouraged to discuss the matter with the Human Rights Officer/Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including termination.
6. Employees are encouraged to utilize the school district's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to:
  - New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301; telephone: 603-271-2767; and/or
  - Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

**B. Complaint Handling and Investigation**

1. The Human Rights Officer/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
  - a. If the allegations include sex discrimination or sexual/sex-based harassment, ACAB-R2 will be followed instead of this procedure.
2. The Human Rights Officer/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school district and the parties in light of the particular circumstances and applicable policies and laws.
3. The Human Rights Officer/Title IX Coordinator may implement supportive measures for an employee to reduce the risk of further discrimination or harassment of the employee while an investigation is pending. Examples of supportive measures include, but are not limited

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R1 |
| DATE OF ADOPTION:     | Page 3 of 4          |

to, ordering no contact between the individuals, temporarily moving work locations or changing schedules, etc.

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the Human Rights Officer/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority.
5. Any complaint about the Superintendent should be submitted to the Board Chair, who should consult with legal counsel concerning the handling and investigation of the complaint.
6. The investigator shall consult with the Human Rights Officer/Title IX Coordinator as appropriate during the investigation process.
7. The respondent will be provided with an opportunity to be heard as part of the investigation.
8. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.
9. If the complaint is against an employee of the school district, any rights conferred under an applicable collective bargaining agreement will be applied.
10. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
11. The investigation will be completed within forty (40) school days of receiving the complaint, if practicable.
12. The investigator will provide a written report and findings to the Human Rights Officer/Title IX Coordinator.

#### C. Findings and Subsequent Actions

1. The Human Rights Officer/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the Human Rights Officer/Title IX Coordinator, in consultation with the Superintendent, shall:
  - a. Determine what remedial action(s), if any, are required to end the discrimination or harassment, remedy its effects, and prevent recurrence; and
  - b. Determine what disciplinary action(s) should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

#### D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either:
  - a. Prejudicial procedural error; or

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R1 |
| DATE OF ADOPTION:     | Page 4 of 4          |

- b. The discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Superintendent within five (5) school days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five (5) school days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal will be provided to the parties within ten (10) school days, if practicable. The Superintendent's decision is final.

**E. Records**

The Human Rights Officer/Title IX Coordinator will keep a written record of the complaint process and actions taken.

**Cross References:**      AC – Nondiscrimination/Equal Opportunity and Human Rights  
                                  ACAB – Harassment of Employees  
                                  ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure  
                                  JIE - Pregnant Employees

*Policy History:*

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 1 of 13         |

## **FIRST AND SECOND READING – (NEW POLICY)**

### **EMPLOYEE SEX DISCRIMINATION / HARASSMENT COMPLAINT PROCEDURE**

The Board has adopted this employee procedure in order to provide prompt and equitable resolution of reports and complaints of unlawful sex discrimination, including allegations of sexual harassment and other forms of sex-based harassment, as described in Policies AC – Nondiscrimination/Equal Opportunity and Human Rights and ACAB – Harassment of Employees.

Although the specific provisions under Title IX and New Hampshire law differ somewhat in regard to sex discrimination and sexual/sex-based harassment, the Board has chosen to address all such complaints under this procedure, which meets all Title IX and New Hampshire law requirements.

Complaints alleging unlawful discrimination or harassment of an employee on the basis of other protected categories (race, color, religion, ancestry or national origin, age, disability, and genetic information) are addressed under ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure.

Complaints alleging unlawful discrimination and harassment of an employee are addressed under ACAB-R1 - Employee Discrimination and Harassment Complaint Procedure or ACAB-R2 – Employee Sex Discrimination and Sexual/Sex-Based Harassment Complaint Procedure.

Any individual who is unsure about whether unlawful discrimination or harassment has occurred, and/or which complaint procedure applies is encouraged to contact the Human Rights Officer/Title IX Coordinator.

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Email: [c.boston@dover.k12.nh.us](mailto:c.boston@dover.k12.nh.us)

#### **SECTION 1. DEFINITIONS**

For purposes of this complaint procedure, the following definitions will be used.

- A. “Complainant” means: (1) the employee victim of alleged sex discrimination (including sexual/sex-based harassment); or (2) other victim of alleged sex discrimination (including sexual/sex-based harassment) who was participating or attempting to participate in the school district’s education programs or activities at the time of the alleged sex discrimination.
- B. “Complaint” under the Title IX regulations: An oral or written request to the school district to investigate and make a determination about alleged discrimination under Title IX.” An oral request for investigation should be documented by the Human Rights Officer/Title IX Coordinator.
- C. “Confidential employee” means: (1) an employee of the school district whose communications are privileged or confidential under federal or state law. The employee’s confidential status, for purposes of Title IX, is only with respect to information received while the employee is

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 2 of 13         |

functioning within the scope of their duties to which privilege or confidentiality applies; or (2) an employee of the school district designated as confidential for the purpose of providing services to persons related to sex discrimination (in which case the employee's confidential status applies only to information received about sex discrimination in connection with providing those services).

- D. "Discrimination": Treating individuals differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
- E. "Gender identity": The gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."
- F. "Parental status": The status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is: (1) a biological parent; (2) an adoptive parent; (3) a foster parent; (4) a stepparent; (5) a legal custodian or guardian; (6) in loco parentis with respect to such a person; or (7) actively seeking legal custody, guardianship, visitation, or adoption of such a person."
- G. "Party": A complainant or respondent.
- H. "Pregnancy and related conditions" includes "(1) pregnancy, childbirth, termination of pregnancy, or lactation; (2) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (3) recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions."
- I. "Respondent": A person who is alleged to have violated the school district's prohibition on sex discrimination.
- J. "Retaliation" under Title IX: Intimidation, threats, coercion, or discrimination against any person by the school district, an employee or other person authorized by the recipient to provide aid, benefit, or services under the school district's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX/regulations, or because the person has reported information, made a complaint, testified, assisted, or participating or refused to participate in any manner in an investigation, proceeding, or other action taken by a school district in regard to allegations of sex discrimination."
- K. "Sex-based harassment" under Title IX: Harassment on the basis of sex, including sexual orientation, gender identity, sex stereotypes, sex characteristics, pregnancy, or related conditions, that meets one of the following:
  - a. "Quid pro quo" harassment by a school employee, agent, or other person authorized by the school district to provide aid, benefit, or service under an education program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service on the individual's participation in unwelcome sexual conduct.
  - b. "Hostile environment" harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies an individual's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). A school district is obligated to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the recipient's education program or activity. Whether a hostile environment has been created is a fact-based inquiry that includes consideration of a number of factors.

|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 3 of 13         |

- i. Factors to consider in regard to the creation of a “hostile environment”: “(i) the degree to which the conduct affected the complainant’s ability to access the school district’s education program or activity; (ii) the type, frequency, and duration of the conduct; (iii) the parties’ ages, roles within the school district’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct; (iv) the location of the conduct and the context in which the conduct occurred; and (v) other sex-based harassment in the school district’s education program or activity.”
- c. Sexual assault, dating violence, domestic violence, and stalking, as these terms are defined below.
  - i. “Sexual assault” is an offense classified as a forcible or nonforcible sex offense under the uniform reporting system of the Federal Bureau of Investigation. Such offenses include but are not limited to rape, sodomy, sexual assault with an object, and fondling.
  - ii. “Dating violence” is violence committed by a person: (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship, (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.”
  - iii. “Domestic violence” is defined in the Title IX regulations as “Felony or misdemeanor crimes committed by a person who: (a) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim; (b) is cohabitating, or has cohabitated with the victim as a spouse or intimate partner; (c) shares a child in common with the victim; or (d) commits acts against a youth or adult who is protected from those acts under the family or domestic violence laws of the jurisdiction.”
  - iv. “Stalking”: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (a) fear for the person’s safety or the safety of others; or (b) suffer substantial emotional distress.”
- L. “Sexual harassment” under New Hampshire law: Unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature in the following situations:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee’s educational benefits;
  - b. Submission to or rejection of such conduct by an employee is used as the basis for decisions on educational benefits; or
  - c. Such conduct has the purpose and effect of substantially interfering with an employee’s academic performance or creates an intimidating, hostile, or offensive environment.
- M. “Sexual orientation” under New Hampshire law means “having or being perceived as having an orientation for heterosexuality, bisexuality, or homosexuality.” Sexual orientation is also covered by Title IX.
- N. “Gender identity” under New Hampshire law means “a person’s gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior



|                       |                      |
|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 4 of 13         |

is different from that traditionally associated with the person's physiology or assigned sex at birth." Gender identity is also covered by Title IX.

## **SECTION 2. COMPLAINT PROCEDURE**

This procedure should be used to address any report or complaint of sex discrimination or sexual/sex-based harassment of an employee.

### **A. Reports of Alleged Sex Discrimination or Sexual/Sex-Based Harassment**

1. Any school district employee (except for designated confidential employees) who receives a report or has reason to believe that an employee may have been discriminated against or harassed on the basis of sex is required to make a report to the Human Rights Officer/Title IX Coordinator.
2. Confidential employees who receive a report that an employee may have experienced sex discrimination or sexual/sex-based harassment must inform the person making the report that the employee is designated "confidential" and inform them of the circumstances in which the employee is not required to make a report to the Human Rights Officer/Title IX Coordinator. The confidential employee will provide the reporter with the Human Rights Officer/Title IX Coordinator's contact information and explain that the Human Rights Officer/Title IX Coordinator may be able to offer and coordinate supportive measures, initiate an informal resolution process, or initiate an investigation under this complaint procedure.
3. Employees who believe that they have been discriminated against or harassed on the basis of sex should report their concern promptly to the Human Rights Officer/Title IX Coordinator. The report will be documented by the Human Rights Officer/Title IX Coordinator.
4. The individual making the report should provide basic, available information orally or in writing concerning the allegation (i.e., individuals involved, date, time, location, and type of allegation). If the information is conveyed orally, the Human Rights Officer/Title IX Coordinator will document it.
5. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, they are encouraged to discuss the matter with the Human Rights Officer/Title IX Coordinator.
6. Individuals will not be retaliated against for reporting suspected discrimination or harassment or for participating in an investigation. Retaliation is illegal under federal/state nondiscrimination laws and Board policies, and any retaliation will result in disciplinary action, up to and including termination.
7. The Superintendent will be promptly notified of all reports of alleged discrimination or harassment of an employee.
8. An employee who believes they have been discriminated against or harassed on the basis of sex is encouraged to utilize this complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to:
  - New Hampshire Commission for Human Rights, 2 Industrial Park Drive, Concord, NH 03301 (telephone: 603-271-2767); and/or

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 5 of 13         |

- Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

## **B. Processing of Complaints**

1. The Human Rights Officer/Title IX Coordinator will treat complainants and respondents equitably through the complaint procedure.
2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the Human Rights Officer/Title IX Coordinator will meet with the alleged victim to discuss the allegations and supportive measures that may be appropriate in the particular circumstances and to explain the complaint procedure.

If the alleged victim is unknown to the Human Rights Officer/Title IX Coordinator, the person who made the report will be notified of the availability of the complaint procedure.

3. Supportive Measures
  - a. Supportive measures are individualized measures designed to ensure the employee can continue to access and perform their work (including but not limited to: requiring no contact between individuals, temporarily moving work locations, and changing schedules).
  - b. Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties or the school district's educational environment or to provide support during the complaint procedure or an informal resolution process. The school district may not impose such measures for punitive or disciplinary reasons.
  - c. Supportive measures may be continued even if a complaint or informal resolution process is not initiated, or after the conclusion of such processes, if appropriate under the circumstances.
  - d. Complainants and respondents must be provided with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of a decision to provide, deny, modify, or terminate supportive measures applicable to them. This employee must not be the Human Rights Officer/Title IX Coordinator and must have the authority to modify or reverse the decision.
  - e. Complainants and respondents also have the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change.
  - f. The school district will not disclose information about supportive measures to persons other than the person to whom they apply unless it is necessary to provide a supportive measure or to restore or preserve a party's access to education programs and activities.
4. If the Human Rights Officer/Title IX Coordinator reasonably determines that the conduct alleged does not involve illegal discrimination or harassment, the school district is not obligated to initiate the complaint process and may dismiss the complaint (See Subsection C.1. below). If the alleged conduct potentially violates other laws, Board policies/procedures, or professional expectations (in the case of employees), the matter may be referred to the Superintendent and/or other appropriate administrator(s) to address as deemed appropriate.

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|------------------------------|-----------------------------|
| <b>DOVER SCHOOL DISTRICT</b> | <b>POLICY CODE: ACAB-R2</b> |
| <b>DATE OF ADOPTION:</b>     | <b>Page 6 of 13</b>         |

5. In response to a complaint alleging prohibited sex discrimination or sexual/sex-based harassment, the Human Rights Officer/Title IX Coordinator will initiate the complaint process, or the informal resolution process (if available and appropriate), according to this procedure. When feasible, the decision to initiate an investigation or informal resolution process, or dismiss the complaint, will be made within ten (10) school days of receipt of the complaint.
6. In certain circumstances, the Human Rights Officer/Title IX Coordinator may initiate the investigation process, even when the alleged victim chooses not to, after any or all allegations are withdrawn by the alleged victim, or when an informal resolution process is not initiated or is terminated. To make this fact-specific determination, the Human Rights Officer/Title IX Coordinator will consider, at a minimum:
  - a. The complainant's request not to proceed with initiating a complaint;
  - b. The complainant's reasonable safety concerns regarding initiating a complaint;
  - c. The risk that additional acts of discrimination or harassment would occur if a complaint is not initiated;
  - d. The severity of the alleged discrimination or harassment, including whether the discrimination, if established, would require the removal of a respondent from school or imposition of another disciplinary sanction to end the discrimination or harassment and prevent its recurrence;
  - e. The age and relationship of the parties, including whether the respondent is an employee of the school district;
  - f. The scope of the alleged discrimination or harassment, including information suggesting a pattern, ongoing discrimination/harassment, or discrimination/harassment alleged to have impacted multiple individuals;
  - g. The availability of evidence to assist a decisionmaker in determining whether discrimination or harassment occurred; and
  - h. Whether the school district could end the alleged discrimination or harassment and prevent its recurrence without initiating the complaint procedure.

If, after considering these and any other factors that may be relevant, the Human Rights Officer/Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health or safety of the complainant or other individuals, or that the alleged conduct prevents the school district from ensuring equal access to its education programs and activities, the Human Rights Officer/Title IX Coordinator may initiate a complaint.
7. If the Human Rights Officer/Title IX Coordinator initiates a complaint, the complainant will receive prior notice and any reasonable safety concerns will be addressed.
8. The Human Rights Officer/Title IX Coordinator will confirm the initiation of an investigation or informal resolution process in writing to both parties. The communication will include: a) a copy of the complaint procedure; b) sufficient information available at the time to allow the parties to respond to the allegations (including the identities of the parties involved, the conduct alleged to constitute sex discrimination or sexual/sex-based harassment, and the date(s) and location(s) of the alleged incident(s); c) notice that retaliation is prohibited; and

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 7 of 13         |

d) notice that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence.

9. Regardless of whether an investigation is initiated, the Human Rights Officer/Title IX Coordinator will take appropriate, prompt, and effective steps to ensure that discrimination or harassment does not continue or recur. The Human Rights Officer/Title IX Coordinator will also coordinate supportive measures, as appropriate.
10. If the Human Rights Officer/Title IX Coordinator decides to investigate additional allegations of discrimination or harassment made by the complainant against the respondent after the parties receive notice of the complaint, the Human Rights Officer/Title IX Coordinator will notify the parties of the additional allegations in writing.
11. The Human Rights Officer/Title IX Coordinator may consolidate complaints of discrimination or harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations arise out of the same facts or circumstances.
12. The school district will presume that the respondent is not responsible for alleged discrimination or harassment until a determination is made at the conclusion of the investigation.
13. The school district will take reasonable steps to protect the privacy of the parties and witnesses during the complaint procedure and will comply with applicable state and federal privacy laws. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses, confidential employees/resources, or otherwise prepare for and participate in the complaint procedure.

#### **C. Dismissal of Complaints**

1. The Human Rights Officer/Title IX Coordinator may dismiss a complaint in the following circumstances:
  - a. The school district is unable to identify a respondent after taking reasonable steps to do so;
  - b. The respondent is not participating in the school district's education programs and activities, or is not employed by the school district;
  - c. The complainant voluntarily withdraws any or all allegations in the complaint, the Human Rights Officer/Title IX Coordinator declines to initiate a complaint and determines that, without the complainant's withdrawn allegations, the alleged conduct remaining, if any, would not constitute discrimination or harassment even if proven; or
  - d. The Human Rights Officer/Title IX Coordinator determines that the conduct alleged in the complaint, even if proven, would not constitute discrimination or harassment under state/federal laws and regulations.
2. Upon dismissal, the Human Rights Officer/Title IX Coordinator will promptly notify the complainant (and the respondent, if they had received notice of the complaint allegations) of the basis for the dismissal and provide the opportunity to appeal the dismissal.
3. Dismissals may be appealed on the following bases:

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 8 of 13         |

- a. Procedural irregularity that would change the outcome;
- b. New evidence that would change the outcome and that was not reasonably available when the dismissal [or determination in the case] was made; and
- c. The Human Rights Officer/Title IX Coordinator, investigator, or decisionmaker had a conflict or bias for or against complainants or respondents generally, or the individual complainant or respondent that would change the outcome.
4. An appeal of a complaint dismissal must be made in writing to the Human Rights Officer/Title IX Coordinator within five (5) school days and state the basis for the appeal.
5. If the dismissal is appealed, the Human Rights Officer/Title IX Coordinator shall:
  - a. Notify the respondent of the appeal if they had received notice of the complaint allegations;
  - b. Implement the appeal procedure equally for the parties;
  - c. Ensure that the trained decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
  - d. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
  - e. Notify the parties in writing of the result of the appeal and the rationale for it within five (5) school days, if feasible.
6. When a complaint is dismissed, the Human Rights Officer/Title IX Coordinator will, at a minimum:
  - a. Offer supportive measures to the complainant and respondent if appropriate; and
  - b. Take other prompt and effective steps, as appropriate to ensure that discrimination or harassment does not continue or recur within the school district's program or activity.
7. The Human Rights Officer/Title IX Coordinator will document actions taken during the appeal process.

**D. Administrative Leave**

1. The Superintendent may place an employee respondent on administrative leave during the complaint procedure in accordance with any applicable state laws, school policies, and collective bargaining agreement provisions.
2. Any decision to place an employee respondent on administrative leave shall be made in compliance with any applicable disability laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
3. The Human Rights Officer/Title IX Coordinator will document actions taken during the administrative leave process.

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 9 of 13         |

[Note: The Superintendent may remove a student from education programs and activities on an emergency basis during the complaint procedure in accordance with the procedures set forth in ACAA-R2, Section 2.D]

#### **E. Informal Resolution Process**

1. Informal resolution is not permitted in cases where a student is the complainant, and an employee is the respondent to alleged sex discrimination or harassment [such cases should be addressed under Procedure ACAA-R2].
2. The Human Rights Officer/Title IX Coordinator may, if appropriate, offer the parties the opportunity to resolve the complaint through an informal resolution process at any point prior to an investigation or determination of responsibility. Engaging in an informal resolution process is voluntary on the part of each party. The Human Rights Officer/Title IX Coordinator also may decline to pursue an informal resolution despite a party's request (for example, if the alleged conduct presents a future risk of harm to the complainant or others).
3. Both (or all) parties must voluntarily agree in writing to participate in an informal resolution process, and a party may withdraw from the process at any time. The parties will not be required to attend meetings together unless they voluntarily agree to do so.
4. Before initiating an informal resolution process, the Human Rights Officer/Title IX Coordinator will ensure that the parties receive notice of: a) the allegations; b) the requirements of the informal resolution process; c) the right of any party to withdraw from the process and initiate or resume the investigation process; d) that the parties' agreement to an informal resolution would preclude them from initiating or resuming the investigation; e) potential terms that may be requested or offered in an informal resolution agreement, including notice that an agreement is binding on the parties; and f) what information the school district will maintain regarding the informal resolution process.

[Note: Informal resolutions can take many forms, depending on the particular case, including but not limited to: restrictions on contact between the parties; facilitated discussions between the parties; restorative justice; acknowledgement of responsibility by a respondent; apologies; disciplinary actions against a respondent or requirements to engage in specific services; or supportive measures.]

5. The facilitator for the informal resolution process: must be trained; cannot be the same person as the investigator or decisionmaker in the matter; and must not have a conflict of interest or bias regarding parties to such matters generally or to an individual complainant or respondent.
6. The Superintendent must agree to the terms of any informal resolution reached between the parties, considering whether the resolution is in the best interest of the parties and the school district in light of the particular circumstances, applicable laws/regulations, and Board policies.
7. If an informal resolution agreement is reached, it will be agreed to in writing by both parties and the Human Rights Office/Title IX Coordinator. Any such agreement is final and binding on the parties.

#### **F. Investigation Process**

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the Human Rights Officer/Title IX Coordinator. The investigator

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 10 of 13        |

shall not have a conflict of interest or bias against complainants or respondents generally, or an individual complainant or respondent, and will consult with the Human Rights Officer/Title IX Coordinator during the investigation process.

2. Any complaint about an employee who holds a supervisory position will be investigated by a person not subject to that supervisor's authority. Any complaint about the Superintendent will be submitted to the Board Chair, who will consult with legal counsel concerning the handling and investigation of the complaint.
3. If the complaint is against an employee of the school district, any rights conferred under an applicable bargaining agreement will be applied, to the extent they do not conflict with the requirements of Title IX and accompanying regulations.
4. The burden is on the school district, and not the parties, to gather sufficient evidence (through the investigation) in order to determine whether illegal discrimination or harassment occurred.
5. The investigator shall provide an opportunity for the complainant and respondent to be heard as part of the investigation. The parties will not be required to attend meetings together.
6. The parties may suggest witnesses to be interviewed and/or submit materials that they believe are relevant to the allegations and complaint.
7. The investigator will evaluate evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
  - a. The Title IX regulations define "relevant" as "related to the allegations of sex discrimination under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred."
8. The following types of evidence, and questions seeking that evidence, are impermissible:
  - a. Evidence that is protected under a privilege recognized by federal or state law, or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality in writing.
  - b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the treatment to the party or witness, unless the school district obtains that party's or witness's voluntary, written consent for use in the complaint procedure; and
  - c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed alleged sexual/sex-based harassment or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sexual/sex-based harassment. The fact of prior sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 11 of 13        |

9. The investigator will provide each party with the opportunity to review the evidence that is relevant to the allegations of discrimination or harassment (and not otherwise impermissible), and to respond to it.
10. The Human Rights Officer/Title IX Coordinator and investigator will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the complaint procedure. Disclosure of such information and evidence for the purposes of administering administrative proceedings or litigation related to the complaint are authorized.
11. The investigator will conclude the investigation and issue a written report to the Human Rights Officer/Title IX Coordinator within forty (40) school days, if feasible.
  - a. If the investigator has been charged with making a determination of responsibility/non-responsibility with respect to each allegation, such determination(s) and the reasons, therefore, shall be included in the report.
12. Extensions of time may be granted to complete the investigation if approved by the Human Rights Officer/Title IX Coordinator for reasonable cause. Notice of any extension and the reasons, therefore, will be provided to the parties.

**G. Determinations of Responsibility**

1. The standard used to determine whether illegal discrimination or harassment occurred is the preponderance of the evidence standard ("more likely than not").
2. The decisionmaker will review the investigation report, the evidence gathered (as appropriate), and will have the discretion to conduct additional interviews of parties and/or witnesses if needed to assess credibility.
3. The decisionmaker will make a written determination of responsibility/non-responsibility in regard to each allegation and the reasons therefore, which shall be shared with the Human Rights Officer/Title IX Coordinator and the parties.
4. In general, the Human Rights Officer/Title IX Coordinator will notify the parties of the determination decision(s) within five (5) school days of the determination being reached. Reasonable extensions of time may be approved by the Human Rights Officer/Title IX Coordinator for good reason. The notification will include the permissible bases for appeal and the deadline for receipt of appeals.
5. If there is a determination that the respondent is responsible for violations, the appropriate administrator will make decisions as to appropriate disciplinary action and remedies.
6. The Human Rights Officer/Title IX Coordinator shall, as appropriate:
  - a. Coordinate the provision and implementation of remedies to a complainant and any other persons if necessary to provide equal access to the school district's educational programs and activities that had been limited or denied by discrimination or harassment;
  - b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and



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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 12 of 13        |

c. Take other appropriate prompt and effective steps if necessary to ensure discrimination and harassment does not continue or recur.

7. A determination of responsibility becomes final on the date that the Human Rights Officer/Title IX Coordinator provides the parties with the written determination of the results of the appeal, if an appeal is filed. If an appeal is not filed, the determination of responsibility becomes final on the date on which the appeal would no longer be considered timely.
8. The school district will not discipline a party, witness, or others participating in the complaint procedure for making a false statement or for engaging in consensual sexual conduct based solely on the determination that sex discrimination or sexual/sex-based harassment occurred.

#### H. Remedies, Discipline, and Other Actions

1. Remedies. Remedies are measures used to ensure that the complainant has equal access to the school district's education programs and activities following the decisionmaker's determination(s). Such remedies may include supportive measures and may include other appropriate measures, depending on the determination(s) and the needs of the complainant. The Human Rights Officer/Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the complainant.
2. Discipline and Other Actions. Examples of disciplinary and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations of sexual/sex-based harassment include suspension, expulsion, restorative justice, required education or counseling, and other measures.

Examples of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations of sexual/sex-based harassment include: written warning, probation, counseling, demotion, suspension without pay, termination.

#### I. Appeals

1. After the conclusion of the investigation and decisionmaker determination(s), the complainant or respondent may seek an appeal of the findings based on the following factors:
  - a. Procedural irregularity that would change the outcome;
  - b. New evidence that would change the outcome and that was not reasonably available when the determination was made; and
  - c. The Human Rights Officer/Title IX Coordinator, investigator, or decisionmaker had a conflict or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.
2. The appeal must be made in writing to the Human Rights Officer/Title IX Coordinator within five (5) school days and state the basis for the appeal.
3. The Superintendent is responsible for making a determination on the appeal. The Superintendent will conduct an impartial review of the appeal, including consideration of the written record in the case, and may consult with legal counsel or other school district officials in making their decision.

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|-----------------------|----------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: ACAB-R2 |
| DATE OF ADOPTION:     | Page 13 of 13        |

4. The Superintendent will issue the appeal determination in writing within ten (10) school days of receipt of the appeal, if feasible.
5. The Superintendent's decision is final.

### **SECTION 3. RECORDKEEPING**

**The Human Rights Officer/Title IX Coordinator shall maintain a record of documents and action in each case, and records of trainings provided, for a period of seven (7) years.**

**Cross References:**      **AC – Nondiscrimination/Equal Opportunity and Human Rights**  
                                  **ACAB – Harassment of Employees**  
                                  **ACAB-R1 – Employee Discrimination and Harassment Complaint Procedure**  
                                  **ACAB-R2 – Employee Sex Discrimination/Harassment Complaint Procedure**  
                                  **JIE - Pregnant Students**

***Policy History:***

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|-----------------------|------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: JIE |
| DATE OF ADOPTION:     | Page 1 of 3      |

## **FIRST AND SECOND READING – (NEW POLICY)**

### **PREGNANT STUDENTS**

The Board has adopted this policy to comply with its obligations not to discriminate in its education programs and activities against students based on a student's current, potential, or past pregnancy or related conditions. The Title IX Coordinator is responsible for implementing this procedure, in consultation with the Superintendent, Human Rights Officer, and others as appropriate.

For the purposes of this policy, pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation;  
or
- Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

#### **A. Notifications**

When a student or their parent/guardian informs any school district employee of a student's pregnancy or related condition(s), the employee must promptly provide the student or the parent/legal guardian with the Title IX Coordinator's contact information so that the Title IX Coordinator can take any necessary actions to ensure the student's equal access to the school district's education programs and activities. The employee should also notify the Title IX Coordinator of the pregnancy or related condition(s), unless the employee reasonably believes that the Title IX Coordinator has already been notified.

Once the Title IX Coordinator is informed of a student pregnancy, they shall inform the student (or the parent/legal guardian if they informed the Title IX Coordinator), of the school district's obligations (outlined below) and provide a copy of Board Policy AC.

#### **B. Reasonable Modifications**

1. Reasonable modifications to the school district's policies, procedures, and practices shall be made to prevent sex discrimination and ensure equal access to education programs and activities, based on the student's individualized needs. The Title IX Coordinator will consult with the student regarding any such modifications. Modifications that fundamentally alter the nature of an education program or activity are not considered "reasonable" under Title IX regulations.
2. The student has the discretion to accept or decline each reasonable modification offered. If a student accepts a modification, the Title IX Coordinator will see that it is implemented.
3. Reasonable modifications may include, but are not limited to:
  - a. Breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions (such as eating, drinking, or using the restroom);
  - b. Intermittent absences to attend medical appointments;
  - c. Access to online or homebound education;
  - d. Change in schedule or course sequence;

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|-----------------------|------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: JIE |
| DATE OF ADOPTION:     | Page 2 of 3      |

- e. Extensions of time for coursework and rescheduling of tests and examinations;
- f. Allowing a student to sit or stand, or carry or keep water nearby;
- g. Counseling;
- h. Changes in physical space or supplies (such as access to a larger desk or a footrest);
- i. Elevator access; and/or
- j. Other reasonable changes in policies, procedures, or practices.

C. Voluntary Access to Separate and Comparable Portions of Education Programs or Activities

- 1. If the school district offers a separate and comparable portion of an education program or activity, the student must voluntarily agree to participate in such program or activity.

D. Voluntary Leave of Absence

- 1. The school district shall allow a student to voluntarily be absent from school to cover, at a minimum, the period of time deemed medically necessary by the student's licensed health care provider.
- 2. When the student returns to the school district's education programs and activities, they shall be reinstated to the academic status, and to the extent practical, any extracurricular status, that they held prior to the voluntary leave.

E. Lactation Space

- 1. The student shall be able to access a lactation space, other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by the student for expressing breast milk or breastfeeding as needed.

F. Limits on Requiring Documentation

- 1. The Title IX Coordinator shall not require supporting documentation from the student, except to the extent it is necessary and reasonable to determine the reasonable modifications to make or to determine whether additional specific actions are needed.
- 2. Examples of situations where requiring supporting documentation is not necessary and reasonable include, but are not limited to, when the student's need for a specific action under this procedure is obvious, such as when a pregnant student needs a larger uniform or desk, needs break time, etc. Supporting documentation is also not necessary and reasonable if a specific action is available to other students who are not pregnant or have related conditions.
- 3. The Title IX Coordinator shall not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in a class, program, or extracurricular activity unless:
  - a. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
  - b. The school district requires such certification of all participating students; and

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|------------------------------|-------------------------|
| <b>DOVER SCHOOL DISTRICT</b> | <b>POLICY CODE: JIE</b> |
| <b>DATE OF ADOPTION:</b>     | <b>Page 3 of 3</b>      |

c. The information obtained is not used as a basis for discrimination against the student.

Legal References:      Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681-1688; 34 C.F.R. § 106.40.  
RSA 193:38.  
RSA 354-A:27-28.

Cross Reference:      AC – Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAA – Harassment of Students  
ACAA-R2 – Student Sex Discrimination/Harassment Complaint Procedure

*Policy History:*

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| DOVER SCHOOL DISTRICT               | POLICY CODE: ACE |
| DATE OF ADOPTION: FEBRUARY 13, 2006 | PAGE 1 OF 1      |

## **SECOND READING – (REVISED)**

### **PROCEDURAL SAFEGUARDS: NON-DISCRIMINATION ON THE BASIS OF HANDICAP/DISABILITY**

~~The District complies with IDEA 04 and all federal and state of New Hampshire rules and regulations for nondiscrimination on the bases of handicap/disability.~~

**The District will ensure that all parents/guardians of students with a disability are provided all necessary procedural safeguards as are required by law. Such procedural safeguards are found in pertinent federal and state laws and regulations. In addition, all staff, students, parents/guardians and other interested persons are directed to the New Hampshire Department of Education Procedural Safeguards Handbook (relative to the Individuals with Disabilities Education Act), or to the Model Process for 504 Plan Development (Section 504 of the Rehabilitation Act of 1973).**

**More specific information regarding the District's programs and procedures relative to programs for students with disabilities is found in Board policies IHBA, IHBA, and IHBAB.**

***Policy History:***

*Adopted February 13, 2006*

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**Statutory/Regulatory/Policy Cross References:**

*34 C.F.R., Sections 104.7, 104.8 , 104.22 (4) (f), and 104.36 of the Section 504 Regulations.*

***Policy Updates:***

*Adopted: February 13, 2006*

*Revised:*

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| OVER SCHOOL DISTRICT | POLICY CODE: ACF |
| DATE OF ADOPTION:    | Page 1 of 2      |

## **SECOND READING – (NEW POLICY)**

### **FOOD AND NUTRITION SERVICES: ANTI-DISCRIMINATION AND CIVIL RIGHTS STATUS COMPLAINTS**

#### **A. USDA Non-Discrimination Statement (copied to Policy AC)**

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. (\*See note at end of this Section A.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Form AD-3027](#), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;

Fax: (833) 256-1665 or (202) 690-7442; or

Email: [Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

*\*NOTE: the above listed classes are those for which protections are extended under USDA regulations. Although the USDA only receives complaints relative to claims of discrimination based upon those classes, additional state, and federal laws, as well as Board policy AC extend protections against discrimination to additional classes of persons. See policy AC for further information regarding those additional classes and related grievance procedures.*

#### **B. Additional Discrimination Complaint Information.**

|                      |                  |
|----------------------|------------------|
| OVER SCHOOL DISTRICT | POLICY CODE: ACF |
| DATE OF ADOPTION:    | Page 2 of 2      |

1. Any person or representative alleging discrimination based on a prohibited basis relative to any of the District's food service programs has the right to file a complaint within 180 days of the alleged discriminatory action.
2. District staff who receive a complaint alleging illegal discrimination in the District's nutrition program will forward the complaint to the District's Human Rights Officer immediately, who shall note whether the allegation was made verbally, or in person, and will transcribe the complaint if it is not provided in writing. As required by the USDA, the Human Rights Officer will forward the complaint to the USDA Office of the Assistant Secretary for Civil Rights immediately and will not first attempt to resolve the complaint prior to contacting the USDA.

**C. Notice of Non-Discrimination Statement and Program Rights.**

The Superintendent shall ensure that all materials and resources that are used to inform the public about any USDA supported Food and Nutrition Service (FNS) program include the complete, most current USDA non-discrimination statement in its exact wording. The statement may be accessed at: [USDA Non-discrimination Statement \(Other Programs\)](#).

At a minimum, the full USDA non-discrimination statement must be included on the following materials related to USDA programs:

- FNS Application Form(s)
- Notification of Eligibility or Ineligibility
- Expiration of Certification Notification
- Discontinuance Notification
- Program (Home) Web Page
- Other Public Information

If the size of the material is too small to include the full USDA Non-Discrimination statement (e.g., newspaper printing of menus), the material must, at a minimum, include the following statement in print the same size font as the main text: "This institution is an equal opportunity provider."

**D. Display of "And Justice for All" Poster.**

The USDA requires that its "And Justice for All" non-discrimination poster is prominently displayed in each location where FNS meals are most frequently provided (e.g., school cafeteria). Each poster must be no smaller than 11" x 17" and placed in a location that enables program participants to read the text regarding civil rights complaints without obstruction.

*Policy Updates:  
Adopted*



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|-----------------------|-------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: DAFB |
| DATE OF ADOPTION:     | PAGE 1 OF 2       |

## **SECOND READING – (NEW POLICY)**

### **EQUIVALENCE IN INSTRUCTIONAL STAFF AND MATERIALS**

#### **A. General Policy.**

The Board directs that all schools within the District are, to the greatest extent possible, equivalent in teaching, administrative, and other staff, and in provision of curricular materials and instructional supplies so that programs and services throughout the schools of the District are substantially comparable.

In reaching this equivalency status, the Board recognizes that individual teacher salary differentials due to salary schedule, experience and longevity factors will not be included in the determination of staff equivalency. Further, the District recognizes that unpredictable changes in student enrollment and personnel assignments that occur after the beginning of the school year in determining comparability of services under this policy will not be included in an analysis of equivalency.

To promote this purpose, and to comply with applicable federal law, the Superintendent, to the maximum extent possible, shall ensure the District complies with the following:

1. Maintenance of effort. To the maximum extent possible, the District shall maintain its programs and expenditures in a consistent manner from year to year, unless changes to District funding or attendance make such allocations unfeasible.
2. Federal funds to supplement, not supplant, non-Federal funds. The District may use federal funds only to supplement the funds that would, in the absence of such federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. To demonstrate compliance with this requirement, the District shall maintain adequate accounting records to demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that all schools receive all of the State and local funds it would otherwise receive if it were not receiving federal funds.
3. Comparability of services. Except as provided in paragraph captioned "Compliance," below, the District shall ensure that State and local funds will be used in schools receiving federal funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving federal funds. If the District is serving all of its schools with federal funds, it must ensure that State and local funds are used to provide services that, taken as a whole, are substantially comparable in each school.

#### **B. Written Assurances.**

The District shall provide the New Hampshire Department of Education (NHED) written assurances that the District has established and implemented:

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|------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b> | <b>POLICY CODE: DAFB</b> |
| <b>DATE OF ADOPTION:</b>     | <b>PAGE 2 OF 2</b>       |

1. A District-wide salary schedule;
2. A policy to ensure equivalence among schools in teachers, administrators, and other staff; and
3. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

**C. Procedures and Records.**

The Superintendent or the Superintendent's designee:

1. May adopt such written procedures as may be necessary to fully implement this policy and comply with the assurances provided to NHED;
2. Maintain records that are updated biennially documenting compliance with this policy.

**D. Compliance.**

For the purpose of determining compliance with the requirement to supplement and not supplant state funds with federal funds, the District is permitted to exclude State and local funds expended for:

1. Language instruction educational programs; and
2. The excess costs of providing services to children with disabilities as determined by the Superintendent or Superintendent's designee.

**E. Exclusion of funds.**

For the purpose of complying with the requirements of comparable services, the District may exclude receipt of supplemental State or local funds expended in any school for programs that meet the intent and purpose of 20 USC § 6321.

*Policy Updates:  
Adopted*

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| DOVER SCHOOL DISTRICT | POLICY CODE: GBCD-R-RG |
| DATE OF ADOPTION:     | PAGE 1 OF 4            |

## **SECOND READING – (NEW POLICY)**

### **BACKGROUND INVESTIGATION AND CRIMINAL HISTORY RECORDS CHECK - INTERNAL CONTROLS AND PROCEDURES**

- A. Purpose. This procedural document outlines the responsibilities and protocols required relative to receipt, access, retention, and destruction of criminal history record information obtained through the criminal history records check required under RSA 189:13-A and Board policy GBCD.
- B. Definitions. Except as noted relative to New Hampshire law or Board policy, the definitions are based on those provided in the *Criminal Justice Information Services Security Policy*, (Version 5.9.2 as of August 2023) of the Federal Bureau of Investigation, Criminal Justice Information Services Division (the “CJIS Security Policy”).
1. Criminal Justice Information (“CJI”) – refers to all of the data provided through the Federal Bureau of Investigation’s (“FBI”) Criminal Justice Information System (“CJIS”) including, but not limited to biometric, identity history, biographic, property, and case/incident history data.
  2. Criminal History Records Information (“CHRI”) – is a subset of CJI, including: information, notations or other written or electronic evidence of an arrest, detention, complaint, indictment, information or other formal criminal charge relating to an identifiable person that includes identifying information regarding the individual as well as the disposition of any charges. CHRI will also include all of the information received through the New Hampshire State Police pursuant to RSA 189:13-a regarding the criminal history of a “covered person” (as defined in GBCD) whether or not such information is received by or through the CJIS.  
  
Due to its sensitive nature, and pursuant to regulations of the FBI, additional controls beyond those stated in RSA 189:13-a are required for the access, use and dissemination of CHRI.
  3. “Authorized Person” & “Authorized Personnel” - an individual (“Authorized Person”), or group of individuals (“Authorized Personnel”), who have been appropriately vetted through a national fingerprint-based record check and have been granted access to CHRI data. However, pursuant to RSA 189:13-a, only the Superintendent or their “Designee” as defined under Board policy GBCD qualify as “Authorized Personnel”. See Section D, below for requirements for training of Authorized Personnel.
  4. Electronic Media - includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card.
  5. Physical Media - includes printed documents and imagery.

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|-----------------------|------------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: GBCD-R-RG |
| DATE OF ADOPTION:     | PAGE 2 OF 4            |

**C. Designated Points of Contact.**

Each Authorized Person may serve as a point of contact (“POC”) for communications with the FBI, or with the New Hampshire State Police, Justice Information Bureau, as the state CJIS agency (“CSA”), regarding such matters as (i) CHRI audits, (ii) changes to Authorized Personnel within the District, (iii) CHRI training, or (iv) CHRI security as required under state or federal law.

In the event the District has only one Authorized Person, the Superintendent shall also designate a person other than the Authorized Person to serve as an “Alternate POC”. Such Alternate POC will not have access to CHRI (i.e., the Alternate POC is not an “Authorized Person”) but may engage in communications as described in this paragraph, especially in the absence of an Authorized Person. (Hereafter, the/a “POC” will mean and include any Authorized Person/nel as well as the Alternate POC.) In addition to communications with the CSA and FBI as described above, the POC will support policy compliance, including such matters as:

1. Using the New Hampshire State Police Criminal Records Portal (the “NH Criminal Records Portal”), documentation of approved hardware, software, and firmware;
2. Using the NH Criminal Records Portal, communications regarding how the District’s devices/network are connected to the Criminal Records Portal; and
3. Implementation and compliance with security procedures.

**D. Training of Authorized Personnel.**

The District will ensure that each Authorized Person will complete the training relative to the reading and interpretation of criminal records as required under RSA 189:13-a. Additionally, the District will ensure all persons authorized to have CHRI access will complete Security Awareness Training via CJIS Online immediately upon hire or appointment to access CHRI.

The District will ensure all Authorized Personnel complete recertification of Security Awareness Training every twelve (12) months.

The Alternate POC will keep on file the Security Awareness Training certificate on all authorized personnel.

**E. Termination or other Changes to Authorized Personnel.**

Upon an Authorized Person’s separation/termination from employment with the District, a POC shall, as soon as practicable, terminate the separated employee’s access to systems or physical areas that would allow access to CHRI.

In the event that there are any other additions or reductions to district employees assigned or to be assigned as Authorized Personnel, the POC will notify the CSA of the personnel changes within seven business days.

Each POC will keep an updated list of the Authorized Personnel and POC that will be available to the CSA or FBI.

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| DOVER SCHOOL DISTRICT | POLICY CODE: GBCD-R-RG |
| DATE OF ADOPTION:     | PAGE 3 OF 4            |

**F. Access to, and Security, Storage, Retention and Destruction of CHRI.**

- 1. Access to and Storage of CHRI. Authorized Personnel as defined in section B.3, above, are the only persons allowed to access, view, possess, or otherwise handle CHRI whether in physical or electronic media. Any other dissemination of CHRI in any format or medium is strictly forbidden.**

**The Superintendent shall designate an area, a room, or a storage container as a controlled area for the purpose of day-to-day access to, or storage of CHRI on physical media. CHRI on physical media will be stored at all times in a locked drawer/container at the Central Office that is only accessible to the Authorized Personnel. CHRI in physical media shall not be removed from the designated area except for destruction as provided below.**

**Any room, area or storage container in which CHRI is contained on physical media shall be locked whenever unattended by Authorized Personnel.**

**Documents or other physical media containing CHRI, and any devices through which CHRI on electronic media may be viewed, will be positioned at all times in such a way as to prevent persons who are not Authorized Personnel from accessing or viewing CHRI.**

**In no event shall any physical media containing CHRI be copied or transferred to any electronic media. Similarly, CHRI received and/or accessed through the New Hampshire State Police Criminal Records Portal (the "Criminal Records Portal"), shall not be transferred to physical media (e.g., printed), and shall not be saved or transferred onto any other electronic media or device.**

**Additionally, if CHRI is received or accessed through the Criminal Records Portal, the District will at all times use electronic media and network infrastructure security methods consistent with the CJIS Security Policy and/or as otherwise required by the CSA or FBI.**

**The District shall take steps necessary to prevent and protect the District from physical, logical, and electronic breaches consistent with the District's Data Governance and Security Plan and Board policy EHAB.**

**In no event shall a "personal device" or "personally owned information system" be used to access, view, process, store or transmit CHRI. For the purposes of this policy, "personal device" or "personally owned information system" shall include any portable technology, including, but not limited to, mobile wireless devices (e.g., Blackberries, cellphones, smart phones, tablets, etc.), personal laptops, personal desktop computers, or portable storage device (e.g., flash drive, SD card, DVD, CD, air card, etc.).**

- 2. CHRI Exempt from Public Disclosure. CHRI is exempt from disclosure to the public under RSA 91-A:5, IV. See also, Section 4.2.1 of the CJIS Security Policy, stating that CHRI obtained from the Interstate Information Index is only accessible for an authorized purpose; and FOIA(b)(7)(c), stating that matters which are an unwarranted invasion of personal privacy are exempt from disclosure.**

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| DOVER SCHOOL DISTRICT | POLICY CODE: GBCD-R-RG |
| DATE OF ADOPTION:     | PAGE 4 OF 4            |

3. Destruction of CHRI. The District will properly sanitize or destroy physical media or electronic media with CHRI within 60 days of receipt by the District. All CHRI will be destroyed as set out below.

a. Physical media with CHRI shall be destroyed by one of the following:

- i. shredding by Authorized Personnel using District-issued cross-cut shredders;
- ii. placed in locked shredding bins for a private contractor approved by the Superintendent to come on-site and shred, witnessed by District personnel throughout the entire process; or
- iii. incineration using District incinerators or, if conducted by non-Authorized Personnel offsite, witnessed by the Superintendent or Superintendent's designee.

b. CHRI on electronic media shall be removed or destroyed by one of the below methods, and computers and other digital or electronic devices or systems that have been used to process, store, or transmit sensitive information shall not be released from the District's direct control until all CHRI has been destroyed using one of the prescribed methods:

- i. Overwriting (at least three times);
- ii. Degaussing (magnetic or electric removal of magnetic data); or
- iii. Physical destruction (i.e., dismantling by methods of crushing, disassembling, etc., ensuring that the platter or other storage device has been physically destroyed so that no data can be extracted).

G. Reporting Information Security Events.

The District will report information security events/cybersecurity incidents involving CHRI consistent with Board policy EHAB. Additionally, the District shall promptly report incident information to appropriate authorities, including the New Hampshire State Police CSA Information Security Officer (ISO).

H. Violations - Misuse of CHRI.

In the event of misuse of CHRI, or violations of any provision of (a) these Internal Controls and Procedures, or (b) the CJIS Security Policy, the District will subject the employee to disciplinary action per Board policy and procedures, up to and including the termination of their employment, and the employee may face criminal prosecution.

*Policy Updates:  
Adopted*

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|--------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>               | <b>POLICY CODE: GBEC</b> |
| <b>DATE OF ADOPTION: FEBRUARY 11, 2019</b> | <b>PAGE 1 OF 3</b>       |

## **SECOND READING – (REVISED)**

### **DRUG-FREE WORKPLACE AND DRUG-FREE SCHOOLS**

#### **A. Drug-Free Workplace**

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:
  - a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.
  - b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.
2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.
3. For purposes of this policy, "workplace" shall mean the site for the performance of work and will include, at a minimum, any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.
4. As a condition of employment, each employee and all contracted personnel will:
  - a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and
  - b. Notify ~~his or her~~ **their** supervisor **in writing** of ~~his or her~~ **their** conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.
5. In order to make employees aware of the dangers of drug and alcohol abuse, the District will endeavor to:
  - a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;
  - b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;
  - c. Establish a drug-free awareness program to educate employees about the dangers of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug

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|--------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>               | <b>POLICY CODE: GBEC</b> |
| <b>DATE OF ADOPTION: FEBRUARY 11, 2019</b> | <b>PAGE 2 OF 3</b>       |

and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

## **B. District Action Upon Violation of Policy**

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and/or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

## **C. Drug-Free School Zone**

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense, or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping, and signage of the drug-free zone around each school of the District.

## **D. Implementation and Review**

- a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.
- b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to
  - (i) determine and assure compliance with the notification requirements of section A.5.a, b and ~~d~~ **c**;
  - (ii) determine the effectiveness of programs established under paragraph A.5.c;
  - (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and
  - (iv) ~~and~~ identify any changes required, if any.



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|--------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>               | <b>POLICY CODE: GBEC</b> |
| <b>DATE OF ADOPTION: FEBRUARY 11, 2019</b> | <b>PAGE 3 OF 3</b>       |

*Legal References:*

- ~~41 U.S.C. §101, et. Seq. Drug free workplace requirements for Federal contractors, and Federal grant recipients~~
- ~~RSA Chapter 193-B Drug Free School Zones~~
- ~~N.H. Admin. Code, Ed. Part 316~~

**~~Legal References Disclaimer:~~** ~~These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.~~

***Policy History:***

*Adopted February 11, 2019*

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| OVER SCHOOL DISTRICT | POLICY CODE: GBED |
| DATE OF ADOPTION:    | Page 1 of 3       |

## **SECOND READING – (NEW POLICY)**

### **PROHIBITIONS REGARDING USE AND POSSESSION OF TOBACCO PRODUCTS, E-CIGARETTES AND E-LIQUIDS IN AND ON SCHOOL FACILITIES AND GROUNDS**

State law prohibits the use of any tobacco product, e-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

- A. Definitions. These definitions shall also include any amendments to the referenced statutes as the same may be amended or replaced from time to time.

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI.

"Device" means any product composed of a mouthpiece, a heating element, a battery, and electronic circuits designed or used to deliver any aerosolized or vaporized substance including, but not limited to, nicotine or cannabis. Device may include, but is not limited to, hookah, e-cigarette, e-cigar, e-pipe, vape pen, e-hookah, as well as any other object or item defined in RSA 126-K:2, II-a.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that may or may not contain nicotine or e-liquid. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-b.

"E-liquid" means any liquid, oil, or wax product containing, but not limited to, nicotine or cannabis intended for use in devices used for inhalation as well as any other substance included or defined in RSA 126-K:2, II-c.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a.

"Employee" shall include all persons within the definition of "covered person" under Board policy GBCD.

"Facility" is any place which is supported by public funds, and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, restrooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

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|----------------------|-------------------|
| OVER SCHOOL DISTRICT | POLICY CODE: GBED |
| DATE OF ADOPTION:    | Page 2 of 3       |

**B. Students**

No student shall purchase, attempt to purchase, possess, or use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Students are also subject to the provisions of D.2, below.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

**C. Employees**

No employee shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine, in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

Employees are also subject to the provisions of D.2, below.

**D. All other persons**

1. No visitor, contractor, vendor or other member of the public, shall use any tobacco product, device, e-cigarette, e-liquid, or liquid nicotine in any facility, in any school building or vehicle, or anywhere on school grounds maintained by the District.
2. Additionally, no person, including, without limitation, students or employees (as defined above), may sell, give, or furnish tobacco products, e-cigarettes, or e-liquid to any person under 21 in or upon any school facility.
3. The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, e-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

**E. Implementation and Notice - Administrative Rules and Procedures.**

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-

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|----------------------|-------------------|
| OVER SCHOOL DISTRICT | POLICY CODE: GBED |
| DATE OF ADOPTION:    | Page 3 of 3       |

wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students, and parents/guardians of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

*Policy Updates:  
Adopted*

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| DOVER SCHOOL DISTRICT               | POLICY CODE: IHBA |
| DATE OF ADOPTION: DECEMBER 12, 2022 | PAGE 1 OF 2       |

## SECOND READING – (REVISED)

### PROGRAMS FOR PUPILS WITH DISABILITIES

#### A. Programs and Services

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District, required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Section 504), Title II of the Americans With Disabilities Act (Title II), and New Hampshire Law. These laws include procedures for identification, evaluation, placement, and delivery of services to children with disabilities.

Disabilities are defined differently under IDEA than under Section 504 and Title II. While the IDEA focuses on special educational services for children with disabilities and the related rights afforded to eligible students and their parents, Section 504 and Title II focus on the nondiscrimination rights of students as well as other individuals with disabilities who are not students, such as family members with disabilities, and members of the public with disabilities seeking information from, or access to, the services, programs, and activities of the public school. Such rights can include the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

~~It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational accommodations.~~ While all students who are eligible for special education and related services under the IDEA are protected by Section 504 and Title II, not all students protected by Section 504 and Title II are eligible for services under the IDEA, in other words, S~~t~~students may be disabled within the meaning of Section 504 of the Rehabilitation Act and Title II even though they do not require services and specially designed instruction pursuant to the IDEA.

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

~~The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a~~ An IDEA-eligible student is entitled to receive special education and related services when the ~~student reaches three years of age and shall~~

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|--------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>               | <b>POLICY CODE: IHBA</b> |
| <b>DATE OF ADOPTION: DECEMBER 12, 2022</b> | <b>PAGE 2 OF 2</b>       |

continues until the student's 22<sup>nd</sup> birthday or until such time as they receive a high school diploma, whichever occurs first, or until the child's student's Individualized Education Program (IEP) Team determines that the child student no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent or Superintendent's designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.

## **B. Notice of Procedural Safeguards**

1. **IDEA Safeguards. For IDEA-eligible students, the District utilizes the New Hampshire Special Education Procedural Safeguards, which can be accessed through the New Hampshire Department of Education website or obtained from the District's Student Services Department.**

**The District will provide a copy of the New Hampshire Procedural Safeguards in Special Education to the parents/guardians of a child with a disability one time per year. This is typically done at each annual IEP team meeting. A copy shall also be given to the parents/guardians:**

- a. **Upon initial referral or parent/guardian request for evaluation;**
- b. **Upon receipt of the first request for a due process hearing filed in a school year;**
- c. **Upon receipt of the first State complaint in a school year;**
- d. **Upon request by a parent/guardian; and**
- e. **In accordance with the discipline procedures in §300.530(h).**

**Further information regarding special education procedures and services is available through the District's Student Services Department, and in the District's Special Education Policy and Procedures Manual, a copy of which is available through that office.**

2. **Section 504 Safeguards. For procedural safeguards relative to Section 504, the District utilizes the "Notice of Parent and Student Rights Under Section 504", and administrative document coded as IHBA-R.**

**The Superintendent or Superintendent's designee shall assure that the Notice of Parent and Student Rights Under Section 504 is updated annually to reflect current contact information consistent with the annual update of policy AC-E. The District shall provide a copy of the Notice of Parent and Student Rights Under Section 504 to the parents/guardians of a child with a disability one time per year. This is typically done at each Section 504 team meeting.**

*Policy History*

*Policy Adopted: October 10, 2005*

*Policy Revised: December 12, 2022*

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|------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b> | <b>POLICY CODE: IHBA-R</b> |
| <b>DATE OF ADOPTION:</b>     | <b>PAGE 1 OF 3</b>         |

## **SECOND READING – (NEW POLICY)**

### **PROGRAMS FOR PUPILS WITH DISABILITIES – SECTION 504 – NOTICE OF PARENT AND STUDENT RIGHTS**

#### **Notice of Parent and Student Rights under Section 504 Rehabilitation Act of 1973.**

**The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those provided to non-disabled students.**

**An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as, but not limited to learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.**

**Dual Eligibility: Many students will be eligible for education services under both Section 504 and the Individuals With Disabilities Education Act (IDEA). Students who are eligible under IDEA have many specific rights that are not available to students who are eligible solely under Section 504. An explanation of procedural safeguards for New Hampshire students eligible for services under the IDEA may be found in the "New Hampshire Special Education Procedural Safeguards Handbook available through the District's Student Services Department and sets out the rights assured by IDEA.**

**It is the purpose of this notice to set out the rights assured by Section 504 to those disabled students who do not qualify under IDEA. The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:**

- 1. You have a right to be informed by the District of your rights under Section 504. (34 CFR §104.32)**
- 2. Your child has the right to an appropriate education designed to meet their individual educational needs as adequately as the needs of non-disabled students are met. (34 CFR §104.33)**
- 3. Your child has the right to free educational services except for those fees that are also imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or to pay for services provided to a disabled student. (34 CFR §104.34)**
- 4. Your child has a right to placement in the least-restrictive environment. (34 CFR §104.34)**
- 5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR §104.34)**

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|------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b> | <b>POLICY CODE: IHBA-R</b> |
| <b>DATE OF ADOPTION:</b>     | <b>PAGE 2 OF 3</b>         |

6. Your child has a right to an evaluation prior to an initial Section 504 placement and prior to any subsequent significant change in placement. (34 CFR §104.34)
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, such as assessment, aptitude and achievement tests, teacher recommendations, physical condition or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR §104.35)
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee) including persons knowledgeable about your child, the meaning of the least-restrictive environment, and comparable facilities. (34 CFR §104.36)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR §104.35) You have the right to notice prior to any action by the District in regard to the identification, evaluation, or placement of your child. (34 CFR §104.36)
10. You have the right to examine relevant records. (34 CFR §104.36)
11. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with the opportunity for parental participation in the hearing and representation by an attorney. (34 CFR §104.36)
12. If you wish to challenge the actions of the District's Section 504 Committee in regard to your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the District's Section 504 Coordinator within 30 calendar days from the time you receive written notice of the Section 504 Committee's action(s).

Director of Student Services  
Dover School District SAU 11  
61 Locust Street, Suite 409  
Dover, New Hampshire 03820

Telephone: (603) 516-6800  
Fax: (603) 516-6725

A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.

13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR §104.36)
14. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the District's Section 504 Coordinator (or designee), who will investigate the allegations to the extent



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|------------------------------|----------------------------|
| <b>DOVER SCHOOL DISTRICT</b> | <b>POLICY CODE: IHBA-R</b> |
| <b>DATE OF ADOPTION:</b>     | <b>PAGE 3 OF 3</b>         |

warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

15. You also have the right to file a complaint with the Office of Civil Rights. The address of the Regional Office with jurisdiction in New Hampshire is:

Office for Civil Rights  
U.S. Department of Education  
5 Post Office Square  
Boston, Massachusetts 02109-3921

Telephone: (617) 289-0111  
TTY: (877) 521-2172  
Fax: (617) 289-0150  
[OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
Web Contact: [www.ed.gov](http://www.ed.gov)

*Policy History*  
*Policy Adopted:*

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|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 1 of 8</b>       |

## **SECOND READING – (REVISED)**

### **STUDENT DISCIPLINE, AND DUE PROCESS**

#### **A. Policy Statement**

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board Policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

#### **B. Standards and Procedures Relative to Disciplinary Consequences**

1. **"Removal from the classroom"** means a student is sent to the building principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.

~~Detentions-~~ **Removals under this policy** are not appealable.

2. **"Restriction from school activities"** means a student will attend school and, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.

Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provisions must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.

Restrictions under this policy are not appealable.

3. **"Detention"** means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class, **and may occur on one or more Saturdays.**

Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by ~~printed~~ **published** classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member

|                                          |                          |
|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 2 of 8</b>       |

ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour **and Saturday detentions shall not exceed three hours.** The building principal is authorized to establish, announce, and post additional guidelines and rules regarding detention, supervision, building access, etc. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. **"Temporary Reassignment"** or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified **at least 24 hours** prior to the administration of a temporary reassignment.

The building principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, ~~and~~ **or** visitors, is otherwise inappropriate, or is prohibited by law.

5. **"Probation"** means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied. **The building principal is authorized to place a student on probation for any of the reasons stated in paragraph 4, above.**

6. **"Out-of-school suspension"** means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and long-term out of school suspensions.

- a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or ~~his/her~~ **their** written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the District's graduated sanctions described in JIC and the Code of Conduct.

|                                          |                          |
|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 3 of 8</b>       |

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-~~term~~ suspension over 5 days must conform to the standards included in the Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken). See New Hampshire Department of Education Rule Ed 317.04(f)(1)~~e~~.

~~The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.~~

- b. Long-term suspension. A "long-term suspension" is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.

The Superintendent or designee is authorized to continue the suspension and issue a long-term suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board ~~may designate~~ must either appoint another person to continue the short-term suspension and issue the long-term suspension. (in accordance with the procedures set forth in Ed 317.04 (f) and 317.04 (j), or do so itself.

A long-term suspension may only be imposed for:

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;
- ii. bullying pursuant to Board Policy JICK when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or
- iii. possession of a firearm, BB gun, or paintball gun.

Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and ~~(f)(3)(g)~~ 317.04 (j)(i), including, without limitation, the requirements for advance notice and a written decision.

~~A student who is subject to a long term suspension is entitled to the following due process:~~

- ~~i. Upon recommendation of a long term suspension and prior to any hearing, there shall be written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.~~
- ~~ii. A hearing that meets the requirements of Ed 317.04(f)(3)(g).~~
  - ~~a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.~~

|                                          |                          |
|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 4 of 8</b>       |

- ~~b. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.~~
- ~~c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or School Board determines that substantial harm to the pupil could result from an ill conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.~~
- ~~d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.~~
- ~~iii. The student is entitled to a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.~~
- iv. c. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's (or other person designated under B.6.b, above) hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)~~c(3)~~, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal but will rely upon the record of the decision being appealed from.

Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

- ~~c. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long term suspension should be included in the original appeal.~~
- d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and long-term suspensions.
- e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.
- f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building principal or ~~his/her~~ **their** designee to assist the student in smoothly returning to the school setting.

Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school, the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

- g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to a suspension.

|                                          |                          |
|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 5 of 8</b>       |

7. "Expulsion" means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.

**a.** Grounds for Expulsion. An Expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:

- i. A repetition of an act that warranted long term suspension under section B.6.b, above;
- ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii. Any act of violence pursuant to RSA 651:5, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); or
- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
- (2) The pupil's disciplinary history.
- (3) Whether the pupil is a student with a disability.
- (4) The seriousness of the violation or behavior committed by the pupil.
- (5) Whether the District **or chartered public school** has implemented positive behavioral interventions under paragraph ~~¶~~ **B.6.b.ii, above.**
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

**b.** Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m, j) are followed.

~~During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.~~

~~A student who is subject to expulsion is entitled to the following due process:~~

- ~~i. Upon recommendation of an expulsion and prior to any hearing, there shall be a written notice to the student and at least one of the student's parents/guardians, delivered in person or by mail to the student's last known address, which states the date, time and place for a hearing before the School Board. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five calendar days prior to the hearing.~~
- ~~ii. The School Board shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed 317.04(f)(3)(g).~~

|                                          |                          |
|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 6 of 8</b>       |

- ~~a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.~~
- ~~b. During the hearing, the student, or the parent/guardian shall have the right to examine any witnesses presented by school officials.~~
- ~~c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.~~
- ~~d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.~~
- ~~iii. The School Board shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled.~~
- ~~iv. The expulsion shall run until the School Board reviews it and restores the student's permission to attend school. The written decision shall state any action that the student may take to be restored by the School Board. The decision shall also state that the student has the right to appeal the decision to the New Hampshire State Board of Education at any time while the expulsion remains in effect.~~
- c. Duration of Expulsion. An expulsion will run for the duration stated in the written decision or until the School Board or Superintendent restores the student's permission to attend school as provided in this policy. An expulsion relating to a firearm in a safe school zone per B.7.a.v, shall be for a period of not less than 12 months.**
- d. e. Educational Services.** The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.

### **C. Modification or Reinstatement After Suspension or Expulsion**

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request and include additional information to establish that it is in the best interest of the student and school community to **modify the expulsion/suspension or to** reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deems appropriate.

1. Modification by Superintendent. Subject to all other applicable laws, regulations and Board policies, and ~~section D~~ **paragraph C.3** below (relating to firearms), the

|                                          |                          |
|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 7 of 8</b>       |

Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and/or enroll a student suspended or expelled from another school or district, on a case-by-case basis.

2. Review and Reinstatement by Board. A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

#### **D. Possession of a Firearm**

~~Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. 921) in a safe school zone, as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the Dover School District School Board for a period of not less than 12 months.~~

~~Pursuant to RSA 193:13, IV, a student who is expelled from school in another state under the provisions of the Gun Free School Zones Act of 1994 shall not be eligible to enroll in the Dover School District during such expulsion. If the out of state expulsion is for an indefinite period of time, the student may petition the School Board for enrollment upon establishing residency.~~

~~As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification of the expulsion, and the student will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school's best interest and the student's best interest to allow a modification.~~

3. Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes, unloaded, and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

- E. **D. Appeals to State Board of Education.** Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.
- F. **E. Sub-committee of Board.** For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.



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|------------------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: JICD</b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>Page 8 of 8</b>       |

**G. F. Superintendent and Principal Designees.**

Except where otherwise stated in this policy, the Superintendent may delegate any authority ~~s/he has~~ **they have** under this policy, and a principal may delegate any authority ~~s/he has~~ **they have** under this policy, to other appropriate personnel.

**H. G. Disciplinary Removal of Students with Disabilities.**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

**I. H. Notice and Dissemination.**

This policy shall be made available to families, students and staff as provided in Board Policy JIC.

**J. I. Conflict in Law or State Regulation.**

If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

*District Policy History:*

*Policy Adopted January 8, 2018*

*Policy Amended June 14, 2021*

*Policy Amended October 4, 2021*

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|-----------------------|-------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: JLMC |
| DATE OF ADOPTION:     | PAGE 1 OF 5       |

## **SECOND READING – (NEW POLICY)**

### **DOVER SCHOOL DISTRICT SAU 11** **WORKPLACE VIOLENCE PREVENTION POLICY**

This section of the Dover School District's Safety Program serves as the District's required plan to reduce violent acts and injuries caused by students against employees, volunteers, and visitors per RSA 281-A:64 and NH Lab 603.03(g).

Workplace violence is defined as any act or threat of physical violence that occurs at the worksite or is threatened to occur at the worksite. Although not necessarily a violent act, workplace violence for this policy includes student elopement. The District does not tolerate workplace violence.

Student violence that threatens the health and safety of employees, disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be the cause of suspension or other disciplinary action in accordance with Policy JLDDBA (Behavior Management and Intervention) and Policy JICD (Student Discipline and Due Process).

The District recognizes that violent acts by students may risk harming employees, volunteers, and visitors, which, like other safety issues, can be mitigated through appropriate protective measures. Employees shall notify their supervisor in writing if they become aware of a situation where violence has occurred, or that may be an early indicator of, or may lead to workplace violence. Employees should reference the District Organizational Reporting chart to understand the chain of reporting for violent incidents.

#### **EDUCATION AND TRAINING PROTOCOLS:**

The District's Annually Required Training will include a one-hour building-based training for all employees on handling potentially volatile student situations and reducing staff injury. This training will inform employees of the Student Support Team's functions, protocols, and how to request assistance from the team during or after a violent incident, de-escalation techniques, building and District reporting expectations and requirements as contained in the District Organizational Reporting chart, available resources, and how to follow the organizational reporting protocol. Other training may be provided to all staff as necessary in accordance with their collective bargaining agreement. Staff will receive a copy of Policy JLMC (Dover School District SAU 11 Workplace Violence Prevention Policy).

The District has adopted the Crisis Prevention Institute (CPI) as the training model for managing violent student behaviors. In accordance with that training model, certain staff will receive further targeted training for de-escalation and student-on-staff violence prevention, as necessary.

CPI training (initial or annual recertification) will be provided to any staff who works with students who have shown aggression (e.g., elopement, biting, kicking, punching, throwing items) or who need de-escalation.

|                              |                          |
|------------------------------|--------------------------|
| <b>DOVER SCHOOL DISTRICT</b> | <b>POLICY CODE: JLMC</b> |
| <b>DATE OF ADOPTION:</b>     | <b>PAGE 2 OF 5</b>       |

Additional violence prevention training will be offered as needed based on staff feedback and classroom observation of students. This training will support staff in developing and implementing strategies to encourage positive student behavior in the classroom and help reduce the risk of injury to staff members.

#### RESPONSE PROTOCOLS: Student Support Team

Each school will have a designated and appropriately trained Student Support Team as defined in Policy EBBCA (Employee Student Supervision Safety Policy), and by the building administration to respond if a student becomes physically unsafe, assaultive, aggressive, or elopes from the building. The Student Support Team is in addition to the building-level administration and will respond if building administration is unavailable or requested by building administration.

By the first day of school each year, building Principals are required to communicate with the Superintendent and Director of Student Services in writing of who is on their Student Support Teams. Serving on the Student Support Team is voluntary. Should they arise, additional duties that may apply to the Student Support Team are also voluntary.

Student Support Teams will be trained and certified in Crisis Prevention Institute (CPI) Non-Violent Crisis Intervention. Student Support Teams will follow all protocols and procedures in applicable School Board Policies, including but not limited to EBBCA (Employee Student Supervision Safety Policy), JKAA (Use of Restraints and Seclusion Policy), and JKAA-F (Staff Processing of Restraint Incident Form).

Following each activation of the Student Support Team, the building Principal and other staff, as appropriate, will meet with the Student Support Team to debrief the incident, evaluate the response, and, if needed, make any necessary adjustments to the Student Support Team's protocols or the specific plans related to the student. This debriefing will include Policy JKAA-F (Staff Processing of Restraint Incident Form), and a copy of the report will be sent to the Assistant Superintendent or their designee following the debriefing.

Following an escalated student-on-staff interaction, the staff members involved shall be provided at least fifteen minutes as outlined in Policy EBCA (Crisis Prevention and Emergency Response Plans) for purposes such as recovery, reporting the incident, seeking medical attention, and debriefing. Supervisors may extend this time or allow a staff member to return home for the rest of the day.

Students who are known to exhibit physically aggressive or assaultive behaviors and/or a tendency to elope from school buildings are required to adhere to the specific measures outlined below. The building Principal is responsible for ensuring these requirements are in place and adhered to within the school.

1. A team that will work collaboratively to provide a safe learning experience for the student, the staff, and contracted service providers working with the student, and others in the school building. If the student has an Individualized Education Plan (IEP), the student's IEP Team will serve in this role. If the student has a 504 plan, the 504 team will serve in this capacity. Both the IEP and 504 team will follow federal and state laws governing special education and 504 Compliance.

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|-----------------------|-------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: JLMC |
| DATE OF ADOPTION:     | PAGE 3 OF 5       |

2. A Behavioral Intervention Plan (BIP). The BIP will include steps to minimize recognized behavior-related concerns, action steps to implement if there is an escalation of behaviors, and action steps to implement if there are imminent safety risks to the student, staff, and contracted service providers working directly with the student and others who may be in the area. Action steps will include a plan to communicate the need for assistance and the use of technology in doing so. If the student has an IEP, the BIP will follow federal and state laws governing special education and be included in the student's IEP.
3. All staff and contracted service providers working with a student who has been determined to require a 2-way radio under Policy EBBCA (Employee Student Supervision Safety Policy) will be assigned a communication device for the purpose of being able to communicate a need for assistance. Those assigned a device are required to wear it on their person throughout the school day and/or during any other time periods they are working with an assigned student who has a BIP that requires a 2-way radio under Policy EBBCA (Employee Student Supervision Safety Policy).
4. Appropriate staff-to-student support ratios will be determined by the IEP, 504, or BIP team specific for that student based on the information in the BIP. If warranted, the Student Support Team, in collaboration with the IEP, 504, or BIP team, may determine a second person assigned to a student, which may be a classroom teacher within a classroom setting and/or other staff sharing common areas of the school, but each staff member assigned to supervise the student will receive training specific to the student, access to all necessary educational records to understand the student's behavior, and shall have a specific protocol designed for how their supervision is to align with their other duties, such as classroom instruction. The building Principal must have a plan to address staff/contracted service provider absences.
5. After an incident of physical aggression and/or elopement, the established team will review the student's BIP and, if needed, amend it. Additionally, the building Principal will determine if any actions are needed based on District School Board Policies, including, but not limited to, Policy JICD (Student Discipline and Due Process).

#### Voluntary Reassignment

In cases where a staff member has experienced significant injury or trauma or has experienced severe, pervasive, and objectively offensive behavior involving a student, the Superintendent, in consultation with the appropriate association (DAA, DEOP, DTIPA, DTU), or other District employees, may provide the impacted employee the option to be reassigned within the school or District. The transfer will follow what is prescribed in the CBA for the respective association.

Nothing herein shall be construed to, limit, or impair the employee's rights under state or federal law.

#### PREVENTION PROTOCOLS:

All District schools will foster a positive and respectful culture through clear, school-wide behavior expectations that are communicated to staff and students.

|                       |                   |
|-----------------------|-------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: JLMC |
| DATE OF ADOPTION:     | PAGE 4 OF 5       |

Access to counseling services and mental health support is available to students who may be experiencing emotional or behavioral issues through access to staff such as guidance counselors, social workers, school psychologists, and behavioral specialists.

In the Dover School District, MTSS-B teams are known as the Guiding Coalition (Tier I and Tier II) and the Site Intervention Team (Tier III). The Guiding Coalition meets regularly to review overall student behavioral and social/emotional trends, providing ongoing support to students and staff. Meanwhile, the Site Intervention Team primarily focuses on addressing the individual needs of students through a problem-solving process. Administration, along with the Guiding Coalition, will work directly with teachers to provide resources and training to support the specific needs of individual students.

#### REPORTING AND INVESTIGATION PROCEDURES:

Each school will have a process for reporting behavior incidents to build leadership. Incidents will be recorded in our behavior tracking software, and administrators will provide necessary follow-up, resources, and/or support. These resources and supports include items such as, but are not limited to, parent/guardian involvement, school resource officer support, Tier II/III interventions, behavioral intervention plan, referral to Site Intervention Team, increased supervision, and additional classroom support.

After any incident of physical aggression or elopement involving a student with a BIP, the building Principal will notify verbally and in writing, the Superintendent, Superintendent's designee, and Director of Student Services (if a staff member is involved and only for acts of physical aggression).

#### Individuals Impacted by Physical Aggression

Following a student's physical aggression, all involved individuals will provide (if able) a written account of what occurred. If an employee is injured, the school nurse will assess the employee to determine whether further medical attention is necessary. If an employee is injured at all, they must make a first report of injury to the nurse for purposes of Workers' Compensation.

If an employee is seriously injured or traumatized by a student's act of physical aggression, the employee may be permitted to leave school for the remainder of the school day on administrative leave. The building Principal will make such a decision, in consultation with the Superintendent's office, as necessary. The building Principal will ensure that all appropriate accident forms are completed and submitted appropriately.

All assaults committed by students against employees, volunteers, and visitors will be addressed in accordance with Policy JICD (Student Discipline and Due Process) and must be reported per RSA 193-D:4. District reports shall be made using the Impact Form and the Workers' Compensation Injury Report Form.

The victim should complete an Impact Form. Individuals who observe a violent or aggressive act may be required to report the incident.

|                       |                   |
|-----------------------|-------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: JLMC |
| DATE OF ADOPTION:     | PAGE 5 OF 5       |

The completed Impact Forms should be signed by the building administrator, who shall report the incident to the SAU Office. The Impact Form will be shared with the Director of Student Services, who will initiate an investigation in collaboration with building leadership, if necessary.

This investigation will help to determine if any disciplinary action is needed for the student involved and if any support is needed for the victim. In addition, the Director of Student Services will also investigate to determine if additional support might be needed to prevent future incidents. The Director of Student Services or the building Principal is responsible for conveying any reports required by law or policy to the parents/guardians of the student(s) involved.

The Joint Loss Management Committee will routinely review this policy along with workplace violence, workers' compensation reports, and Impact Forms to review trends and provide ongoing support to students and staff. The review process may consider the following: whether the employee was exposed to a foreseeable hazardous condition; whether the employer was aware of any potential hazards; whether all safety rules and procedures were followed; whether the procedure and/or training was adequate; an analysis of potentially hazardous conditions, and a determination as to whether corrective action may be required.

In addition, the District-wide Leadership Team will review this same policy and data monthly during leadership meetings, including the Superintendent, Assistant Superintendent, Principals, and SAU Administrators.

The Superintendent or their designee will coordinate the training, investigation, and adherence to the implemented program to reduce violent acts and injuries caused by students.

*Policy Updates:  
Adopted*

## RESOLUTION

### **The Walter and Pauline Calderwood Memorial Scholarship Fund**

- WHEREAS: The Dover School Board approved policy IKG, Establishment of Scholarships; and
- WHEREAS: This policy states, "Once the School Board authorizes the establishment of a scholarship, a resolution shall be submitted to the Dover City Council for approval and acceptance of the scholarship funds. Upon City Council approval, the donated scholarship funds will be immediately turned over to the City of Dover, Trustees of Trust Funds"; and
- WHEREAS: The Revocable Trust of Pauline L. Calderwood desired to give back to the Dover community with a \$505,000.00 bequest to establish a memorial scholarship in the memory of Walter and Pauline Calderwood.

#### **NOW, THEREFORE, BE IT RESOLVED:**

That the Dover School Board requests that the Dover City Council establish "The Walter and Pauline Calderwood Memorial Scholarship Fund" with a \$505,000.00 bequest from the Revocable Trust of Pauline L. Calderwood.

The principal and accumulated income shall be held by the Dover Trustees of Trust Funds and invested with other common trust funds. The principal of the fund will be non-expendable. Accumulated income shall be used for the purpose of providing scholarships for graduating Dover High School seniors, giving preference first to students from Dover, New Hampshire, and second to students from Strafford County, New Hampshire.

Annual disbursement of Accumulated income shall not exceed \$15,000.00. The disbursement of individual scholarship awards may be determined by the administrators of Dover High School, however, an individual scholarship award shall not exceed \$5,000.00.

Disbursements for annual scholarships will be upon written request by the Principal of Dover High School to the Superintendent or designee. The Superintendent or designee will provide written request to the Trustees of Trust Funds for scholarship disbursements.

#### **SUBMITTED BY:**

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Robin Trefethen, Chairperson

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Carolyn Mebert, Vice Chairperson

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Michelle Clancy, Secretary

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Maggie Fogarty

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Elizabeth Goldman

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Micaela Demeter

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Craig Flynn

August 19, 2024

## RESOLUTION

### RE: FY2024-2025 CAPITAL IMPROVEMENT PROGRAM APPROPRIATION REQUEST

- WHEREAS, on December 12, 2012, the Dover City Council established a capital reserve fund titled School Technology Capital Reserve fund for the purpose of acquisition of technology equipment or improvement that has been identified as a project with the City's annual Capital Improvements Program; and
- WHEREAS, the Dover School District has identified the need to enhance the technological resources available to staff to improve educational outcomes and operational efficiency;
- WHEREAS, the School Board recognizes the critical importance of maintaining up-to-date technology equipment for staff to support the instructional and administrative needs of the district;
- WHEREAS, the Technology Department has developed a comprehensive capital improvement plan that includes the acquisition of new laptops for staff members to replace outdated equipment;
- WHEREAS, funds are available in the School Technology Capital Reserve Fund specifically designated for such capital improvements;
- WHEREAS, the lease for the District's staff laptops is set to expire on December, 31<sup>st</sup>, 2024.

NOW, THEREFORE, BE IT RESOLVED THAT HEREIN IS A FORMAL REQUEST FROM THE DOVER SCHOOL BOARD TO THE MAYOR AND DOVER CITY COUNCIL THAT:

The following capital outlays are appropriated as part of the FY2025 Capital Improvements Program for the purposes so designated and the Finance Director is authorized to transfer the funds from the respective Reserve Funds in the amounts listed.

| Item # | Description          | Proposed<br>Appropriation | Funding                           | Department        | Fund  |
|--------|----------------------|---------------------------|-----------------------------------|-------------------|-------|
| 1      | Technology Equipment | \$621,075                 | School Technology Capital Reserve | School Department | Trust |
|        |                      |                           |                                   |                   |       |
|        | Total                | \$621,075                 |                                   |                   |       |

#### SUBMITTED BY:

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Robin Trefethen, Chairperson

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Carolyn Mebert, Vice Chairperson

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Michelle Clancy, Secretary

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Maggie Fogarty

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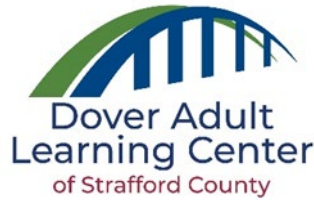
Elizabeth Goldman



Resolution Background:

Over the last four years, the Dover School District has purposefully accumulated \$1,190,280 in the School Technology Capital Reserve Fund to intentionally lessen the impact of aggressively adopting a 1:1 student and staff device program. These funds were required to develop and maintain a fiscally responsible replacement cycle for the 4,685 laptops that were purchased and leased with Federal Funds during the COVID pandemic. Working with the technology department we have made a point to keep the costs associated with financing these devices as low as possible while having little to no impact on the District's annual budget cycle. The chart on the following page demonstrates the District's plan to move forward at a lower annual cost than prior years 2020 to 2024.

| Student Devices      | 4-Year Cycle            |                  | TRANSITION YEAR        |         | 4-Year Replacement Cycle |                      |                         |                      |
|----------------------|-------------------------|------------------|------------------------|---------|--------------------------|----------------------|-------------------------|----------------------|
|                      | Purchase 12/2020        | Lease 12/2020    | Purchase 1/2023        |         | Purchase 7/2024          | Purchase 7/2025      | Purchase 7/2026         | Purchase 7/2027      |
| <b>Tablets</b>       | GR K<br>300             |                  |                        |         |                          |                      |                         |                      |
| <b>Chromebooks</b>   | GR 1-8<br>2,250         |                  | GR 1,5,9, CTC<br>1,025 |         | GR 1,5,9, CTC<br>900     | GR 1,5,9, CTC<br>850 | GR 1,5,9, CTC<br>850    | GR 1,5,9, CTC<br>850 |
| <b>Laptops</b>       |                         | GR 9-12<br>1,500 |                        |         |                          |                      |                         |                      |
| Device Tot:          | 2,550                   | 1,500            | 1,025                  |         | 900                      | 850                  | 850                     | 850                  |
| Acquisition Cost:    | \$ 883,800.00           |                  | \$ 458,550.00          |         | \$ 387,000.00            | \$ 365,500.00        | \$ 365,500.00           | \$ 365,500.00        |
| Annual Payment:      |                         |                  |                        |         |                          |                      |                         |                      |
| Amortization:        |                         |                  |                        |         |                          |                      |                         |                      |
| <b>Staff Devices</b> |                         |                  |                        |         |                          |                      |                         |                      |
| Device Tot:          |                         | Lease 12/2020    | Purchase 1/2023        |         | Purchase 7/2024          | Purchase 7/2024      | Purchase 7/2024         | Purchase 7/2024      |
| <b>Laptops</b>       |                         | All Staff<br>635 |                        | 4       | 625                      |                      |                         |                      |
| Device Tot:          |                         | 2,135            | 4                      |         | 625                      |                      |                         |                      |
| Acquisition Cost:    | \$1,752,835.00          |                  | \$ 4,040.00            |         | \$ 621,075.00            |                      |                         |                      |
| Annual Payment:      | \$ 431,640.00           |                  |                        |         | \$ -                     | \$ -                 | \$ -                    |                      |
| 4 Yr. Cost Total     | \$1,726,560.00          |                  |                        |         | \$ -                     |                      | \$ -                    |                      |
| \$ DIFF              | \$ 26,275.00            |                  |                        |         | \$ -                     |                      | \$ -                    |                      |
|                      | Student Devices         | 4,050            | Student Devices        | 1,025   |                          |                      | Student Devices         | 4,475                |
|                      | Staff Devices           | 635              | Staff Devices          | 4       |                          |                      | Staff Devices           | 629                  |
|                      | Total Devices           | 4,685            | Total Devices          | 1,029   |                          |                      | Total Devices           | 5,104                |
|                      | Acquisition Cost        | \$2,636,635.00   | Acquisition Cost       | 458,550 |                          |                      | Acquisition Cost        | \$ 2,567,165.00      |
|                      | Cost Per Year - 4 Years | \$ 659,158.75    |                        |         |                          |                      | Cost per year - 5 Years | \$ 513,433.00        |



TO: William Harbron, Superintendent of Dover Schools  
 Dover School Board  
 FROM: Deanna Strand, Executive Director Dover Adult Learning Center  
 RE: Dover Adult Learning Center Student Handbook Changes  
 DATE: June 26, 2024

DALC Student Handbook, p. 10

In order to expand opportunities for meeting graduation requirements and fulfill NHDOE requirements, the following changes in the Dover Adult High School diploma graduation requirements are proposed.

#### Graduation Requirements

For all students completing diplomas after ~~June 20, 2006~~ July 1, 2024

| Courses                                      | Credits   |
|----------------------------------------------|-----------|
| English                                      | 4         |
| Math                                         | 2         |
| <del>Biology</del> <b>Biological Science</b> | 1         |
| Physical Science                             | 1         |
| Computer Literacy                            | .50       |
| <del>Art</del> <b>PE/Health</b>              | .50       |
| Social Studies                               | 3         |
| Courses must include these subgroups:        |           |
| U.S. History                                 | 1.0       |
| <b>Government</b> /Civics                    | .50       |
| Economics                                    | .50       |
| World Cultures<br>& Geography                | .50       |
| Social Studies Elective                      | .50       |
| Electives                                    | 8         |
| <b>Pass the US Citizenship Test</b>          |           |
| <b>Complete FAFSA Requirement</b>            |           |
| <b>Total</b>                                 | <b>20</b> |

A student must be enrolled in the Dover Adult High School Diploma Program for at least one semester, successfully complete at least one course therein, and be awarded at least one credit from Dover AHS to be eligible to receive a Dover Adult High School Diploma.

Many of the Student Handbook adjustments made for the 2024-2025 school year were adjustments to support the onboarding of MTSS and the “all means all” mindset.

| Page Number | Current Reading | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3           | N/A             | <p>Addition of “Parents as Partners” (Policy KA)</p> <p><u>Parents as Partners</u></p> <p>Dover Public Schools recognizes the importance of having a strong partnership between the school system and the parents of our students as well as the community at large. It is therefore the policy of the Board (Policy KA) to define standards for involvement between the schools, the community, and the parents of all students enrolled in district schools. An effective school-community relations program is a combination of these beliefs and the following ideas and practices:</p> <p>District schools are a welcoming place, clearly accessible to parents and the community.</p> <ul style="list-style-type: none"> <li>• Communication between home and school is regular, two-way, and meaningful.</li> <li>• Parents are full partners in the educational decisions that affect children and families.</li> <li>• Parents will be encouraged to visit their schools for beginning of the year events such as “Open House” and new student orientations. These events will be used to disseminate information on school policies, discipline procedures, assessment tools, and school goals.</li> <li>• Reasonable effort will be made to communicate with parents in their primary language or in the language in which they feel comfortable.</li> <li>• For the purposes of this policy, the term “parent” refers to any adult – mother, father, older sibling, aunt, uncle, grandparent, guardian, mentor – who plays a significant role in the care of a student or students enrolled in district schools.</li> </ul> <p>Meaningful communication between the school and home is imperative to a student’s success. Dover High School Staff is committed to</p> |

|   |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                               | providing an educational experience that is safe and supportive for all students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4 | Removed Core Values and Beliefs ( <a href="#">see below</a> ) | Addition of Portrait of a Learner ( <a href="#">see below</a> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 6 | Contacts                                                      | Addition of admin assistants, Student Services, and other support staff relative to the department they work in. Names are linked to district emails.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7 | N/A                                                           | Addition of bell schedule and calendar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 8 | N/A                                                           | <p>Addition of Program of Studies overview and graduation requirements:</p> <p><b>PROGRAM OF STUDIES</b></p> <p>The goal of the Program of Studies is to serve as a reference guide for you and your family as you plan your high school experience. It contains specific information about course offerings as well as general information about our programs and services. It is our attempt to simplify the complex and serious task of planning and selecting an appropriately challenging course of study. At Dover High School, we strive to create diverse pathways to allow all students to reach their potential and leave with the skills, knowledge, and attitudes necessary to pursue their post-secondary goals.</p> <p>Our mission statement calls on us to inspire excellence. As you use the Program of Studies to chart your academic course, we ask that you keep our mission in mind. Focus on the big picture. What are your goals during and after high school? Choose a challenging course of study and do not be afraid to stretch yourself academically. Few people ever regret aspiring to new heights. We urge you to be involved not only in the academic life of Dover High School, but in all aspects of our learning community. We offer a number of extracurricular activities. Find one that excites your passions.</p> <p>The Dover High School Staff is here to work with you, our students and parents, to plan a successful high school experience. We urge you to maintain</p> |

|       |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                                                                                                                                                                                                   | open communication with us as we forge an alliance to help all our students meet their full potential.<br>You can find the Program of Studies in its entirety on our website.                                                                                                                                                                                                                                 |
| 8     |                                                                                                                                                                                                                                                                   | Addition of grading practices ( <a href="#">see below</a> ).                                                                                                                                                                                                                                                                                                                                                  |
| 8-9   |                                                                                                                                                                                                                                                                   | Addition of Reassessment protocol ( <a href="#">see below</a> ).                                                                                                                                                                                                                                                                                                                                              |
| 12-17 |                                                                                                                                                                                                                                                                   | Addition of Athletic Eligibility ( <a href="#">see below</a> ).                                                                                                                                                                                                                                                                                                                                               |
| 22    |                                                                                                                                                                                                                                                                   | Expansion on Code of Conduct that includes: <ul style="list-style-type: none"> <li>• Challenging Behaviors and Levels of Response (<a href="#">see below</a>)</li> <li>• Challenging Behavior Response Matrix (<a href="#">see below</a>).</li> </ul>                                                                                                                                                         |
| 30    |                                                                                                                                                                                                                                                                   | Defined “tardy to school:” A student is considered tardy to school when they arrive at the school building after the bell to first block rings.                                                                                                                                                                                                                                                               |
| 30    | “Any student who is late five (5) times in a quarter or multiple of five (5) thereafter should schedule makeup time with their respective teacher.”                                                                                                               | Change to: Students who are tardy to school five (5) times in a quarter or multiple of five (5) thereafter will be subject to graduated interventions.                                                                                                                                                                                                                                                        |
| 30    |                                                                                                                                                                                                                                                                   | Defined “tardy to class:” A student is considered tardy to class when they arrive to class after the bell rings.                                                                                                                                                                                                                                                                                              |
| 30    | <p>A student who has cut class may face consequences including:</p> <p>Assignment of one day of After-School Intervention (ASI).</p> <p>Participation in school-sponsored activities may be revoked when ten or more cuts have taken place during a semester.</p> | <p>Change to: <i>A student who has skipped class may be subject to graduated interventions including, but not limited to:</i></p> <p><i>Teacher-assigned consequences (including morning intervention).</i></p> <p>Assignment of one day of After-School Intervention (ASI).</p> <p>Participation in school-sponsored activities may be revoked when ten or more cuts have taken place during a semester.</p> |

|    |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Students who are placed in ASI more than five (5) times for cutting class will initiate a parent/administrator conference to determine necessary interventions.                                                                                                            | Students who are placed in ASI more than five (5) times for cutting class will initiate a parent/administrator conference to determine necessary interventions.                                                                                                                                                                                            |
| 31 | In the “Excused Absences” paragraph: Confirmation (parent phone call or in writing) will be furnished within 1 school day of absence.                                                                                                                                      | In the “Excused Absences” paragraph: <i>Confirmation can be provided by a parent/guardian phone call, email, or written note. Documentation will be furnished within 48 hours of the absence.</i>                                                                                                                                                          |
| 31 | Truant: Truancy is defined as any unexcused absence from class or school that is not properly excused by one of the reasons listed above.                                                                                                                                  | Truant: Truancy is defined as any unexcused absence from an individual class or school day that is not properly excused by a parent/guardian for one of the reasons listed above. <i>A student is considered truant if they are in the building and not attending class.</i>                                                                               |
| 31 | Found under “Truancy Interventions:”<br>A CHINS petition alleging habitual truancy may be filed after 10 half days of truancy if school interventions are not effective in resolving the student’s habitual truancy or if the family does not engage in developing a plan. | Found under “Truancy Interventions:”<br><i>A CHINS petition, as part of a Department of Children Youth and Families (DCYF) referral, alleging habitual truancy may be filed after 10 half days of truancy if school interventions are not effective in resolving the student’s habitual truancy or if the family does not engage in developing a plan.</i> |

**Core Values, Beliefs Removed from pg.4**

**MISSION STATEMENT, CORE VALUES, BELIEFS AND LEARNING EXPECTATIONS**

**Mission Statement, Core Values, Beliefs, and 21st Century Learning Expectations**

**MISSION STATEMENT**

Dover High School is committed to the development of lifelong learners who strive to reach their full potential academically, civically, and socially. We will foster collaboration among students, teachers, administration, and the greater community to create a student-centered educational experience in a respectful and safe environment.

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CORE VALUES</b><br>Authenticity<br>Integrity<br>Personal Responsibility<br>Perseverance<br>Resilience<br>Respect<br>Compassion | <b>BELIEFS</b><br>We believe all students have the right to:<br><br>A safe and respectful learning environment<br>Individualized educational experiences<br>Inclusive and supportive community<br>Opportunities to pursue personal interests and passions<br>Access to technology, resources and services |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**21<sup>st</sup> CENTURY LEARNING EXPECTATIONS**

***Critical Thinking***

***Communication***

***Creativity***

***Collaboration***

**Academic**

Establish and pursue goals for personal growth, academic success, and career readiness

Access and critically analyze the source and value of information

Work independently as well as collaboratively to complete authentic learning tasks

Solve problems creatively using both traditional and innovative methods

Communicate clearly and effectively with an understanding of your purpose and audience

**Social**

Assume responsibility for one's own actions

Demonstrate respect for and acceptance of diversity

Work cooperatively and collaboratively with others.



## Civic

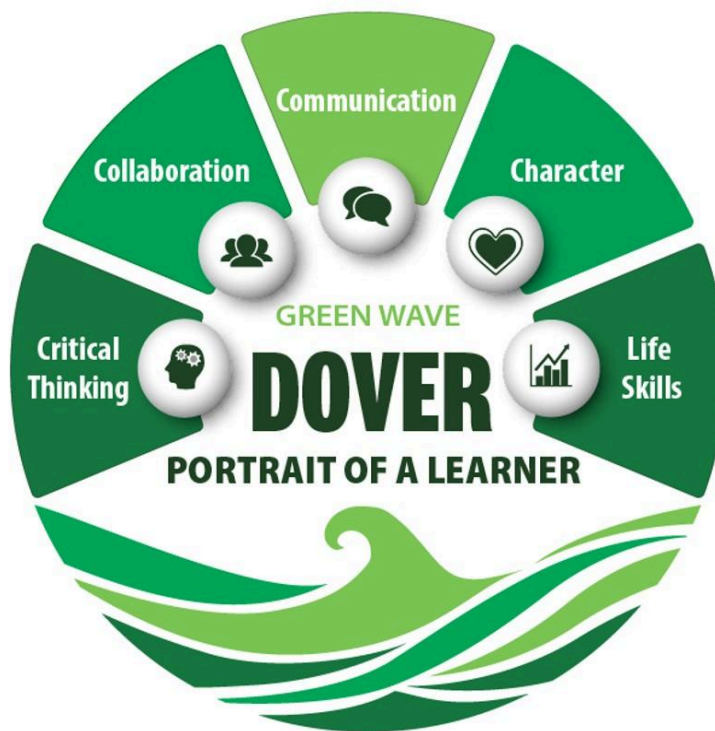
Make positive contributions to the culture and climate of the school

Be involved and engaged in the greater community in meaningful ways

### Replaced Core Values on pg. 4:

#### PORTRAIT OF A LEARNER

The Dover Portrait of a Learner is a collective vision and guiding light that illuminates the path to student success beyond high school. Stakeholders from our district - students, parents, businesses, and community members - all played a vital role in this endeavor. Together, we identified and placed value on the competencies that are essential for our students to thrive. By aligning our educational goals with these competencies, we empower our students to become well-rounded individuals who are prepared for the challenges of the future. We believe that the Portrait of Learner journey begins at the earliest stages of education and continues throughout the K-12 curriculum. With a commitment to systematic thinking, we can provide a seamless continuum of growth and development for every student. The Dover Portrait of a Learner Infographic is a symbol of this commitment and will help to guide us as we empower our students with the knowledge, skills, and attributes they need to excel in their personal, academic, and professional lives. Together, we can shape the future of education in the Dover School District and create a brighter tomorrow for our learners!



## Grading Practices addition to pg. 8:

### GRADING PRACTICES

#### **23-24 Dover High School Grading Practices**

Assessment practices will reflect 80% summative and 20% formative weighting for all classes. Summative assessments can include, but are not limited to, tests, papers, presentations, and individual and group projects.

Reassessment - The purpose of reassessment is to allow students the opportunity to achieve-teaching and mastery of the competency/standard that the summative assesses. It is important that relearning of the content occurs prior to reassessment. The reassessment is a new grade and not to be averaged with the first attempt.

Formative Assessments- They focus on process and improvement (McCafferty, 2018). Formative assessments are tools that gauge student understanding, as well as guide teacher instruction. Formative assessments can be formal or informal and are given as practice during the learning process. Examples of formative assessments could include: practice problems, verbal check-ins, thumbs up/down, reading assignments with questions, exit tickets, etc. Formative assessments do not always correspond with a grade, often just an observation or check. (There should be a minimum of 8 in the gradebook per quarter)

Summative Assessments - They focus on evaluative judgment, scores, and grades (McCafferty, 2018). Summative assessments are a comprehensive measure of the students ability to demonstrate the skills, knowledge, and concepts within course competencies and standards. Examples of summative assessments could include: discussion with rubric, projects, labs, essays, CER, quizzes, tests, etc. (There should be a minimum of 4 in the gradebook per quarter)

McCafferty, A.S., Beaudry, J.S. (2018). *Teaching strategies that create assessment literate learners*. Corwin

**Dover High School will have a common reassessment plan available for all students to find success in their academic work.**

| <b>A/B</b>                                                                                                                                                                                                                                                                                                                                                                                          | <b>Career &amp; College Prep</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Honors/AP</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Graded formative assessments accepted through the end of a unit and not to exceed 30 days, or the grade is entered as missing.</p> <p>Summative assessments can be submitted through the end of the quarter with a plan.</p> <p>Reassessment, with a plan for relearning, is available for a first attempt grade up to 70. Relearning and reassessing are not to take place on the same day.</p> | <p>Graded formative assessments accepted through the end of a unit and not to exceed 30 days for ½ credit, or the grade is entered as missing.</p> <p>Summative assessments can be accepted late. Ten points off in the first week and twenty points off after that point.</p> <p>Reassessment, with a plan for relearning, is available for a first attempt grade up to 70. Relearning and reassessing are not to take place on the same day</p> | <p>Graded formative assessments must be submitted within a calendar week for ½ credit, or the grade is entered as missing.</p> <p>Summative assessments can be accepted late. Ten points off for the first two days and thirty points off after that point. Work will not be accepted after a week without teacher approval.</p> <p>Reassessment, with a plan for relearning, is available for a first attempt grade up to 70. Relearning and reassessing are not to take place on the same day</p> |

### **Addition of Reassessment Protocol pg. 8-9:**

**Reassessment** - The purpose of reassessment is to allow students the opportunity to achieve-teaching and mastery of the competency/standard that the summative assesses. It is important that relearning of the content occurs prior to reassessment. The reassessment is a new grade and not to be averaged with the first attempt.

**The process of reassessment is a joint effort between the student and teacher. For reassessment to take place, please follow the checklist below:**

- ☐ All formative assessments should be completed prior to reassessing. Completing formative assessments aides in learning/relearning.
- ☐ Find an appropriate time determined by the teacher - designated class time, flex, before/after school for reassessment
- ☐ With the help of the teacher, the student will establish a plan for relearning and write out the goals that need to be met - look at missed formative assessments, learning goals, success criteria, and areas on the summative that need to be relearned prior to reassessment
- ☐ The student will email parent/guardian to inform them of the reassessment plan and cc their teacher- students will receive support in how to write an appropriate email to share with parent/guardian and teacher

***Exemplar*** →

**To:** Parent/guardian email

**CC:** Teacher email

**Subject Line:** Reassessment Plan for [insert class/assignment name here]

**Body of Email:**

Dear [insert parent/guardian name here],

Items to include in the body:

- Grade on original assessment
- Reflection on reason for original grade
- Plan for relearning - completion of missing assignments, extra help from teacher, etc.
- Schedule of when reassessment will take place

**Signature:** Student name

- ☐ Complete relearning and reassessment within agreed upon timeline. Relearning and reassessing are not to take place on the same day (excused absences may alter timelines for assignment/reassessment due dates)
- ☐ Teacher will update gradebook/google classroom accordingly after reassessment is completed

## **Addition of Athletic Agreement pg. 12-17:**

### **Athletic Information and Eligibility**

The Dover School District believes individual students will benefit from participation in interscholastic sports activities. The experience of self-discipline required in individual or team sports and the opportunity to learn additional skills increase the value of the school experience and contributes to the emotional, social, and physical growth of all.

The information that follows is meant to inform you of the policies and rules, which govern interscholastic athletics at Dover High School and the New Hampshire Interscholastic Athletic Association (N.H.I.A.A.). This information is intended to explain these policies and practices. If you have any questions concerning the Athletic Policies of the Dover School District or the N.H.I.A.A. please make your request for clarification to the Director of Athletics, Dover High School. You may also call Joshua Knight at 516-6950 or e-mail @ [j.knight@dover.k12.nh.us](mailto:j.knight@dover.k12.nh.us) or visit the [Greenwave Athletics website](#).

#### **I. ADMINISTRATIVE STUDENT ELIGIBILITY**

- A. Before student/athletes may practice, play or be issued equipment the following forms must be UPLOADED to Final Forms or a hard copy must be presented to the Coach or Athletic Director – The physical form must have been completed within the last two years.
  - 1. Physical Examination Form - *(valid for two years from date of examination)*
  - 2. Emergency Medical Information and Student Health Record *(must complete and sign in Final Forms)*
  - 3. Athletic Agreement and Insurance Coverage *(must complete and sign in Final Forms)*
- B. The student/athlete's physical examination is effective for a two-year period after the date of issue. The Physical Examination Forms must be uploaded to FinalForms, OR be on file in the Athletic Director's Office. No student will practice/tryout until such forms are handed to the Coach or the Athletic Director. Please contact the athletic office or refer to final forms prior to participation in a sport to ensure that the physical examination record is appropriately on file.
- C. The Athletic Agreement and Insurance Coverage form must be completed prior to the student-athletes participation in a sport during the school year. By giving consent, you understand that the Dover School District assumes no financial liability for any accident or injury to a student which may occur as a result of participation in the sport or any sport conditioning or while traveling to or from games, meets, competitions, or scrimmages. You agree to assume all medical expenses for your son/daughter in those sports areas where insurance coverage is not handled by the Dover School Department.
- D. The Health Record form states that the parent/guardian and student know of no health-related problem that exists which would impede the student/athlete's safe participation in a specific athletic program. This must be turned in each season with an emergency card as part of the Final Forms registration process.
- E. The Emergency Medical Information is used when a student is injured, and no parent/guardian is available to authorize a physician or a medical facility to treat your son/daughter. This form is completed by completing the health portion of your Final Forms registration.
- F. A student/athlete has a maximum of 21 days from the first scheduled practice to try out for an athletic team. This period may be shortened at the discretion of the

individual coach. Any athlete who wishes to join a team after this 21-day period must have the permission of the Coach and the Athletic Director.

II. N.H.I.A.A. AND DOVER HIGH SCHOOL ACADEMIC ELIGIBILITY:

- A. All interscholastic athletes and managers must meet the Dover High School academic eligibility requirements. Managers may be exempt from physical examinations.
- B. Student/athletes must make themselves aware of Dover High School and N.H.I.A.A. eligibility rules, policies and procedures.
- C. The interscholastic athletic program at Dover High School meets or exceeds the requirements of the N.H.I.A.A.
- D. The Dover High School eligibility rules are as follows:
  1. No pupil who has failed to pass four (4) units of work (classes) during the previous grading period shall represent Dover High School in any interscholastic contest.
    - a) Definitions:
      - (1) Unit of Work: reflects a course that meets the equivalent of 5 times per week.
      - (2) Basic Ranking Period: Not less than six (6) weeks.
      - (3) Previous Basic Ranking Period: Indicates the last prior ranking period of the school year or previous school year.
      - (4) Passing Grade: As determined by the NHIAA individual member high schools.
  2. A student/athlete may not regain athletic eligibility by making up academic deficiencies or failures of the regular school year during the summer months.
  3. A student is eligible for four successive years (8 semesters of athletic eligibility) after entering high school. Students may not compete if they reach the age of 19 before September 1<sup>st</sup> in any given school year.

Dover High School academic eligibility will be determined for the following seasons by the following quarters on the day report cards are issued to the student/athletes:

- Fall – quarter 4 of the previous year (freshmen are automatically eligible until issuance of first report card) and quarter 1 of the present school year.
- Winter – quarter 1 and 2 of the present school year.
- Spring – quarter 2 and 3 of the present school year.

***NO ATHLETE MAY PLAY IN A NHIAA SANCTIONED GAME UNTIL THEY ARE ACADEMICALLY ELIGIBLE.***

A member of a school team is a student athlete who is regularly present for, and actively participates in, all team tryouts, practices, and competitions. Bona fide members, as of the first date to practice in that sport as listed in By-Law Article XXXVIII of the NHIAA Handbook, of a school team are prevented from missing a high school practice or competition to compete with an out-of-school team, practice or competition to include tournaments, showcases, combines or other athletic events. Whenever a conflict arises between the high school team practice/competition and an out-of-school practice/competition on the same day, the high school team practice/competition must be honored by the student athlete. Priority must be given at all times to the high school team, its practices, and its contests unless a waiver has been granted by the principal and athletic director. It is expressly understood that waivers shall not be granted on a regular basis and shall only be granted in extraordinary circumstances.

Penalties: Any student athlete who violates this rule, unless a waiver has been granted as stated above, for the first time shall be declared ineligible for the next four (4) consecutive interscholastic events or three (3) weeks of a season in which the student athlete is a participant, whichever is greater.

This Penalty is effective from the date of his or her last participation in a high school sport. Any student athlete who violates this rule a second time or subsequent time shall be declared ineligible for participation in any high school sport for the balance of the school year.

### III. ATTENDANCE REGULATIONS / VACATION

- A. Student/athletes are expected to attend school all day each day. Any athlete who does not attend school by the start of first block will not be eligible to participate in any scheduled interscholastic practice or game on that date unless the tardiness is excused (e.g., Dr.'s Appt., College Visit, etc.). Early dismissals/late arrivals must be excused by the Attendance, Athletic or Principals Office (e.g. Doctor's Appt., college visitation, funeral). Extenuating circumstances may be cleared through the Athletics Director or Principal.
- B. The following will occur if a student is suspended from school and will carry through weekends and vacations:
  - a. During periods of Out-of-School Suspension (OSS) and In-School-Suspension (ISS) students will not be allowed to participate in athletics.
  - b. When a student is notified of After-School-Intervention that student is responsible to notify his/her coach of the infraction and subsequent disciplinary action. The student/athlete will not participate in athletics during the days they are serving After-School-Intervention (ASI).
- C. Vacations are an important time in the life of a student-athlete and his/her family. Keeping this in mind a balance must be achieved which places the commitment and dedication to an interscholastic team in high regard as well. The Athletic department is hopeful that families can arrange their family vacations around the schedules of the school athletic teams. If this is not possible families and/or student-athletes must notify the head coach, in writing, at least two weeks in advance of departure for the vacation. It is important to note that following are examples of what will be considered by each coach when players return from extended leaves:
  - a. No student-athlete will be guaranteed the same place on the roster upon returning from an extended leave from the team. Athletes who do not go on vacation will assume new roles in the makeup of the team and, therefore, some may see increased/decreased playing time.
  - b. The conditioning and reconditioning of athletes must always be considered for the safety of the athlete after extended absence from the team.

The following may occur if athletes and their families choose to go or send their children on extended vacations:

- A. Family Vacation During School Vacation Weeks/Vacations lasting more than 3 days: Before contest participation can resume, an athlete must practice one day for every two practices or athletic events missed due to vacation
- B. Vacations Without Immediate Family During School Vacation Weeks: Before contest participation can resume an athlete must practice two days for every one practice or athletic event missed.
- C. Vacations During School Days/Weekends: Will be handled at the discretion of the Coach.

\*Extenuating circumstances pertinent to #1 and #2 may only be cleared through the Athletic Director.

#### **IV. STUDENT /ATHLETE'S RESPONSIBILITIES:**

A student/athlete can forfeit all or part of his/her eligibility when:

1. The student fails to meet academic expectations and requirements.
2. The student misses all or part of a school day on the day of an event or the day preceding a weekend, vacation, or holiday without documentation from the Dean of Students/Attendance Office.
3. A student/athlete fails to account for and return or provide financial reimbursement for any school- related material issued to the student. This is to include, but is not limited to, such items as athletic equipment, schoolbooks, dues, and fees, etc.
4. When a player leaves the bench during an activity when a fight or disruption occurs.
5. A student-athlete is caught on or off school grounds, 24 hours a day exhibiting behavior that is detrimental to the concept of positive sportsmanship/citizenship and, in the judgment of the Coach, Athletic Director, or Principal, will discredit the school, the program, and/or him/herself.
6. A student/athlete fails to show his/her report card and progress reports to the coach, when asked. Although the Athletic Director will check academic eligibility at the end of each marking period, student/athletes must show their report cards and/or progress reports to their coach to aid in tracking eligibility if requested.
7. A student is transported to or from participation in an athletic event without prior permission from the Athletic Director or Coach.
8. A student/athlete disobeys rules and regulations set forth by the individual Coach. It is important to note that the rules and regulations set forth in this document are to be followed by all student/athletes. Individual coaches may have specific team rules that are to be followed by team members.
9. Any student/athlete receives a game disqualification; he/she will be required to meet with the Athletic Director before resuming play. The Coach, Athletic Director, or Principal may feel that additional sanctions are necessary to preserve positive sportsmanship.
10. A student/athlete is caught on or off school grounds, 24 hours a day between the first date to practice and the last date to play during each season:
  - a. Committing vandalism
  - b. Stealing/Theft
  - c. Gambling (e.g., on DHS contests)
11. A student bullies, harasses, or abuses, either physical or emotionally, another student or student-athlete at any time. This includes group or individual acts of hazing and/or initiations. Special attention will be paid to those individuals who may be perceived to hold a more powerful role over another (e.g., senior captain versus a freshman).
12. Text messages or inappropriate use of social media towards a teammate, fellow student and/or athlete, opponent, coach, or others may result in immediate removal from the team.

#### **V. SUBSTANCE ABUSE POLICY:**

Student-athletes are expected to adhere to high standards—physically and socially. The Dover School District and the Athletic Department strongly discourage the use of substances including illegal drugs, alcohol, tobacco products, inhalants or medications contrary to the manner in which they were prescribed. By discouraging the use of these substances, the district emphasizes it's concern for the health of students participating in interscholastic athletics and it's concern over the long-term physical and emotional effects of chemical use on students' health; the district promotes a sense of order and discipline among student-athletes; the district reaffirms and supports existing state laws which restrict the use of illegal substances; the district establishes standards of conduct for student athletes who are

typically leaders and role models for their peers and youth; the district assists student-athletes who desire to resist peer pressure which directs them toward the use of illegal substances; and the district assists student athletes who should be referred for assistance or evaluation regarding their use of illegal substances. This policy will be applied ONLY between the first day to practice and the last date to play of each sports season. This policy shall apply to any conduct which the District reasonably believes violates the requirements of this policy **or** the Student/Athlete's Responsibilities as set forth in Paragraph VII above.

1. If a student athlete is caught or admits to using or possessing the following in season, **on** or **off** school grounds, 24 hours a day:
  - a. Alcoholic beverages
  - b. Unauthorized drugs
  - c. Tobacco products (lookalikes)
  - d. Vaping products

The Coach and/or Athletic Director will investigate a violation of the substance abuse policy. When verification reasonably confirms the infraction, the Coach and/or the A.D. will temporarily suspend the player until the coach and the Athletic Director discuss the infraction. The Coach or Athletic Director will contact the student/athlete and offer him/her Due Process Rights. The parent/guardian will be notified of any decision. There will be an appeals process, which is to be in writing and follow the chain of command listed below. (Methods of acquisition of information by the school about substance use/abuse include, but are not limited to, verbal communication by a school employee, information provided by the Police Department, breathalyzer tests, lie detector test, eyewitness accounts of consumption/possession/in the presence of the aforementioned products may also be used, etc.)

A violation of the *substance abuse policy* and verification of said violation will result in the athlete's removal from the team for that sports season. The athlete must meet with a certified drug and alcohol counselor (it is recommended that the athlete's parent(s) meet also). If the student/athlete cannot show evidence of participation in an evaluation process, he/she will not be eligible to participate in the next sport season or until the student/athlete has been evaluated. The evaluation can be at the family's own expense or may be provided by the Drug and Alcohol Counselor at D.H.S. (depending on availability and school resources). There must be written notification to the Athletic Director of the recommendation made by the drug and alcohol counselor. If further treatment is required, this must also be included in the report to the school. Successful completion or participation in the treatment process is mandatory for the athlete to participate in athletics at D.H.S.

2. If a student/athlete is caught at a gathering where:
  - a. Underage consumption of alcohol occurs
  - b. The use of illegal drugs occurs

**The following will occur when verification of #2 is confirmed:**

**First Violation:** Will result in the suspension from the equivalent of 25% of the NHIAA regular season sanctioned events for that team. A student may immediately (*within 1 full school day*) in writing, submit a request for reinstatement to the team which will be reviewed by the athlete's coach, the A.D., and the school Principal. If the student does not submit a request in writing (to return to the team and an acceptable plan) that student will be suspended indefinitely from the team. The request must include a rehabilitation plan devised by the athlete and must have at least two of the following three components:

1. Counseling designed to address the offensive behavior.
2. Community service project (e.g., work at the soup kitchen)
3. Educational activity (e.g., 5-page typed paper on the effects of drugs/alcohol)



**Second Violation During Season:** Will result in the immediate removal from the team for that sports season.

**Note:** During the suspension the student/athlete must attend and participate in all practices. The plan must be completed before the student is eligible to participate in a game. 25% of all games will be rounded to the next highest number if the total is .5 or above and will be rounded down if the number is .49 or less (e.g., 25% of 10 games to start season = 2.5 games which will be rounded to a 3-game suspension, 25% of 17 games to start season = 4.25 games will be rounded to a 4 game suspension).

**IX. HAZING / BULLYING:**

The Dover School Board is committed to providing all pupils a safe school environment in which all members of the school community are treated with respect. The Dover School District maintains a firm policy prohibiting all forms of bullying/hazing and violent behavior. Bullying and violence against students or employees is a form of discrimination. Bullying, hazing, violent behavior, or other forms of personal harassment by any person, male or female, which create an intimidating, hostile, or offensive environment, will not be tolerated under any circumstances. Persons who are found to be bullying, hazing, intimidating or committing any other type of violent or offensive behavior may place athletic eligibility in jeopardy, which could include termination from a team.

**X. COMPLAINT / APPEAL PROCEDURES.**

If you wish to appeal suspensions or disciplinary actions the student/athlete and/or parents should follow the protocol listed below. Initial complaints should be verbal. Subsequent appeals should be made in writing.

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

**Addition of Challenge Behaviors and Levels of Response pgs.22-25:**

**Challenging Behaviors and Levels of Response**

Dover High School values a safe and positive school environment and therefore sets high expectations for student behavior. Rules and regulations provide structure and limits, so students may achieve their maximum potential. Teachers will address minor behaviors before they escalate, promote positive behavior, and create a supportive school climate. Students who display challenging behaviors or commit repeat offenses may be referred to the dean for disciplinary action. Disciplinary actions will be administered in a variety of ways in accordance with Dover School District Code of Conduct [Policy JIC](#). Persistent or repeated violations of the rules of conduct will result in increasingly serious consequences for the offending student.

To clarify expectations for students, teachers, and support staff in responding to challenging behavior, Dover High School has categorized behaviors into four categories:

- Minor
- Moderate
- Major
- Critical

The response to the behavior will be responded to in a fair, progressive manner based on:

- the SEVERITY of the behavior,
- the IMPACT that behavior has on others and/or the learning environment, and
- the FREQUENCY in which the behavior occurs.

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

| <b><u>What is a MINOR behavior?</u></b>                                                                                                                                                                                          |                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| A minor behavior is a relatively low-level infraction that does not pose a significant threat to safety or the disruption of the learning environment.                                                                           |                                                                                                             |
| <b><u>Responsible Party:</u></b><br><b>Teachers:</b> Initially, minor behaviors are addressed by the classroom teacher and generally do not require intervention from other school personnel unless the misbehavior is repeated. |                                                                                                             |
| <b>Examples of MINOR attendance related behaviors...</b>                                                                                                                                                                         | <b>Our concerns because of the behavior...</b>                                                              |
| Tardiness to class, skipping class, leaving class before the bell, misuse of hall pass, and/or leaves class too                                                                                                                  | Missed learning opportunities, missed opportunities to demonstrate learning, the impact on self and others, |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| frequently.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | safety concerns, not meeting or respecting expectations                                                                                                                                                                                                                                              |
| <b>Examples of other MINOR classroom behaviors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Our concerns because of the behavior...</b>                                                                                                                                                                                                                                                       |
| Misuse of materials, not following directions, talking out in class, throwing objects, bothering other students, cell phone use that violates classroom expectations, lack of engagement, inappropriate language/outburst, disruptive interaction with peer(s)/faculty that can be mediated in the moment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Safety of the classroom/individuals, impact on self and others, interruption of learning activities, not meeting or respecting expectations, not typical behavior from the student, worried about academic success, impacting student/student and/or student/teacher relationships in the classroom. |
| <b><u>Potential Responses to behaviors:</u></b> <ul style="list-style-type: none"> <li>● <b>Redirect:</b> Verbal/nonverbal.</li> <li>● <b>Communication home to express concern:</b> Email or call, but be sure to receive a response within 24 hours or try to reach out again.</li> <li>● <b>Teacher-student conference away from others:</b> Express your concerns with the student and gather feedback from them. This may happen before school, after school, or a mutually agreed upon time</li> <li>● <b>Student break to self-regulate:</b> Provide an opportunity for the student to walk away and think about what occurred.</li> <li>● <b>Change of seat:</b> Keep student away from distractions.</li> <li>● <b>Positive Reinforcement</b></li> <li>● <b>Teacher Detention(s)</b></li> </ul> |                                                                                                                                                                                                                                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>When Minor behaviors do not change after implementing classroom interventions:</u></b> <ol style="list-style-type: none"> <li>1. Teachers may submit a behavior referral for administration review that includes interventions already attempted.</li> <li>2. Administrator and/or Referral Manager will reach out to the teacher to collaborate on next steps before, during, and/or after the due process given to the student.</li> </ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                            |                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <b><u>What is MODERATE behavior?</u></b>                                                                                                                                                                                                                                                                                                                   |                                                |
| Moderate behaviors are more serious than minor infractions and may disrupt the learning environment or compromise school safety to some extent. While not as severe as major behaviors, can still have significant impacts on the school environment, students, and staff.                                                                                 |                                                |
| <b><u>Responsible Party:</u></b> <ul style="list-style-type: none"> <li>● Classroom teachers are encouraged to collaborate with the student's parent/guardian, school counselor, referral manager, colleagues, and/or administrator to interrupt the behavior.</li> <li>● Collaboration between school staff and the student's parent/guardian.</li> </ul> |                                                |
| <b>Examples of MODERATE classroom behaviors</b>                                                                                                                                                                                                                                                                                                            | <b>Our concerns because of the behavior...</b> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Repeated minor behaviors, persistent class disruption, disrespectful behavior toward peers or staff, academic dishonesty, misuse of classroom-issued pass, skipping classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Safety of the classroom/individuals, impact on self and others, interruption of learning activities, not meeting or respecting expectations, not typical behavior from the student, worried about academic success, impacting student/student and/or student/teacher relationships in the classroom. |
| <p><b><u>Potential Responses to behaviors:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Parent/Guardian Contact:</b> Notify parents/guardians about the behavior and discuss interventions or consequences.</li> <li>• <b>Loss of Privileges:</b> Temporary restriction on privileges that may include participation in extracurricular activities or use of certain school resources.</li> <li>• <b>Behavioral Contract:</b> Formal agreement outlining expectations and consequences for future behavior.</li> <li>• <b>In-School Support:</b> Counseling, mentoring, or academic support to address underlying issues contributing to behavior.</li> <li>• <b>Out-of-School Suspension (OSS):</b> While a last resort for moderate behaviors, a student may be temporarily removed from school for a specified period, typically for severe or repeated infractions. <ul style="list-style-type: none"> <li>◦ An out-of-school suspension at this level may be up to 5 days.</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                      |

| <b><u>What is MAJOR behavior?</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Major behaviors are serious infractions that may significantly disrupt the learning environment, threaten safety, or violate school policies or laws.</p> <p>Major behaviors may be a singular event or a repeated and willful disregard of the reasonable school rules. At this point, the student is not responding to the graduated interventions the school has put in place (see <a href="#">Policy JCD</a>).</p>                                                                                                                                                                               |                                                                                                                                                       |
| <p><b><u>Responsible Party:</u></b></p> <ul style="list-style-type: none"> <li>• Major behaviors require an immediate response from school administration due to concern for school safety and the well being of the student.</li> <li>• Classroom teachers and/or staff are expected to contact administration immediately if a major behavior occurs in their classroom and/or other areas of the building.</li> </ul>                                                                                                                                                                                |                                                                                                                                                       |
| <b>Examples of MAJOR Behaviors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Our Concerns because of the behavior...</b>                                                                                                        |
| Physical altercation, possession of drugs or weapons, bullying or harassment, significant vandalism, repeated defiance of authority, truancy.                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Safety and security of all students and staff, creating a sense of fear and insecurity, disruption of learning progress, decreased academic progress. |
| <p><b><u>Potential Responses to behaviors:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Immediate Intervention:</b> Removal of student(s) from the situation to evaluate and ensure safety.</li> <li>• <b>School Investigation:</b> Interim steps will be taken to allow school administrators to conduct an investigation into the claims and reach a determination. This may include school-issued no contact order, transition plan, and parent/guardian meeting.</li> <li>• <b>Parent/Guardian Meeting:</b> Convene a meeting with parents/guardians to discuss the behavior,</li> </ul> |                                                                                                                                                       |

consequences, and interventions in order for the student to successfully re-enter the building and/or classroom. In some cases, a student may not return to class until a parent/guardian conference has taken place. Law enforcement may be present due to the nature of the event.

- **Behavioral Contract:** Formal agreement outlining expectations and consequences for future behavior.
- **Out-of-School Suspension (OSS):** Temporary removal from school for a specified period, typically for severe or repeated infractions.
  - An out-of-school suspension at this level may be up to 10 days.
  - The principal may request additional time from the Superintendent.
- **Police Involvement:** In cases involving illegal activities or threats to safety, school administrators may involve law enforcement.
- **Reevaluation of Supports:** Review and adjust support plans for ongoing behavior management.

### What is CRITICAL behavior?

Critical behaviors are extreme incidents that pose immediate danger to individuals or the school community as a whole.

Critical behaviors may be a singular event or a repeated and willful disregard of the reasonable school rules. At this point, the student is not responding to the graduated interventions the school has put in place (see [Policy JICD](#)).

#### Responsible Party:

Critical behaviors are strictly prohibited in the Safe Schools Zones 193 D RSA and/or Dover School Board policies.

Critical behaviors warrant an immediate response from school administration and may involve the Dover Police Department.

| Examples of CRITICAL Behaviors                                                                                                    | Our Concerns because of the behavior...                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weapons possession, severe physical assault, bullying and harassment, substance abuse, truancy, threats of violence, hate crimes. | Overall safety concerns of students and staff, disruption of learning, emotional and psychological impact, resource allocation that diverts from other aspects of education, culture and climate impact on trust and cooperation. |

#### Possible School Responses to behavior:

- **Immediate Intervention:** Removal of student(s) from the situation to ensure safety.
- **Parent/Guardian Meeting:** Convene a meeting with parents/guardians to discuss the behavior, consequences, and interventions in order for the student to successfully re-enter the building and/or classroom. A student may not return to class until a parent/guardian conference has taken place. Law enforcement may be present due to the nature of the event.
- **Immediate Safety Measures:** Evacuation or procedural changes to normal building operations as necessary to ensure the safety of students and staff.
- **Law Enforcement Involvement:** Contact law enforcement immediately to address the situation and ensure legal consequences are pursued.
- **Emergency Suspension:** Immediate removal of the student pending a formal investigation and

disciplinary hearing.

- An out-of-school suspension at this level may be up to 10 days.
  - The principal may request additional time from the superintendent that may exceed 10 days.
- **Reevaluation of Supports:** Review and adjust support plans for ongoing behavior management.

**Addition of Challenging Behavior Response Matrix pgs. 25-28:**

| Possible Behavior Infractions                                                                                                                                                                                                                                                                                                                                                                                                                    | Progression of Response to Behavior |          |       |          |              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------|-------|----------|--------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Minor                               | Moderate | Major | Critical | SRO Referral |
| <b>Academic Dishonesty</b><br>(Policy <a href="#">IKL</a> )<br><i>Use of another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.</i>                                                                                                                                                                                             | ◆                                   | ◆        | ◆     |          |              |
| <b>Bullying</b><br>(Policy <a href="#">JICK</a> ) <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Bullying</li> <li>• Intimidation</li> <li>• Harassment</li> <li>• Bias-based behavior</li> </ul>                                                                                                                                                                                                                             |                                     |          | ◆     | ◆        | ◆            |
| <b>Conflict</b><br><i>Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Most conflicts arise when students see the same situation through different points of view. This may include the following:</i> <ul style="list-style-type: none"> <li>• Non-violent/non-physical</li> <li>• Verbal put-downs</li> <li>• Verbal altercation short of a fight</li> </ul>                            | ◆                                   | ◆        | ◆     |          |              |
| <b>Defiance/Insubordination/Non-compliance</b><br><i>Failure to follow directions or talking back.</i> <ul style="list-style-type: none"> <li>• Failure to follow the rules of the school.</li> <li>• Obstructing a school investigation.</li> <li>• Intentionally falsifying claims or rumors.</li> <li>• Violation of school-issued No Contact.</li> </ul>                                                                                     | ◆                                   | ◆        | ◆     |          |              |
| <b>Disruption</b><br><i>Interruption of class or school activities including, but not limited to the school bus.</i> <ul style="list-style-type: none"> <li>• Outside food/drink deliveries.</li> </ul> <b>Hallway Disruption</b> <ul style="list-style-type: none"> <li>• Loitering</li> <li>• Unauthorized area</li> <li>• Misuse of Learning Common</li> <li>• Misuse of hall pass</li> <li>• Exhibiting unsafe behavior (running,</li> </ul> | ◆                                   | ◆        | ◆     | ◆        | ◆            |

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| leaving belongings unattended).<br><b>Unauthorized use of personal device</b> <ul style="list-style-type: none"> <li>• Taking unwanted pictures of students/staff</li> <li>• Circulating posts on social media that substantially disrupt the school building</li> </ul><br><b>Secure Campus Breach</b><br><i>All exterior doors are locked at 7:40 A.M. Any student who jeopardizes the safety of the school by opening a secured interior or exterior door will be subject to disciplinary action.</i> |   |   |   |   |   |
| <b>Dress Code Violation</b><br><a href="#">(Policy JICA)</a><br><i>Clothing that is not within the school/district dress code guidelines.</i>                                                                                                                                                                                                                                                                                                                                                            | ◆ | ◆ |   |   |   |
| <b>Fighting</b><br><i>Mutual participation in physical violence</i>                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   | ◆ | ◆ | ◆ |
| <b>Gambling</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | ◆ | ◆ |   |
| <b>Harassment based on Race, Ethnicity, Gender, Sexual Orientation, or Religion</b><br><a href="#">(Policy ACAA-R)</a><br><i>Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class.</i>                                                                                                                                                                                      |   |   | ◆ | ◆ |   |
| <b>Parking Violation</b> <ul style="list-style-type: none"> <li>• Reckless driving on campus.</li> <li>• Parking without a school-issued permit in the assigned lot.</li> <li>• If behavior continues, student may incur loss of privilege to park on campus.</li> </ul>                                                                                                                                                                                                                                 | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Property Damage</b><br><i>Intentional damage or defacement or another person's or school property</i> <ul style="list-style-type: none"> <li>• Graffiti</li> <li>• Vandalism</li> </ul>                                                                                                                                                                                                                                                                                                               | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Sexually-based Infraction</b><br><i>-Sexual Harassment (<a href="#">Policy ACAA</a>)</i><br><i>-Sexual activity/misconduct</i><br><i>-Sexual assault</i>                                                                                                                                                                                                                                                                                                                                              |   |   | ◆ | ◆ | ◆ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |   | ◆ | ◆ | ◆ |
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| <b>Skiping Class</b><br><i>Leaving or missing class without permission</i>                                                                                                                                                                                                                                                                                                                                                                                                | ◆ | ◆ | ◆ |   |   |
| <b>Tardy</b><br><i>Persistent or excessive tardiness to class or school</i>                                                                                                                                                                                                                                                                                                                                                                                               | ◆ | ◆ |   |   |   |
| <b>Technology Use Violation</b><br>(Policy <a href="#">JICL</a> )<br><i>Computers, networks, and the internet services.</i>                                                                                                                                                                                                                                                                                                                                               | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Theft</b><br><i>In possession of, has passed on, or is responsible for removal of property that is not their own without permission.</i>                                                                                                                                                                                                                                                                                                                               | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Threatening Behavior</b><br><i>Behavior causing fear of injury or harm to people or property.</i><br><ul style="list-style-type: none"> <li>• Verbal against school personnel or another student</li> <li>• Physical against school personnel or another student</li> </ul>                                                                                                                                                                                            |   | ◆ | ◆ | ◆ | ◆ |
| <b>Trespassing</b><br><i>On campus when that privilege has been suspended or revoked.</i>                                                                                                                                                                                                                                                                                                                                                                                 |   |   | ◆ | ◆ | ◆ |
| <b>Truancy</b><br>(Policy <a href="#">JH</a> )<br><ul style="list-style-type: none"> <li>• Unexcused Absence from school or class.</li> <li>• Leaving school without permission.</li> <li>• Improper use of the dismissal process.</li> <li>• Habitual truancy may result in a referral to DCYF.</li> </ul>                                                                                                                                                               | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Unauthorized Area</b><br><ul style="list-style-type: none"> <li>• Loitering in hallways/bathrooms</li> <li>• Attending an unscheduled lunch</li> <li>• Use of locker room without permission</li> <li>• Multiple students in the bathroom, and/or multiple students in bathroom stall</li> <li>• Any area inside/outside the school building unless with a specific and legitimate purpose as determined by school administration or other school personnel</li> </ul> |   | ◆ | ◆ | ◆ |   |
| <b>Unexcused absence from class</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       | ◆ | ◆ |   |   |   |

**The following items or events are strictly prohibited in the Safe Schools Zones 193 RSA and are considered a “critical” behavior that will warrant an immediate response from school administration and may involve the Dover Police Department.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |   |   |   |
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| <b>Arson</b><br><i>Plans to and/or participation in burning of property</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |   | ◆ | ◆ |
| <b>Hazing</b><br>(Policy <a href="#">JICFA</a> )<br><i>An activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |   | ◆ | ◆ |
| <b>Use/Possession of Weapons</b><br>(Policy <a href="#">JICI</a> )<br><i>Possession or use of knives, guns, or other objects readily capable of causing bodily harm.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |   | ◆ | ◆ |
| <b>Use/Possession of Alcohol</b><br>(Policy <a href="#">JICH</a> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |   | ◆ | ◆ |
| <b>Use/Possession of Combustibles</b><br><i>Possession or use of substances or objects capable of setting fire to or burning something.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  | ◆ | ◆ | ◆ |
| <b>Use/Possession of Restricted Substances</b><br>(Policies <a href="#">ABD</a> , <a href="#">JICH</a> ) <ul style="list-style-type: none"> <li>• Possession or use of drugs, medications, or other substances that are limited, controlled or banned. Misuse of allowed substances in an unapproved way. <ul style="list-style-type: none"> <li>○ State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.</li> </ul> </li> <li>• Refusal of health/wellness evaluation, including search and seizure.</li> </ul> |  |  | ◆ | ◆ | ◆ |
| <b>Violent Incident with Injury</b><br>(Policy <a href="#">JIC</a> )<br><i>Battery, Assault, Harassment, Homicide,</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |   | ◆ | ◆ |

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| <i>physical altercation, Robbery (taking by force), School Threat, Sexual Battery, Threat with an injury such as stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches, treated by non-school medical professionals.</i> |  |  |  |   |   |
| <b>Violent Incident without Injury</b><br>(Policy <a href="#">JIC</a> )<br><i>Battery, Assault, Harassment, physical altercation, Robbery (taking by force), School Threat, Sexual Battery, Threat with no injury</i>                                        |  |  |  | ◆ | ◆ |

| Possible Behavior Infractions                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Progression of Response to Behavior |          |       |          |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------|-------|----------|--------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Minor                               | Moderate | Major | Critical | SRO Referral |
| <b>Academic Dishonesty</b><br>(Policy <a href="#">IKL</a> )<br><i>Use of another person's work as their own, or engaging in unauthorized use of material, information, notes, study aids, devices, or communication during an academic exercise.</i>                                                                                                                                                                                                                             | ◆                                   | ◆        | ◆     |          |              |
| <b>Bullying</b><br>(Policy <a href="#">JICK</a> ) <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Bullying</li> <li>• Intimidation</li> <li>• Harassment</li> <li>• Bias-based behavior</li> </ul>                                                                                                                                                                                                                                                             |                                     |          | ◆     | ◆        | ◆            |
| <b>Conflict</b><br><i>Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Most conflicts arise when students see the same situation through different points of view. This may include the following:</i> <ul style="list-style-type: none"> <li>• Non-violent/non-physical</li> <li>• Verbal put-downs</li> <li>• Verbal altercation short of a fight</li> </ul>                                                            | ◆                                   | ◆        | ◆     |          |              |
| <b>Defiance/Insubordination/Non-compliance</b><br><i>Failure to follow directions or talking back.</i> <ul style="list-style-type: none"> <li>• Failure to follow the rules of the school.</li> <li>• Obstructing a school investigation.</li> <li>• Intentionally falsifying claims or rumors.</li> <li>• Violation of school-issued No Contact.</li> </ul>                                                                                                                     | ◆                                   | ◆        | ◆     |          |              |
| <b>Disruption</b><br><i>Interruption of class or school activities including, but not limited to the school bus.</i> <ul style="list-style-type: none"> <li>• Outside food/drink deliveries.</li> </ul> <b>Hallway Disruption</b> <ul style="list-style-type: none"> <li>• Loitering</li> <li>• Unauthorized area</li> <li>• Misuse of Learning Common</li> <li>• Misuse of hall pass</li> <li>• Exhibiting unsafe behavior (running, leaving belongings unattended).</li> </ul> | ◆                                   | ◆        | ◆     | ◆        | ◆            |

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| <b>Unauthorized use of personal device</b> <ul style="list-style-type: none"> <li>• Taking unwanted pictures of students/staff</li> <li>• Circulating posts on social media that substantially disrupt the school building</li> </ul><br><b>Secure Campus Breach</b><br><i>All exterior doors are locked at 7:40 A.M. Any student who jeopardizes the safety of the school by opening a secured interior or exterior door will be subject to disciplinary action.</i> |   |   |   |   |   |
| <b>Dress Code Violation</b><br><a href="#">(Policy JICA)</a><br><i>Clothing that is not within the school/district dress code guidelines.</i>                                                                                                                                                                                                                                                                                                                         | ◆ | ◆ |   |   |   |
| <b>Fighting</b><br><i>Mutual participation in physical violence</i>                                                                                                                                                                                                                                                                                                                                                                                                   |   |   | ◆ | ◆ | ◆ |
| <b>Gambling</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   | ◆ | ◆ |   |
| <b>Harassment based on Race, Ethnicity, Gender, Sexual Orientation, or Religion</b><br><a href="#">(Policy ACAA-R)</a><br><i>Disrespectful messages in any format based on a protected class such as gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class.</i>                                                                                                                                                   |   |   | ◆ | ◆ |   |
| <b>Parking Violation</b> <ul style="list-style-type: none"> <li>• Reckless driving on campus.</li> <li>• Parking without a school-issued permit in the assigned lot.</li> <li>• If behavior continues, student may incur loss of privilege to park on campus.</li> </ul>                                                                                                                                                                                              | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Property Damage</b><br><i>Intentional damage or defacement or another person's or school property</i> <ul style="list-style-type: none"> <li>• Graffiti</li> <li>• Vandalism</li> </ul>                                                                                                                                                                                                                                                                            | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Sexually-based Infraction</b><br><i>-Sexual Harassment (<a href="#">Policy ACAA</a>)</i><br><i>-Sexual activity/misconduct</i><br><i>-Sexual assault</i>                                                                                                                                                                                                                                                                                                           |   |   | ◆ | ◆ | ◆ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   | ◆ | ◆ | ◆ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |   |   | ◆ |
| <b>Skiping Class</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ◆ | ◆ | ◆ |   |   |

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| <i>Leaving or missing class without permission</i>                                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |   |   |
| <b>Tardy</b><br><i>Persistent or excessive tardiness to class or school</i>                                                                                                                                                                                                                                                                                                                                                                                            | ◆ | ◆ |   |   |   |
| <b>Technology Use Violation</b><br>(Policy <a href="#">JICL</a> )<br><i>Computers, networks, and the internet services.</i>                                                                                                                                                                                                                                                                                                                                            | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Theft</b><br><i>In possession of, has passed on, or is responsible for removal of property that is not their own without permission.</i>                                                                                                                                                                                                                                                                                                                            | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Threatening Behavior</b><br><i>Behavior causing fear of injury or harm to people or property.</i> <ul style="list-style-type: none"> <li>• Verbal against school personnel or another student</li> <li>• Physical against school personnel or another student</li> </ul>                                                                                                                                                                                            |   | ◆ | ◆ | ◆ | ◆ |
| <b>Trespassing</b><br><i>On campus when that privilege has been suspended or revoked.</i>                                                                                                                                                                                                                                                                                                                                                                              |   |   | ◆ | ◆ | ◆ |
| <b>Truancy</b><br>(Policy <a href="#">JH</a> ) <ul style="list-style-type: none"> <li>• <i>Unexcused Absence from school or class.</i></li> <li>• <i>Leaving school without permission.</i></li> <li>• <i>Improper use of the dismissal process.</i></li> <li>• <i>Habitual truancy may result in a referral to DCYF.</i></li> </ul>                                                                                                                                   | ◆ | ◆ | ◆ | ◆ | ◆ |
| <b>Unauthorized Area</b> <ul style="list-style-type: none"> <li>• Loitering in hallways/bathrooms</li> <li>• Attending an unscheduled lunch</li> <li>• Use of locker room without permission</li> <li>• Multiple students in the bathroom, and/or multiple students in bathroom stall</li> <li>• Any area inside/outside the school building unless with a specific and legitimate purpose as determined by school administration or other school personnel</li> </ul> |   | ◆ | ◆ | ◆ |   |
| <b>Unexcused absence from class</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | ◆ | ◆ |   |   |   |

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| <b>The following items or events are strictly prohibited in the Safe Schools Zones 193 RSA and are considered a “critical” behavior that will warrant an immediate response from school administration and may involve the Dover Police Department.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |   |   |   |
| <b>Arson</b><br><i>Plans to and/or participation in burning of property</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |   | ◆ | ◆ |
| <b>Hazing</b><br>(Policy <a href="#">JICFA</a> )<br><i>An activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |   | ◆ | ◆ |
| <b>Use/Possession of Weapons</b><br>(Policy <a href="#">JICI</a> )<br><i>Possession or use of knives, guns, or other objects readily capable of causing bodily harm.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |   | ◆ | ◆ |
| <b>Use/Possession of Alcohol</b><br>(Policy <a href="#">JICH</a> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |   | ◆ | ◆ |
| <b>Use/Possession of Combustibles</b><br><i>Possession or use of substances or objects capable of setting fire to or burning something.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  | ◆ | ◆ | ◆ |
| <b>Use/Possession of Restricted Substances</b><br>(Policies <a href="#">ABD</a> , <a href="#">JICH</a> ) <ul style="list-style-type: none"> <li>• Possession or use of drugs, medications, or other substances that are limited, controlled or banned. Misuse of allowed substances in an unapproved way. <ul style="list-style-type: none"> <li>○ State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.</li> </ul> </li> <li>• Refusal of health/wellness evaluation, including search and seizure.</li> </ul> |  |  | ◆ | ◆ | ◆ |
| <b>Violent Incident with Injury</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |   | ◆ | ◆ |

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| (Policy <a href="#">JIC</a> )<br>Battery, Assault, Harassment, Homicide,<br>physical altercation, Robbery (taking by force),<br>School Threat, Sexual Battery, Threat with an<br>injury such as stab or bullet wounds,<br>concussions, fractured or broken bones, or cuts<br>requiring stitches, treated by non-school medical<br>professionals. |  |  |  |   |   |
| <b>Violent Incident without Injury</b><br>(Policy <a href="#">JIC</a> )<br>Battery, Assault, Harassment, physical<br>altercation, Robbery (taking by force), School<br>Threat, Sexual Battery, Threat with no injury                                                                                                                             |  |  |  | ◆ | ◆ |



## **Challenging Behaviors and Levels of Response**

Dover High School values a safe and positive school environment and therefore sets high expectations for student behavior. Rules and regulations provide structure and limits, so students may achieve their maximum potential. Teachers will address minor behaviors before they escalate, promote positive behavior, and create a supportive school climate. Students who display challenging behaviors or commit repeat offenses may be referred to the dean for disciplinary action. Disciplinary actions will be administered in a variety of ways in accordance with Dover School District Code of Conduct [Policy JIC](#). Persistent or repeated violations of the rules of conduct will result in increasingly serious consequences for the offending student.

To clarify expectations for students, teachers, and support staff in responding to challenging behavior, Dover High School has categorized behaviors into four categories:

- Minor
- Moderate
- Major
- Critical

The response to the behavior will be responded to in a fair, progressive manner based on:

- the SEVERITY of the behavior,
- the IMPACT that behavior has on others and/or the learning environment, and
- the FREQUENCY in which the behavior occurs.

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

### What is a MINOR behavior?

A minor behavior is a relatively low-level infraction that does not pose a significant threat to safety or the disruption of the learning environment.

#### Responsible Party:

**Teachers:** Initially, minor behaviors are addressed by the classroom teacher and generally do not require intervention from other school personnel unless the misbehavior is repeated.

| Examples of MINOR attendance related behaviors...                                                                                                                                                                                                                                                          | Our concerns because of the behavior...                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tardiness to class, skipping class, leaving class before the bell, misuse of hall pass, and/or leaves class too frequently.                                                                                                                                                                                | Missed learning opportunities, missed opportunities to demonstrate learning, the impact on self and others, safety concerns, not meeting or respecting expectations                                                                                                                                  |
| Examples of other MINOR classroom behaviors                                                                                                                                                                                                                                                                | Our concerns because of the behavior...                                                                                                                                                                                                                                                              |
| Misuse of materials, not following directions, talking out in class, throwing objects, bothering other students, cell phone use that violates classroom expectations, lack of engagement, inappropriate language/outburst, disruptive interaction with peer(s)/faculty that can be mediated in the moment. | Safety of the classroom/individuals, impact on self and others, interruption of learning activities, not meeting or respecting expectations, not typical behavior from the student, worried about academic success, impacting student/student and/or student/teacher relationships in the classroom. |

#### Potential Responses to behaviors:

- **Redirect:** Verbal/nonverbal.
- **Communication home to express concern:** Email or call, but be sure to receive a response within 24 hours or try to reach out again.
- **Teacher-student conference away from others:** Express your concerns with the student and gather feedback from them. This may happen before school, after school, or a mutually agreed upon time
- **Student break to self-regulate:** Provide an opportunity for the student to walk away and think about what occurred.
- **Change of seat:** Keep student away from distractions.
- **Positive Reinforcement**
- **Teacher Detention(s)**

#### When Minor behaviors do not change after implementing classroom interventions:

1. Teachers may submit a behavior referral for administration review that includes interventions already attempted.
2. Administrator and/or Referral Manager will reach out to the teacher to collaborate on next steps before, during, and/or after the due process given to the student.

| <b><u>What is MODERATE behavior?</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Moderate behaviors are more serious than minor infractions and may disrupt the learning environment or compromise school safety to some extent. While not as severe as major behaviors, can still have significant impacts on the school environment, students, and staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                      |
| <p><b><u>Responsible Party:</u></b></p> <ul style="list-style-type: none"> <li>Classroom teachers are encouraged to collaborate with the student's parent/guardian, school counselor, referral manager, colleagues, and/or administrator to interrupt the behavior.</li> <li>Collaboration between school staff and the student's parent/guardian.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                      |
| <b>Examples of MODERATE classroom behaviors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Our concerns because of the behavior...</b>                                                                                                                                                                                                                                                       |
| Repeated minor behaviors, persistent class disruption, disrespectful behavior toward peers or staff, academic dishonesty, misuse of classroom-issued pass, skipping classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Safety of the classroom/individuals, impact on self and others, interruption of learning activities, not meeting or respecting expectations, not typical behavior from the student, worried about academic success, impacting student/student and/or student/teacher relationships in the classroom. |
| <p><b><u>Potential Responses to behaviors:</u></b></p> <ul style="list-style-type: none"> <li><b>Parent/Guardian Contact:</b> Notify parents/guardians about the behavior and discuss interventions or consequences.</li> <li><b>Loss of Privileges:</b> Temporary restriction on privileges that may include participation in extracurricular activities or use of certain school resources.</li> <li><b>Behavioral Contract:</b> Formal agreement outlining expectations and consequences for future behavior.</li> <li><b>In-School Support:</b> Counseling, mentoring, or academic support to address underlying issues contributing to behavior.</li> <li><b>Out-of-School Suspension (OSS):</b> While a last resort for moderate behaviors, a student may be temporarily removed from school for a specified period, typically for severe or repeated infractions. <ul style="list-style-type: none"> <li>An out-of-school suspension at this level may be up to 5 days.</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                      |

| <b><u>What is MAJOR behavior?</u></b>                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Major behaviors are serious infractions that may significantly disrupt the learning environment, threaten safety, or violate school policies or laws.</p> <p>Major behaviors may be a singular event or a repeated and willful disregard of the reasonable school rules. At this point, the student is not responding to the graduated interventions the school has put in place (see <a href="#">Policy JCD</a>).</p> |
| <p><b><u>Responsible Party:</u></b></p> <ul style="list-style-type: none"> <li>Major behaviors require an immediate response from school administration due to concern for school safety and the well being of the student.</li> <li>Classroom teachers and/or staff are expected to contact administration immediately if a major behavior occurs in their classroom and/or other areas of the building.</li> </ul>      |

| Examples of MAJOR Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Our Concerns because of the behavior...                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical altercation, possession of drugs or weapons, bullying or harassment, significant vandalism, repeated defiance of authority, truancy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Safety and security of all students and staff, creating a sense of fear and insecurity, disruption of learning progress, decreased academic progress. |
| <p><b><u>Potential Responses to behaviors:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Immediate Intervention:</b> Removal of student(s) from the situation to evaluate and ensure safety.</li> <li>• <b>School Investigation:</b> Interim steps will be taken to allow school administrators to conduct an investigation into the claims and reach a determination. This may include school-issued no contact order, transition plan, and parent/guardian meeting.</li> <li>• <b>Parent/Guardian Meeting:</b> Convene a meeting with parents/guardians to discuss the behavior, consequences, and interventions in order for the student to successfully re-enter the building and/or classroom. In some cases, a student may not return to class until a parent/guardian conference has taken place. Law enforcement may be present due to the nature of the event.</li> <li>• <b>Behavioral Contract:</b> Formal agreement outlining expectations and consequences for future behavior.</li> <li>• <b>Out-of-School Suspension (OSS):</b> Temporary removal from school for a specified period, typically for severe or repeated infractions. <ul style="list-style-type: none"> <li>○ An out-of-school suspension at this level may be up to 10 days.</li> <li>○ The principal may request additional time from the Superintendent.</li> </ul> </li> <li>• <b>Police Involvement:</b> In cases involving illegal activities or threats to safety, school administrators may involve law enforcement.</li> <li>• <b>Reevaluation of Supports:</b> Review and adjust support plans for ongoing behavior management.</li> </ul> |                                                                                                                                                       |

| <b><u>What is CRITICAL behavior?</u></b>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Critical behaviors are extreme incidents that pose immediate danger to individuals or the school community as a whole.</p> <p>Critical behaviors may be a singular event or a repeated and willful disregard of the reasonable school rules. At this point, the student is not responding to the graduated interventions the school has put in place (see <a href="#">Policy JICD</a>).</p> |                                                                                                                                                                                                                                   |
| <p><b><u>Responsible Party:</u></b></p> <p>Critical behaviors are strictly prohibited in the Safe Schools Zones 193 D RSA and/or Dover School Board policies.</p> <p>Critical behaviors warrant an immediate response from school administration and may involve the Dover Police Department.</p>                                                                                              |                                                                                                                                                                                                                                   |
| Examples of CRITICAL Behaviors                                                                                                                                                                                                                                                                                                                                                                 | Our Concerns because of the behavior...                                                                                                                                                                                           |
| Weapons possession, severe physical assault, bullying and harassment, substance abuse, truancy, threats of violence, hate crimes.                                                                                                                                                                                                                                                              | Overall safety concerns of students and staff, disruption of learning, emotional and psychological impact, resource allocation that diverts from other aspects of education, culture and climate impact on trust and cooperation. |

**Possible School Responses to behavior:**

- **Immediate Intervention:** Removal of student(s) from the situation to ensure safety.
- **Parent/Guardian Meeting:** Convene a meeting with parents/guardians to discuss the behavior, consequences, and interventions in order for the student to successfully re-enter the building and/or classroom. A student may not return to class until a parent/guardian conference has taken place. Law enforcement may be present due to the nature of the event.
- **Immediate Safety Measures:** Evacuation or procedural changes to normal building operations as necessary to ensure the safety of students and staff.
- **Law Enforcement Involvement:** Contact law enforcement immediately to address the situation and ensure legal consequences are pursued.
- **Emergency Suspension:** Immediate removal of the student pending a formal investigation and disciplinary hearing.
  - An out-of-school suspension at this level may be up to 10 days.
  - The principal may request additional time from the superintendent that may exceed 10 days.
- **Reevaluation of Supports:** Review and adjust support plans for ongoing behavior management.

## DMS 2024-2025 Handbook Revisions only

Page 1

**Lindsay Dube**Principal

**Jillian Brickley** Dean of **Curriculum &** Instruction

**OPEN** Dean of Student Services

**Nora Burns, Gr. 5** School Counselor

**Haley Gilmore, Gr. 6** School Counselor

Cal Marsden, **Gr. 7** School Counselor

Page 2

- Be **S**afe
- Be **R**espectful
- Be a **L**earner

Principal **Dube** , Dean **Brickley**, Dean Mowatt, Dean Vail, and Dean **OPEN**

Page 5

Updated calendar

Page 8 - TARDINESS TO SCHOOL

If absences should occur, the parent/guardian is requested to call **the school attendance line at 603-516-7019 or email [DMSAttendance@dover.k12.nh.us](mailto:DMSAttendance@dover.k12.nh.us)** on the day of the absence as early as possible. The attendance line is available 24 hours a day.

Letters will be sent to parents/guardians of students with high absenteeism **or tardies** reminding them that they are responsible for getting students to school, and the truant officer will receive a copy of these letters.

~~Each tardy after the first five will earn the student an additional after school detention.~~ Failure to serve a detention for unexcused tardies will result in an in-school suspension. At the beginning of each ~~new trimester~~ month, all tardies will be erased allowing students to start each ~~trimester~~ **month** with a clean slate. Students who are chronically tardy may be referred to the truant officer.

### **LEAVING DISMISSAL FROM SCHOOL**

## Page 12 - DISCIPLINARY PRACTICES/CODE OF CONDUCT

- **Minor misuse of technology**

Interventions concerning student conduct in the classroom ~~will~~ **may** include conversations with teacher, redirection, parent/guardian contact, detentions, and making amends for choices.

**Some examples may include:**

- **Bullying**
- **Harassment of staff or student that can be judged to be is physically, sexually, discriminatory or emotionally abusive**
- **Possession or use of dangerous objects (blades, lighters, etc.) including look alike objects, or controlled substances such as drugs, inhalants, aerosols, alcohol, tobacco, vaping materials, etc.**
- **Serious incidents of fighting physical aggression or provoking a fight toward staff or student**
- **Any threatening act, whether in words or by actions, contempt, profanity**
- **Profane, obscene, or other improper language or gesture directed toward faculty, staff, or student**
- **Insubordination, defiance, disrespect, or failure to comply with a reasonable request from a staff member**
- **Acts of theft or vandalism**
- **Cutting class, walking out of class without permission, or failing to report to an assigned area**
- **Plagiarism or cheating (second offence or more)**
- **Using food or other objects as a projectile**
- **Failure to serve an administrative detention**
- **Student conduct that is characterized by frequent offenses**
- **Earning multiple referrals in one day**

## Page 13- IN-SCHOOL SUSPENSION PROGRAM

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

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

Will be provided with assignments **from** their regular classes. The student must complete their regular classroom assignments on a daily basis.

Will have access to counseling staff and special education/intervention **services**, if applicable.

## Page 13 OUT OF-SCHOOL SUSPENSION

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

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

The administration reserves the right to require a parent/guardian conference before a students' return to school.

## Page 16/17- APPROPRIATE ATTIRE

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

## Page 17- ELECTRONIC DEVICES

All devices must be turned off during the school day (7:10am-2:20pm).

**Dover Middle School does not require the use of personal technology and is not responsible.**

## Page 22 - SCHOOL COUNSELING DEPARTMENT

The ~~program~~ department encompasses four components:

## Page 23- 27

## **PARENT/GUARDIAN RESOURCE PAGE**

~~\*Student passwords should be private—user names only below.~~



**Online Usernames:**

Username: \_\_\_\_\_ For: \_\_\_\_\_  
\_\_\_\_\_

Username: \_\_\_\_\_ For: \_\_\_\_\_  
\_\_\_\_\_

**Parent Portal:** [dovernh.infinitecampus.org/campus/portal/dover.jsp](http://dovernh.infinitecampus.org/campus/portal/dover.jsp)

Parent's Account Username: \_\_\_\_\_

Student's Account Username: \_\_\_\_\_

**Lunch Account Website (to add funds):** [mymealtime.com](http://mymealtime.com)

Username: \_\_\_\_\_

**Additional Account Information:**

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**REPORT CARD SIGNATURES**

Parent signatures below indicate they have seen their child's progress report and report card. Students are required to obtain a signature at each reporting cycle.

Report Card Trimester 1:

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Report Card Trimester 2:

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---

Report Card Trimester 3:

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**DOVER MIDDLE SCHOOL HANDBOOK AGREEMENT FORM**

The following pages must be signed and returned to Dover Middle School no later than Thursday, September 10th (4 school days). In terms of the standards in this handbook, the school administration retains discretionary authority to consider mitigating the unusual circumstances in a given case. The handbook takes notice of the fact that the school is obligated to treat every student as an individual according to his/her educational development. This handbook has been approved by the Dover School Board; therefore, it is a policy document.

Signing below indicates that we have read and understand the expectations of Dover Middle School including the **DMS Commitment to Safety (p.22-23)**, the **Acceptable Internet Use Procedures (p.17-18)** and the **Student Acceptable Use Form (p.18-19)** and the **Video and Audio Recording on School Property Procedure (p.23)**.

Student Name (please print): \_\_\_\_\_ First Period Teacher's name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*  
\*\*\*\*\*

### **MEDIA PERMISSION**

- I do NOT give permission for my child to appear in any newspaper, television show, or through Internet material originating from the Dover School District as described in the Media Permission section in this handbook (p. 20).

\_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

.....

### **DOVER MIDDLE SCHOOL** **"KEEPING OUR CHILDREN SAFE"**

As part of Dover Middle School's efforts to provide a safe environment for our students, please complete this form and return it to your child's homeroom teacher in order to provide us with current information regarding the status of pending court orders denying school visitation and contact by spouses, relatives, or others. ALL PARENTS OR GUARDIANS MUST COMPLETE AND RETURN THIS FORM.

Child's Name: \_\_\_\_\_ Grade: (circle one) 5 6 7 8

Please check the appropriate option and sign below:

**OPTION A**

- ~~There are no court orders in place that need to be brought to the attention of school personnel concerning my child.~~

**OPTION B**

- ~~There is a court order in place regarding guardianship (temporary or permanent), custodial arrangements that limit or prohibit contact or visitation, orders that affect educational decision making or access to school, etc.~~

~~Judgments and actions cannot be determined on verbal information. Documentation (copies of court orders) is required for enforcement.~~

\* I have provided the school with this documentation. Yes \_\_\_\_\_ No \_\_\_\_\_

~~(If you answered "NO," this information must be provided to the guidance department immediately or we cannot guarantee the safety of your child).~~

~~I understand that it is my responsibility as a custodial parent or guardian to provide the Dover Middle School with new and updated information (and a copy of court orders) regarding the above mentioned issues.~~

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Phone: (home) \_\_\_\_\_ (work) \_\_\_\_\_ (cell) \_\_\_\_\_

\_\_\_\_\_

~~Thank you for your assistance in this most important matter.~~

~~"Your child's safety is our first priority."~~

A Message to the Dover School Board:

Thank you for taking the time to read through the FGH Handbook changes for the 2024-2025 School Year. The elementary administrations worked collaboratively by changing some formatting and also the order of some policies to ensure all three elementary schools are more closely aligned. Any changes in order or format were omitted from this document unless there was change in language. While this is not the comprehensive handbook, this document is inclusive of additions (in bold and underlined), while retractions from the previous year have been struck. The highlighted areas on the Table of Contents signify sections with these changes.

As always, please feel free to contact me with any questions or concerns.

Best,

Brian Rice

Dean of Students

FGH Elementary School at Horne Street

## TABLE OF CONTENTS

Click Page Number to Navigate Directly to Section

|                                                            |                             |
|------------------------------------------------------------|-----------------------------|
| <b>Calendar</b>                                            | <a href="#">Page 5</a>      |
| <b>School Board Members</b>                                | <a href="#">Page 6</a>      |
| <b>Principal's Message to Families</b>                     | <a href="#">Page 7</a>      |
| <b>School Mission Statement &amp; School Phone Numbers</b> | <a href="#">Page 8</a>      |
| <b>School Day Schedule</b>                                 | <a href="#">Page 9</a>      |
| <b>General Information</b>                                 | <b>Pages 10-14</b>          |
| NH State School Attendance Law                             | <a href="#">Page 10</a>     |
| <b>Attendance (<i>policy: JH</i>)</b>                      | <a href="#">Page 10</a>     |
| Reporting Absences                                         | <a href="#">Page 11</a>     |
| Parent/Guardian Responsibilities                           | <a href="#">Page 11</a>     |
| School Closings/Early Dismissal/Evacuation                 | <a href="#">Pages 12-13</a> |
| Remote Learning                                            | <a href="#">Page 13</a>     |
| <b>Telephones</b>                                          | <a href="#">Page 13</a>     |
| Text Books & School Newsletter                             | <a href="#">Page 14</a>     |
| Computers                                                  | <a href="#">Page 14</a>     |
| Student Records                                            | <a href="#">Page 14</a>     |
| Transfer/Withdrawal & Guardianship Changes                 | <a href="#">Page 14</a>     |
| <b>Safety &amp; Security Procedures</b>                    | <b>Pages 15-18</b>          |
| Visitors/Deliveries                                        | <a href="#">Page 15</a>     |
| School Drop-off & Pick-up                                  | <a href="#">Pages 15-17</a> |

|                                                        |                             |
|--------------------------------------------------------|-----------------------------|
| <b>Emergency Drills</b>                                | <a href="#">Page 18</a>     |
| <b>Food Services</b>                                   | <a href="#">Page 18-19</a>  |
| <b>Health Services</b>                                 | <a href="#">Page 19-20</a>  |
| <b>Academics</b>                                       | <b>Pages 21-24</b>          |
| Language Arts, Math, Science & Social Studies          | <a href="#">Pages 21-22</a> |
| STEM, Art, Music, Physical Education, Library          | <a href="#">Pages 22-23</a> |
| Report Cards, Infinite Campus, Conferences, Open House | <a href="#">Page 23-24</a>  |
| <b>Assessments</b>                                     | <a href="#">Page 24</a>     |
| Field Trips                                            | <a href="#">Page 24</a>     |
| <b>School Support</b>                                  | <b>Pages 24-25</b>          |
| Reading Specialist, School Counselors                  | <a href="#">Page 25</a>     |
| Behavior Specialist & MTSS Building Coordinator        | <a href="#">Page 25</a>     |

|                                                                   |                             |
|-------------------------------------------------------------------|-----------------------------|
| Special Education Services                                        | <a href="#">Page 25</a>     |
| Parent/Guardian involvement, Parent Teacher Group: PTG, Box Tops  | <a href="#">Pages 25-26</a> |
| <b>Other Resources</b>                                            | <b>Page 26</b>              |
| Child Care, Strafford Community Partnership, and Parent Guidance  | <a href="#">Page 26</a>     |
| <b>Homework (<i>policy: IKB</i>)</b>                              | <a href="#">Page 27</a>     |
| <b>Schoolwide Expectations</b>                                    | <b>Pages 28-29</b>          |
| Core Values, Procedures & Rules                                   | <a href="#">Page 28</a>     |
| Code of Conduct                                                   | <a href="#">Page 28</a>     |
| Behavior Support through MTSS and Behavior Matrix                 | <a href="#">Pages 28-31</a> |
| <b>School Policies</b>                                            | <b>Pages 32-83</b>          |
| FERPA                                                             | <a href="#">Pages 32-33</a> |
| PPRA                                                              | <a href="#">Pages 34-35</a> |
| Nondiscrimination ( <i>policies: AC &amp; ACE</i> )               | <a href="#">Page 35</a>     |
| Childfind Activities                                              | <a href="#">Pages 35</a>    |
| Entering School ( <i>policy: JEB</i> )                            | <a href="#">Page 36</a>     |
| Custodial/Guardianship                                            | <a href="#">Page 36</a>     |
| Visitor/ School Volunteer ( <i>policies: IJOC-E &amp; GBEBB</i> ) | <a href="#">Page 36</a>     |
| Confidentiality ( <i>FERPA &amp; IDEIA</i> )                      | <a href="#">Page 36</a>     |
| Refusal of Permission to Publish                                  | <a href="#">Page 36</a>     |
| Section 504                                                       | <a href="#">Page 37</a>     |
| Special Education Programs                                        | <a href="#">Page 37</a>     |
| Special Education/Federal Projects                                | <a href="#">Page 37</a>     |
| Child Protection Act                                              | <a href="#">Page 37</a>     |

|                                                                             |                             |
|-----------------------------------------------------------------------------|-----------------------------|
| Pupil Safety and Violence Prevention ( <i>policies: JICK &amp; ACAA-R</i> ) | <a href="#">Page 37</a>     |
| Sexual Harassment ( <i>policies: ACAA &amp; ACAA-R</i> )                    | <a href="#">Page 37</a>     |
| Hazing ( <i>policy: JICFA</i> )                                             | <a href="#">Page 38-39</a>  |
| Schoolnet Acceptable Use ( <i>policy: EHAA</i> )                            | <a href="#">Page 39</a>     |
| Student Computer and Internet Use                                           | <a href="#">Page 39</a>     |
| Career Tech. Education                                                      | <a href="#">Page 39</a>     |
| Leave No Child Behind (Elementary & Secondary Education Act)                | <a href="#">Page 39</a>     |
| Student Dress Code ( <i>policy: JICA</i> )                                  | <a href="#">Page 40-41</a>  |
| Electronics/Animals In School ( <i>policy IMG</i> )                         | <a href="#">Page 41</a>     |
| Smoking ( <i>policy: ADB</i> )                                              | <a href="#">Page 41</a>     |
| Dangerous Items ( <i>policy: JICI</i> )                                     | <a href="#">Page 42</a>     |
| Bullying/CyberBullying Policy: ( <i>policy: JICK</i> )                      | <a href="#">Pages 42-46</a> |

|                                                                        |                             |
|------------------------------------------------------------------------|-----------------------------|
| Suicide Prevention Plan                                                | <a href="#">Page 46-47</a>  |
| Attendance Policy: ( <i>Policy: JH</i> )                               | <a href="#">Page 47</a>     |
| Student Conduct ( <i>policy: JIC</i> )                                 | <a href="#">Pages 48-50</a> |
| Student Discipline and Due Process ( <i>Policy: JICD</i> )             | <a href="#">Page 50-60</a>  |
| Student Wellness ( <i>Policy: JLCF</i> )                               | <a href="#">Page 62</a>     |
| Administration of Medication ( <i>policy JLCD</i> )                    | <a href="#">Page 62</a>     |
| Staff Conduct with Students ( <i>Policy: GBEBB</i> )                   | <a href="#">Pages 63-65</a> |
| Transportation/Transportation ( <i>policy EEAE/EEAE-R</i> )            | <a href="#">Pages 65-69</a> |
| Use of Restraint and Seclusion ( <i>policy JKAA</i> )                  | <a href="#">Pages 69-81</a> |
| Video and Audio Surveillance on School Property ( <i>policy EEAA</i> ) | <a href="#">Page 81</a>     |
| McKinney-Vento Homeless Assistance Act                                 | <a href="#">Page 81-83</a>  |
| <b>Closing Statement</b>                                               | <a href="#">Page 83</a>     |

There are several policies referenced in this handbook. To access any Dover School Board Policy in full, click [HERE](#).

### Central Office Personnel

#### Office of the Superintendent

|                      |                          |              |
|----------------------|--------------------------|--------------|
| Dr. William Harbron  | Superintendent           | 603.516.6802 |
| Dr. Christine Boston | Assistant Superintendent | 603.516.7208 |
| Tammy Badger         | Administrative Assistant | 603.516.6804 |

**Business Office**

|                     |                                    |                     |
|---------------------|------------------------------------|---------------------|
| Michael Limanni     | Chief Financial Officer            | 603.516.6482        |
| <b>Shawna Stahl</b> | <b>Accounting Coordinator</b>      | <b>603.516.6482</b> |
| <b>Amanda Noyes</b> | <b>Business Services Assistant</b> | <b>603.516.6810</b> |

**Student Services**

|                         |                                 |                     |
|-------------------------|---------------------------------|---------------------|
| Abigail Small           | Director of Student Services    | 603.516-1309        |
| Travis Bickford         | MTSS Director                   | 603.516-6728        |
| Erica Helm              | Family Services Facilitator     | 603.516-1317        |
| <b>Darlene Shanahan</b> | <b>Administrative Assistant</b> | <b>603.516-6722</b> |

**Curriculum Office**

|                        |                                 |                     |
|------------------------|---------------------------------|---------------------|
| Kiley Hemphill         | CIA Co-Director                 | 603-516-1613        |
| Jennifer Krans         | CIA Co-Director                 | 603-516-6708        |
| Siobhan Mehalek        | CIA Co-Director                 | 603-516-6805        |
| <b>Courtney Miller</b> | <b>Administrative Assistant</b> | <b>603.516-6706</b> |



# DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2024 – 2025

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

**S = Students In-Session:** 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 174 Student Days which meets the hours required.

**T = Teachers In-Session:** 184 days

|                                     |                                                                                                          |
|-------------------------------------|----------------------------------------------------------------------------------------------------------|
| August 26, 2024                     | Teachers Return – Teacher Workshop                                                                       |
| August 27, 2024                     | Teacher Workshop                                                                                         |
| August 28, 2024                     | Teacher Workshop                                                                                         |
| August 29, 2024                     | Teacher Workshop                                                                                         |
| August 30 - September 2, 2024       | Labor Day Recess                                                                                         |
| September 3, 2024                   | Students Return                                                                                          |
| September 10, 2024                  | Teacher Workshop (Due to State Primary)                                                                  |
| October 11, 2024                    | Teacher Workshop                                                                                         |
| October 14, 2024                    | Indigenous Peoples' Day                                                                                  |
| November 5, 2024                    | Teacher Workshop (Due to Elections)                                                                      |
| November 11, 2024                   | Veterans' Day                                                                                            |
| November 27 – 29, 2024              | Thanksgiving Recess                                                                                      |
| December 6, 2024                    | Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development                         |
| December 23, 2024 – January 1, 2025 | Holiday Recess                                                                                           |
| January 20, 2025                    | Martin Luther King Day                                                                                   |
| February 24 - 28, 2025              | Winter Recess (To include February 17 <sup>th</sup> Presidents' Day)                                     |
| March 14, 2025                      | Teacher Workshop                                                                                         |
| April 28 – May 2, 2025              | Spring Recess                                                                                            |
| May 26, 2025                        | Memorial Day                                                                                             |
| *June 13, 2025                      | Tentative Last Day of School for Students (half-day), or Upon Completion of 180 Days or Equivalent Hours |
| **June 16-23, 2025                  | Snow Days                                                                                                |

**SCHOOL BOARD MEMBERS**  
**City of Dover, NH**  
**Dover School District School Board Members**

You may email the board at: [DoverSchoolBoard@doover.k12.nh.us](mailto:DoverSchoolBoard@doover.k12.nh.us)

Carolyn Mebert, Vice Chairperson, Ward 3  
254 Dover Point Road, (603) 969-1530  
[c.mebert@doover.k12.nh.us](mailto:c.mebert@doover.k12.nh.us)

Robin Trefethen, Chairperson, At-Large  
3 Nantucket Court (603) 312-6352  
[r.trefethen@doover.k12.nh.us](mailto:r.trefethen@doover.k12.nh.us)

Elizabeth Goldman, Ward 2  
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Micaela Demeter, Ward 4  
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[m.demeter@doover.k12.nh.us](mailto:m.demeter@doover.k12.nh.us)

Craig Flynn, Ward 5  
416 Lilac Lane, (603) 988-4091  
[c.flynn@doover.k12.nh.us](mailto:c.flynn@doover.k12.nh.us)

Michelle Clancy, Secretary, Ward 6  
22 Parsons Lane (603) 540-1423  
[m.clancy@doover.k12.nh.us](mailto:m.clancy@doover.k12.nh.us)

Maggie Fogarty, Ward 1  
16 Florence Street, (603) 988-7115  
[m.fogarty@doover.k12.nh.us](mailto:m.fogarty@doover.k12.nh.us)

Superintendent, Dr. William R. Harbron  
61 Locust Street, Suite 409, (603) 516-6804  
[w.harbron@doover.k12.nh.us](mailto:w.harbron@doover.k12.nh.us)

# Principal's Message To Families

Dear Families and Friends of the Frances G. Hopkins Elementary School at Horne Street,

I welcome you to the 2024-2025 school year! I am proud of our school and look forward to another wonderful year with you and your children.

We have had a busy summer and are excited to welcome you all back to a newly climate-controlled building!

You will notice the Frances G. Hopkins Elementary School at Horne Street sign is emblazoned with the words “a caring, collaborative community.” This is not only to honor our esteemed namesake, but to demonstrate our commitment to our students and to one another. FGH is a school where every person belongs and is valued.

A strong partnership between schools, families and our community fosters the best atmosphere for learning. I encourage you to become involved in our school as there is a direct correlation between family involvement and student achievement, and we want to partner with you to ensure the success of your children. There are many opportunities to become involved, and I particularly encourage you to collaborate with other families and join our Parent Teacher Group. Our PTG is an opportunity for all parents and guardians to advocate, support, and build relationships.

This handbook contains general information about our school and programs and is meant to reflect the high expectations we hold for all. After familiarizing yourself with its contents, please save for future reference. Please do not hesitate to reach out to us with any questions.

I am excited to learn and grow with your family this year.

Sincerely,

Mrs. Brittany Granfield

Principal

Frances G. Hopkins Elementary School at Horne Street

# DOVER SCHOOL DISTRICT'S MISSION STATEMENT

Working collaboratively to empower all learners to become dynamic global citizens.

## **Who's Who at FGH**

|                                   |                         |                        |
|-----------------------------------|-------------------------|------------------------|
| Brittany Granfield                | Principal               | 516-6757               |
| Brian Rice                        | Dean of Students        | 516-6775               |
| Peggy Morton                      | Main Office             | 516-6756               |
| Sarah Dodier                      | Main Office             | 516-6756               |
| Leah Vawter                       | Nurse                   | 516-6795               |
| Linda Long                        | Behavior Specialist     | 516-6760               |
| Chelsey Dinwoodie                 | Guidance                | 516-6759               |
| Ruth Rossi                        | Guidance                | 516-6720               |
| <b><u>Christine Hernandez</u></b> | <b><u>Cafeteria</u></b> | <b><u>516-6800</u></b> |
| <b><u>Nichole Gallagher</u></b>   | <b><u>Library</u></b>   | <b><u>516-6756</u></b> |
| Superintendent Office             |                         | 516-6800               |

Bus Company: First Student

692-4406, ext 2



## **Attendance**

In order to obtain quality education, it is vital that students arrive at school on time and attend on a daily basis. This policy statement has been developed to discourage tardiness and truancy, as well as encourage good attendance in order to maximize every student's opportunity to learn.

Regular school attendance is essential to the success of each student. School begins at 8:15 a.m. and any student arriving after 8:20 a.m. will be marked as tardy. If there are extenuating circumstances related to frequent tardiness or absenteeism, please notify the school as early as possible so this information can be taken into consideration. Student absences totaling more than 18 days for the year may result in retention in the current grade. For our records, parents or guardians should send a note to school following an absence.

**Students who are absent or dismissed early from school are not allowed to participate in any after school activity without prior written approval by an administrator.**

**Please Note:** There is a local city ordinance and a Dover School District policy regarding truancy and attendance. ([See School Board Policy JH](#) for additional information)

**In an effort to make parents aware of their child's current attendance history, absences and tardies (including early dismissals) will be tracked and reported. Excessive absences/tardies/dismissals, unexcused or excused, per trimester will result in a letter being sent home and a copy placed in the student's cumulative file. The following guideline will be used for generating the letter.**

Absences Per Trimester: 5

Tardies / Early Dismissals Per Trimester: 7

## **Telephones**

The office may take messages for students when there is an emergency or when it is essential that a student receive information. **Because the end of the school day is very busy, please get all messages to the school by 2:15.** We will do our best to communicate the message to the student by the end of the day. Students are not called to the phone. ~~Since office telephones are constantly in use for school business, students may not use an office telephone unless there is an emergency.~~ **Students may not use an office telephone unless there is an emergency.** All after-school plans should be worked out at home before school starts. Parents are encouraged to contact teachers if they have questions. Teachers will respond at their earliest appropriate opportunity.

## **Emergency Drills**

~~At Garrison School, we practice: Fire Drills, Drop and Cover, Evacuations, Reverse Evacuations, Stay in Place, and Sean.~~ **Within the Dover School District, schools practice drills recommended by the NH Department of Safety and Homeland Security.** Each drill addresses situations that may arise in an emergency and helps to prepare staff and students in the event of a real emergency. We will continue to practice these drills throughout the year.

## **FOOD SERVICES**

Dover School District provides daily breakfast and lunch through a company called **Fresh Picks**. Monthly menus are posted at <https://dover.lingnutrition.com/>, though daily options can change unexpectedly due to supply issues.

*Breakfast* is available each school day at 8:05a.m. The program is open to all students at a cost of \$1.70 daily. Students who are eligible for free or reduced lunch are also eligible for free or reduced breakfast. Students may pay on a daily basis.

*Lunch* periods are scheduled for approximately 20 minutes devoted to lunch, with the remaining time for recess. (There will be indoor recess for inclement weather days). A daily hot lunch may be purchased for \$2.85 daily or \$14.25 weekly.

For convenience, lunch may be paid for by the week or month, by check or credit card (online or in the app). Please make checks payable to "The Dover Schools Lunch Program." With computerized records, the cafeteria keeps track of the number of lunches available in each student's account. You may also pay online via credit card by visiting [www.mymealtime.com](http://www.mymealtime.com) or download the app in your App store for convenience. Cash is accepted, but strongly discouraged at the elementary level.

Each morning, before school begins, a cafeteria staff member will be on duty to collect lunch money. One check can be used for both breakfast and lunch. There will be no exchange of funds during the lunch period. We will not deny a student his/her lunch – they will, however, accrue charges on their account which must be paid.

Free and Reduced Lunch/Breakfast are available to families who qualify. **We encourage all families to complete a "Free and Reduced Meal Price Application Form" this year.** Applications are accepted at any time during the school year. The forms can be completed and returned to any

school office. You will be notified by mail of your child's status.

Families eligible for the National School Breakfast and Lunch Programs will be sent information in early September. Students who are eligible for Free & Reduced lunch will receive lunch and breakfast, but not snack milk. Snack milk will not be available to anyone this year.

If your child had free or reduced last school year, their eligibility will carry over for the first 30 days of the next school year. If you do not re-apply, your child will revert to full-paid status and you will be responsible for all of the charges incurred on their account until an application is submitted and approved. \*Applications are available in the main office as well as online using the following link: [https://www.dover.k12.nh.us/apps/pages/index.jsp?uREC\\_ID=1281548&type=d&pREC\\_ID=1492918](https://www.dover.k12.nh.us/apps/pages/index.jsp?uREC_ID=1281548&type=d&pREC_ID=1492918)

**For more information, please visit the Dover Food Services [website](#).**

## **HEALTH SERVICES**

**Please Note: Health and safety protocols are subject to change throughout the year in response to local and national conditions. We will communicate with families through district and school measures as needed.**

Our school nurse supports the wellbeing of all students. Leah Vawter, FGH Nurse can be contacted via e- mail: [l.vawter@dover.k12.nh.us](mailto:l.vawter@dover.k12.nh.us) or by phone: 603-516-6795.

The State of New Hampshire requires that all children have a health record at school. This record includes current immunizations, a physical exam, information about current health issues and the results of screenings performed at the school. Screenings such as vision and hearing are performed with parent/guardian consent.

**See policy [JLCDA Medical Treatment-Parental Consent](#)**

If your child has surgery, a significant injury, illness or medical treatment, please inform the school nurse so appropriate plans can be made for your child. Please note that students need a note from a doctor if they need to be in for recess.

Please keep your emergency information updated. This is extremely important if your child is injured or becomes ill. Please call the school when your child is absent. The school will call you if we do not hear from you to make sure your child is safe. Reporting the reason for an absence allows tracking of illnesses or health concerns.

*Please feel free to contact our school nurse should you have any questions and concerns.*

### **Medications**

If your child needs medication or health treatments at school, both you and your child's physician will need to provide written permission. Medicine must be in an original labeled bottle.

Frances G. Hopkins Elementary School at Horne Street Student & Family Handbook

Pharmacies can provide you with an extra bottle to keep at school. An adult should transport medication to school for the safety of all the children safety reasons.

**See school board policies [JLCD-Administering Medication to Students](#) and [JLCD-R Procedures for Administering Medications to Students](#)**

### **School Health Guidelines**

Please keep your child home when experiencing:

- FEVER: If a child has a temperature of 100 degrees or more, he/she should remain home for 24 hours after having no fever (without medication).
- COMMUNICABLE DISEASES: Any communicable disease, such as chicken pox, strep infections, conjunctivitis, measles, ringworm, scabies, impetigo (inflammatory skin disease around nose and mouth marked by isolated pustules which become crusted and rupture), mononucleosis, hepatitis or German measles, scarlet fever must be reported to the school health office. The school nurse is required to report certain communicable diseases to the New Hampshire State Department of Health. Certain diseases require readmission to the school by the nurse. Please call if you have questions.
- RUNNY NOSES: A clear discharge is not usually a sign of concern. Any discoloration or heavy mucus nasal discharge might signify infection. Consult your physician.
- COUGHS: If a cough is deep or constant, it will be hard for your child to concentrate at school, in which case, the child may do better to stay at home. Coughs that seem to be uncontrollable or cause pain in the chest, back, or throat should be referred to your doctor for treatment.
- SORE THROATS: If a throat is bright red or small white blister-type spots are present in the throat, contact your doctor for treatment or advice on attending school.
- EARACHES: Complaints of ear pain or discomfort around the ear area should be checked by your doctor. Only by looking at the eardrum can infection be detected and treated. Absence from school should be based on the child's level of discomfort and consultation with a doctor.
- GASTROINTESTINAL ILLNESS: If a child has nausea, vomiting or diarrhea, he/she should stay home from school for the benefit of his/her own health and comfort and to prevent the spread of illness. A child should remain home from school until 24 hours have passed without any vomiting or diarrhea and the student is able to consume a regular diet.
- ~~GENERAL HEALTH PROCEDURES:~~
  - ~~Make sure your child has a well day before they are sent back to school after having a significant illness. They will be expected to resume a full school day.~~
  - ~~If your child has surgery, a significant injury, illness or medical treatment, please inform the school nurse so appropriate health planning can be done for your child.~~
  - ~~A physician's note is required if participation in an activity is restricted (this includes recess time)~~
  - ~~All over the counter medications must include a signed parent's or guardian's permission form. Medication must be sent to school in a prescription or over the counter container.~~



•No prescription medication will be given to any child by school personnel except by school nurse, or under her supervision, upon a written order of the physician who has examined and prescribed it for a particular student.

## ACADEMICS

### English Language Arts (ELA)

Wilson Foundations, Heggerty, and Fountas & Pinnell Classroom enhance our elementary curriculum's growing scientific approach to reading. Wilson Foundations is a program that helps students learn letters, sounds, spelling, and writing in a fun and interactive way. It uses different activities and ways of learning to help students become better at figuring out words and reading them correctly. Foundations is used in all our elementary classrooms, K-4.

Heggerty is a program designed for Kindergarten and 1st grade students to improve their listening and speaking skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers.

Fountas and Pinnell Classroom materials provide rich text and meaningful experiences with those texts so that students build strong comprehension skills and develop a love of literacy. These materials are used to support and enhance small group instruction, whole group read aloud, and purposeful reading discussions.

The new adoption of Amplify Core Knowledge Language Arts (CKLA) this year is an exciting development as our elementary literacy curriculum becomes aligned with a scientific approach. CKLA is a highly rated, research-based literacy program that uses various methods to teach children how to decode (sound out) words while also exposing them to interesting and informative content through stories, helping them learn to read and read to learn at the same time. Daily CKLA lessons are divided into "Skills" and "Knowledge" lessons, which are both critical to developing strong readers (120 minutes for grades K-3; 90 minutes for grade 4). Writing instruction and practice are embedded into these lessons, integrating reading and writing. At the beginning of each unit, you will receive a Caregiver Letter which will introduce you to the stories and content your student will be exploring, what they will learn within that study, and how you can support that learning at home.

Heggerty is a supplemental program designed for Kindergarten and 1st-grade students to improve their phonemic awareness skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers. The Heggerty routines comprise roughly 10 minutes of daily instruction for Kindergarten and 1<sup>st</sup> grade students.

### Social Studies

The Dover Social Studies curriculum uses the C3 Framework to teach students about civics, economics, geography, and history. It helps them explore and ask questions about these subjects. The curriculum provides a foundation for children to understand how our society operates and how different aspects are interconnected in a meaningful way, based on their personal experiences. Students engage with Social Studies content in increasing complexity throughout their experiences in elementary school. They begin by exploring self and family, then their school

community, then the Dover community, and lastly students in fourth grade engage in a study of the state of New Hampshire.

### **Science and Stem**

The science and STEM curriculum use the Next Generation Science Standards (NGSS) as the base for instruction. Students will participate in science units in their classroom setting as well as in STEM (science, technology, engineering, and math) as a Related Arts class. The NGSS that both courses are built on encourages your child to ask questions, explore, and think critically. Rather than just memorizing facts, they will actively investigate scientific concepts and develop problem solving skills. This approach helps ensure that your child develops a deeper understanding of science, discovers the relevance of science in their daily lives, and gains the skills needed for future success.

### **Science & Social Studies**

**Amplify CKLA integrates both science and social studies content within each unit. Developing deep content knowledge about specific topics over time is the most effective way to build strong reading comprehension, which is why CKLA devotes so much time to this within the "Knowledge" portion of each daily lesson. Learning about history, science, the arts, and cultures is an important component of an effective and equitable reading program. You can read about the content within each grade level by visiting Amplify CKLA's Caregiver Hub (<https://amplify.com/caregiver-hub/amplify-ckla/>) and scrolling to the bottom of the page.**

### **STEM**

**While students will engage in in-depth study of science and social studies content through CKLA, they will also have an opportunity to participate in hands-on investigations through their regular Science, Technology, Engineering, and Math (STEM) related arts class. As in the classroom, the STEM class uses the Next Generation Science Standards (NGSS) to guide the specific science/engineering content and science/engineering practices that students will engage in. In STEM class, your student will ask questions, explore, collaborate, and think critically.**

### **Assessments**

Starting in first grade, students will take the STAR assessment in reading and math three times each year. Students will initially take the STAR assessment in math and reading in first grade - potentially once for practice in the winter, then officially in the spring. Starting in 2nd grade, students will take the STAR assessment three times each year. In 3rd and 4th grade, students will also take the SAS (Statewide Assessment System) in ELA and Math. All students will take a brief Aimsweb fluency assessment three times per year to measure reading fluency. We use these assessments to help drive instruction and target areas of need for students, and are careful not to "over assess" young students.

## **SCHOOL SUPPORT**

### **Behavior Specialist**

The Behavior Specialist's role is to support students who are experiencing ongoing difficulties with social interactions and demonstrating behaviors that are impacting their ability to learn. The Behavior Specialist may work with students in learning skills that will help them resolve conflicts, express feelings and demonstrate more appropriate behaviors.

Frances G. Hopkins Elementary School at Horne Street Student & Family Handbook

Students may be supported in identifying issues and using their strengths to develop a plan for solving conflicts in a positive manner. The behavior specialist works with the teachers, parents, counselors, and administrators to develop a positive discipline model that is based on teaching and reinforcing appropriate skills.

**MTSS Building Coordinator**

**The MTSS Building Coordinator plays a crucial role in supporting our students' development through a variety of interventions and strategies within a Multi-Tiered System of Support (MTSS). This position involves direct work with students, including those who are developing foundational skills and working toward grade level competencies. The coordinator collaborates with general education teachers to co-teach, plan, and deliver class-wide interventions based on screening and summative assessments. Additionally, the coordinator designs and implements targeted small group or individual interventions using diagnostic assessments to support students' foundational skills development in literacy and mathematics.**

**SCHOOL POLICIES**  
2024-2025 School Year

**\*\*\*NOTE TO BOARD: ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\***

**HAZING**

|                                     |                                    |
|-------------------------------------|------------------------------------|
| DOVER SCHOOL DISTRICT               | POLICY CODE: <a href="#">JICFA</a> |
| DATE OF ADOPTION: FEBRUARY 11, 2008 | TOTAL 1 PAGE                       |

It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.

"Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.

"Endanger the mental health" shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in the school district.

Legal Reference:  
RSA 631:7, Student Hazing New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing

**\*\*\*NOTE TO BOARD - ADDED JICL POLICY FOR SY 24-25\*\*\***

**STUDENT COMPUTER AND INTERNET USE**  
Student use of school computers, networks, and Internet services are a privilege, not a right. Compliance with the District's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.  
Please see board policy [JICL](#) for the complete policy

**\*\*\*NOTE TO BOARD: ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\***

**PUPIL SAFETY AND VIOLENCE PREVENTION POLICY : BULLYING AND CYBERBULLYING**

|                                  |                                   |
|----------------------------------|-----------------------------------|
| DOVER SCHOOL DISTRICT            | POLICY CODE: <a href="#">JICK</a> |
| DATE OF ADOPTION: APRIL 10, 2017 | TOTAL 4 PAGES                     |

**I. GENERAL STATEMENT OF POLICY**  
The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct

themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

This policy, in conjunction with the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R), is intended to comply with RSA 193-F. The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as deemed appropriate.

## **II BULLYING AND CYBERBULLYING DEFINED**

### **Definitions**

1. "Bullying" means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
  - a. physically harms a pupil or damages the pupil's property;
  - b. causes emotional distress to a pupil;
    - i. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint.
  - c. interferes with a pupil's educational opportunities;
  - d. creates a hostile educational environment; or
  - e. substantially disrupts the orderly operation of the school.

"Bullying" shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs if those actions cause one or more of the results in paragraphs (a) through (e) above.

**The above-referenced conduct is only considered “bullying” if it:**

- (a) Occurs on, or is delivered to, school property or a school-sponsored activity or event, on or off school property; or**
- (b) Occurs off school property or outside of a school-sponsored activity or event, and the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.**

**Bullying or cyberbullying of a student on the basis of sex, sexual orientation, gender identity, race, color, creed, ancestry, national origin, religion, age, marital status, familial status, economic status, physical or mental disability may also constitute illegal discrimination or harassment under federal and/or state laws.**

**2. “Cyberbullying” means conduct defined in paragraph I of this section that takes place through the use of electronic devices.**

**3. “Electronic devices” include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.**

**4. “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.**

**5. “Perpetrator” means a pupil who engages in bullying or cyberbullying.**

**6. “Victim” means a pupil against whom bullying or cyberbullying has been perpetrated.**

### **III. BULLYING, CYBERBULLYING, AND RETALIATION PROHIBITED**

**It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyberbullying of a student.**

**It shall be a violation of this policy to engage in retaliation or false accusations against a complainant, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying.**

**All students are protected by this policy, regardless of their status under**

the law.

There shall be disciplinary consequences or interventions, or both, for a student who commits an act of bullying or cyberbullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy. If it is determined, after investigation, that a student has engaged in bullying or cyberbullying conduct prohibited by this policy, that student shall be subject to appropriate disciplinary action, which may include, but not be limited to suspension and expulsion. Any such disciplinary action shall be taken in accordance with applicable school board policy and legal requirements.

#### **IV. REPORTING AND INVESTIGATION PROCEDURE**

Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to any school employee, including but not limited to teachers, administrators, counselors, or other staff.

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal or designee as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal or designee.

(See Form ACAA-R).

The reporting procedure and investigative procedure for reports of bullying and/or cyberbullying is set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).

#### **V. TRAINING**

The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying, if possible, and to educate staff on how to properly identify, respond to, and report incidents of bullying/cyberbullying.

The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.

## **VI. ANNUAL REPORT TO NEW HAMPSHIRE DEPARTMENT OF EDUCATION**

**The Superintendent shall prepare and submit an annual report of substantiated bullying/ cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.**

## **VII. IMMUNITY**

**By virtue of NH RSA 193-F:7, any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.**

## **VIII. POLICY DISSEMINATION**

**This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.**

## **IX. APPEAL**

**The procedures under RSA 193:13 and NH Admin. R. Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.**

**Appeal rights related to complaints of bullying/cyberbullying are set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).**

**X. CAPTURE OF AUDIO & VIDEO RECORDINGS ON SCHOOL BUSES:**  
**Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.**

**Legal References: NH RSA 193-F RSA**

**570-A:2 Capture of Audio Recordings on School Buses  
Allowed RSA 193:13**



**Cross References: AC – Nondiscrimination/Equal Opportunity  
ACAA - Harassment and Sexual Harassment of Students  
ACAA-R - Student Discrimination, Harassment, and  
Bullying Complaint Procedure  
ACAA-R – Report Form  
JRA – Student Records and Information  
JICFA - Hazing**

**\*\*\*NOTE TO BOARD - ADDED JIC POLICY FOR SY 24-25\*\*\***

**STUDENT CONDUCT (COMPLETE POLICY)**

|                                   |                                  |
|-----------------------------------|----------------------------------|
| DOVER SCHOOL DISTRICT             | POLICY CODE: <a href="#">JIC</a> |
| DATE OF ADOPTION: OCTOBER 4, 2021 | TOTAL 3 PAGES                    |

**A. General Policy**

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social

success, while at the same time assuring safety of all students, staff and school visitors. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board Policy JICD.

## **B. Student Code of Conduct**

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:

- parent conferences,
- counseling,
- peer mediation
- instruction in conflict resolution and anger management,
- parent counseling and training,
- community service, and
- rearranging class schedules.

2. Graduated and age-appropriate disciplinary consequences such as:

- restriction from extra-curricular activities,
- temporary (same day) removal from class or activity,
- detention,
- temporary reassignment/in-school suspension,
- out-of-school suspension, and
- expulsion.

**3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:**

- the nature and degree of disruption caused to the school environment;
- the threat to the health and safety of pupils and school personnel, volunteers or visitors;
- whether the conduct or behavior is isolated or repeated.

**All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board Policy JICD.**

**4. Information regarding RSA 193:13, 193-D, this Policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.**

### **C. Implementation and Notice**

**The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].**

**Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.**

**The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).**

### **D. Parental Notification of Simple Assaults**

**Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in**

a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

**E. Disciplinary Removal of Students with Disabilities**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

**\*\*\*NOTE TO BOARD: ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\***

**STUDENT DISCIPLINE, AND DUE PROCESS**

|                                      |                                          |
|--------------------------------------|------------------------------------------|
| <b>DOVER SCHOOL DISTRICT</b>         | <b>POLICY CODE: <a href="#">JICD</a></b> |
| <b>DATE OF ADOPTION: MAY 8, 2017</b> | <b>TOTAL 8 PAGES</b>                     |

**A. Policy Statement**

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board Policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

## **B. Standards and Procedures Relative to Disciplinary Consequences**

**1. "Removal from the classroom" means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.**

**Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.**

**Detentions are not appealable.**

**2. "Restriction from school activities" means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.**

**Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provisions must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.**

**Restrictions under this policy are not appealable.**

**3. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class.**

**Students may be assigned classroom detention at the classroom teacher's**

discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. "Temporary Reassignment" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered

unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.

6. “Out-of-school suspension” means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and longterm out of school suspensions.

a. Short-term suspension. A “short-term suspension” means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct.

Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Code of Conduct.

Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken).

See New Hampshire Department of Education Rule Ed 317.04(f)(1). The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.

b. Long-term suspension. A “long-term suspension” is the extension or

**continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.**

**The Superintendent is authorized to continue the suspension and issue a longterm suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.**

**A long-term suspension may only be imposed for:**

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;**
- ii. bullying pursuant to Board Policy JICK when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or**
- iii. possession of a firearm, BB gun, or paintball gun.**

**Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.**

**A student who is subject to a long-term suspension is entitled to the following due process:**

- i. Upon recommendation of a long-term suspension and prior to any hearing, there shall be written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.**
- ii. A hearing that meets the requirements of Ed 317.04(f)(3)(g).**

- a. The school officials shall present evidence in support of the**



**charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.**

**b. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.**

**c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or School Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.**

**d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.**

**iii. The student is entitled to a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.**

**iv. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's [or other person designated under B.6.b, above] hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal but will rely upon the record of the decision being appealed from.**

**c. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.**

**d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and**

longterm suspensions.

**e. Alternative Educational Services.** The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.

**f. Re-entry Meetings and Intervention Plans.** Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting. Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

**g. Attendance Safe Harbor.** A student may not be penalized academically solely by virtue of missing class due to a suspension.

**7. "Expulsion"** means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.

**a. Grounds for Expulsion.** An Expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:

- i.** A repetition of an act that warranted long term suspension under section B.6.b, above;
- ii.** Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii.** Any act of violence pursuant to RSA 651:5, XIII;
- iv.** Criminal threatening pursuant to RSA 631:4, II(a); or
- v.** For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

**Before expelling a pupil, the Board shall consider each of the following factors:**

- (1) The pupil's age.**
- (2) The pupil's disciplinary history.**
- (3) Whether the pupil is a student with a disability.**
- (4) The seriousness of the violation or behavior committed by the pupil.**
- (5) Whether the school district has implemented positive behavioral interventions under paragraph V.**
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.**

**b. Due Process to Be Afforded Prior to Expulsion. Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.**

**During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.**

**A student who is subject to expulsion is entitled to the following due process:**

- i. Upon recommendation of an expulsion and prior to any hearing, there shall be a written notice to the student and at least one of the student's parents/guardians, delivered in person or by mail to the student's last known address, which states the date, time and place for a hearing before the School Board. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five calendar days prior to the hearing.**
- ii. The School Board shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed 317.04(f)(3)(g).**

**a. The school officials shall present evidence in support of the**

**charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.**

**b. During the hearing, the student, or the parent/guardian shall have the right to examine any witnesses presented by school officials.**

**c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.**

**d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.**

**iii. The School Board shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled.**

**iv. The expulsion shall run until the School Board reviews it and restores the student's permission to attend school. The written decision shall state any action that the student may take to be restored by the School Board. The decision shall also state that the student has the right to appeal the decision to the New Hampshire State Board of Education at any time while the expulsion remains in effect.**

**c. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.**

## **C. Modification or Reinstatement After Suspension or Expulsion**

**Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.**

**1. Modification by Superintendent. Subject to all other applicable laws, regulations and Board policies, and section D, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.**

**2. Review and reinstatement by Board. A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.**

## **D. Possession of a Firearm**

**Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. 921) in a safe school zone, as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the Dover School District School Board for a period of not less than 12 months.**

**Pursuant to RSA 193:13, IV, a student who is expelled from school in another state under the provisions of the Gun Free School Zones Act of 1994 shall not be eligible to enroll in the Dover School District during such expulsion. If the out of state expulsion is for an indefinite period of time, the student may petition the School Board for enrollment upon establishing residency.**

**As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification of the expulsion, and the student will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school's best interest and the student's best interest to allow a modification.**

**Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.**

**Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.**

**E. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.**

**F. Sub-committee of Board.** For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

**G. Superintendent and Principal Designees.** Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

**H. Disciplinary Removal of Students with Disabilities.** If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

**I. Notice and Dissemination.** This policy shall be made available to families, students and staff as provided in Board Policy JIC.

**J. Conflict in Law or State Regulation.** If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

**\*\*\*NOTE TO BOARD - ADDED JLCD POLICY FOR SY 24-25\*\*\***

**ADMINISTRATION OF MEDICATION**

(See School Board Policy [JLCD](#) for additional information.)

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

**\*\*\*NOTE TO BOARD - ADDED JKAA POLICY FOR SY 24-25\*\*\***

**USE OF RESTRAINTS AND SECLUSION**

|                                |                                   |
|--------------------------------|-----------------------------------|
| DOVER SCHOOL DISTRICT          | POLICY CODE: <a href="#">JKAA</a> |
| DATE OF ADOPTION: MAY 13, 2024 | TOTAL 11 PAGES                    |

A. **Policy Statement.** This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the District except as described below.

B. **Definitions.** For the purposes of this policy:

1. "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.
  - a. "Medication restraint" occurs when a student is given medication involuntarily for the purpose of immediate control of the student's behavior.
  - b. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a student or the movement or normal function of a portion of their body.
  - c. "Physical restraint" occurs when a manual method is used to restrict a student's freedom of movement or normal access to their body.
  - d. "Prone restraint" is a prohibited physical restraint technique which occurs when a student is intentionally placed face-down on the floor or another surface, and the student's physical movement is limited to keep the student in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.
  - e. Exceptions to definition of restraint. The term "restraint" DOES NOT,



however, include:

- i. Brief touching or holding to calm, comfort, encourage, or guide a student, so long as limitation of freedom of movement of the student does not occur.
- ii. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to stand, if necessary, and then walk to a safe location, so long as the student is in an upright position and moving toward a safe location.
- iii. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a student to participate in activities without the risk of physical harm.
- iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a student in a motor vehicle.
- v. The use of force by a person to defend themselves or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a student, when the actor uses a degree of such force which they reasonably believes to be necessary for such purpose and the actor does not immobilize a student or restrict the freedom of movement of the torso, head, arms, or legs of any student.

2. **"Dangerous Restraint Technique"** are prohibited forms of restraint and/or behavior techniques that include:

- a. Prone restraint, or any other physical restraint or containment technique that:
  - i. Obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity or restricts the movement required for normal breathing;
  - ii. Places pressure or weight on, or causes the compression of the chest, lungs, sternum, diaphragm, back, or abdomen of a student;
  - iii. Obstructs the circulation of blood;
  - iv. Involves pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
  - vi. Endangers a student's life or significantly exacerbates a student's medical condition.

- b. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
- c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a student for the purpose of controlling or modifying the behavior of or punishing the student.
- d. Any technique that unnecessarily subjects the student to ridicule, humiliation, or emotional trauma.
- e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the student, including skin temperature, color, and respiration, shall be continuously monitored. The student shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

3. **"Seclusion"** means: the involuntary confinement of a student alone in any room or area from which the student is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the student reasonably believes they are not free to leave; or, the involuntary confinement of a student to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

The term "seclusion" DOES NOT, however, include: the voluntary separation of a student from a stressful environment for the purpose of allowing the student to regain self-control, when such separation is to an area which a student is able to leave; circumstances in which there is no physical barrier, and the student is physically able to leave; or involuntary confinement of a student to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present if the other elements of this definition are satisfied.

**C. Training Required.** Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:

- 1. Each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
- 2. Each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 5 minutes in conditions described in E.1.b, below; and

**3. All employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive general training in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.**

**D. Procedures for Managing the Behavior of Students.** General procedures for managing student behavior are found in Board policies, District and each school's Code(s) of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

**E. Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.**

**1. Authorized Use of Restraint.**

**a. General.**

- i. Restraint may only be used by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.**
- ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a student to inflict damage to property will create a substantial risk of serious bodily harm to the student or others.**
- iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.**
- iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a student.**
- v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.**
- vi. Restraint will be discontinued immediately if a student demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or**

similar manifestations.

b. **Restraint Periods Exceeding 15 Minutes.** Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.

However, no period of restraint of a student may exceed 5 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.

Such assessments shall be repeated at least every 5 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the District as part of the Written Notification required in Section G.1.c, below.

If the total time of restraint (from initiated time) reaches 20 minutes, the parent/guardian will be notified and the administrator will determine if the police department will be notified and requested to respond to the school. Re-certifications of the restraint by the CPI trained administrator or designee shall continue at 5-minute intervals and will be documented until such time as a parent/guardian or emergency responder arrives and can take over.

When the parent/guardian is notified, the nurse will be notified of a pending health check.

2. **Prohibition of Certain Forms of Restraint.** The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical, and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.

3. **Limited Use of Mechanical Restraints During Transportation.** Pursuant to RSA 126-U6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12 allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary. Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

- a. Prevents physical and psychological trauma;
- b. Respects the privacy of the student; and

c. Represents the least restrictive means necessary for the safety of the student.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3 below.

**4. Reporting and Notification.** Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G, below.

## **F. Use of Seclusion.**

### **1. Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.**

- a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C, above.
- b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.
- c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular student.
- d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.
- e. Seclusion shall not be used in a manner that unnecessarily subjects the student to the risk of ridicule, humiliation, or emotional or physical harm.

### **2. Conditions of Seclusion.** When seclusion is permitted under this policy,

- a. it may only be imposed in rooms which:
  - i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the students placed in them.
  - ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
  - iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in used in the other rooms of the building in which they are located.
  - iv. Are free of any object that poses a danger to the students being placed in the rooms.
  - v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in

case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:

- A. The need to provide direct and immediate medical attention to a student;
- B. Fire;
- C. The need to remove a student to a safe location during a building lockdown; or
- D. Other critical situations that may require immediate removal of a student from seclusion to a safe location.

b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).

**3. Required Use of Co-Regulators.** When seclusion is used, the Principal, or when they are not immediately available, their designee, or the then supervising employee, shall designate a co-regulator to monitor the student and develop a plan to help the student manage their state of regulation and their return to a less restrictive setting. The coregulator shall check the student at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:

- a. A trusted adult selected by the student.
- b. A clinician or counselor trained in trauma informed practices.
- c. A staff member known to have a positive relationship with the student.
- d. A staff member who was NOT involved in the incident that led to seclusion.

**4. Reporting and notification.** Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence and should be individually described within the reports and notifications.

## **G. Reporting, Notification and Record Keeping Requirements.**

**1. Restraint and Seclusion.** Whenever restraint or seclusion has been used on a student, the following shall apply:

- a. Immediate verbal report to Principal, designee, or then current supervising employee: Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the Principal, principal's designee or

other supervising employee on duty.

**b. Initial Notification to Parent/Guardian:** Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G.1.a, shall make reasonable efforts to contact the student's parent/guardian as soon as is practicable, but no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

**c. Written Notification to Superintendent:** Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a student, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Department of Education and Health and Human Services (the "NHED/DHHS form") to the Superintendent. In the absence of the availability of the NHED/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The NHED/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a student exceeded 5 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.

**d. Written Information to Parent/Guardian:** Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the student's parent/guardian all of the information included in the Written Notification or the Written Notification itself.

**e. Final Investigation and Report:** The Superintendent or Superintendent's designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or Superintendent's designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to

those findings and conclusions.

**2. Additional Reporting Required for Injury or Death of a Student Subject to Restraint or Seclusion.** In cases involving serious injury or death to a student subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.1.c, above.

**3. Additional Documentation Regarding Use of Mechanical Restraint.** Whenever a student is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.

**4. Documentation for Other Intentional Physical Contact Between Employee and Student.** The following shall apply whenever there is an instance where a school employee volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.

a. Notice to Parents/Guardians: the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent/guardian. Such notification shall be made no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

b. Physical Contact Written Description: Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the Principal shall prepare a written description of the incident ("Physical Contact Written Description") within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:

- i. The date and time of the incident.
- ii. A brief description of the actions of the student before, during, and after the occurrence.
- iii. The names of the persons involved in the occurrence.
- iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.
- iv. A description of any injuries sustained by, and any medical care administered to the student, employees, or others before, during, or after the incident.



**5. Circumstances when Reporting/Notification is not Required.** The notification, reporting and record keeping requirements included in this Section G are not required in the following circumstances:

- a. When a student is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the student to walk to a safe location. If, however, the student is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.
- b. When actions are taken such as separating students from each other, inducing a student to stand, or otherwise physically preparing a student to be escorted.
- c. When the contact with the student is incidental or minor, such as for the purpose of gaining a misbehaving student's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive student shall be subject to the notification and reporting requirements described above.

**6. Retention of Records.** All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained for the term of the student's enrollment plus three years, unless:

- a. The student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of Board policy EHB; or
- b. A longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.

**H. Mandatory Reporting of Violations by Others.** Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or Superintendent in accordance with the reporting procedures of Board policy GBEAB. The conduct giving rise to the suspected violation may well likely require reporting under Board policies JLF – Reporting Suspected Child Abuse or Neglect.

**I. Complaints of Violation of RSA 126-U.** Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)

- 1. Complaint Contents.** The written complaint or complaint summary should include:
  - a. The complainant's name, unless the complaint refuses;**
  - b. The date or approximate date of the alleged incident;**
  - c. The location of the alleged incident;**
  - d. The name of the student or students subject to the alleged restraint or seclusion, if known;**
  - e. The name of the school personnel alleged to have restrained or secluded the student, if known;**
  - f. A description of the alleged restraint or seclusion; and**
  - g. The date of complaint.**

**2. Investigation and Resolution of Complaint.** The complaint or grievance will be investigated by the Superintendent, or Superintendent's designee. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

The Superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent/guardian of the student concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.

The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc.

Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints

such as found in KEB.

The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).

**J. Review of IEP or 504 Plan Following the Use of Restraint or Seclusion.** Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a student with a disability as defined in RSA 186-C:2, I or a student who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

If there have been multiple instances of restraint or seclusion of a student with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent/guardian of the student.

#### **Processing the Incident:**

Immediately after the student has restored emotional and behavioral control, the school nurse or other health professional shall examine the student and staff to ascertain if any injury has been sustained during the restraint.

The individuals involved with the incident shall complete the initial report of restraint as soon after the incident as possible but not longer than the end of the school day or sooner if practicable. If a staff member is not able to immediately provide documentation (ex. because of injury) the reason will be noted on the Incident Form and the administrator will be notified. A final written report of restraint shall be completed and given to the administrator no later than 24 hours after the restraint. The staff members involved with the physical restraint will have the opportunity to meet with their supervisor after every incident. Staff will meet as a team to debrief after the initial incident reports are completed on the same day as the incident. Outside agencies, such as the Dover Police Department, will be invited as determined by the administrator. The purpose is to have staff process the incident, look at what could have been done to prevent the restraint and look at any more efficient ways to manage a restraint should it occur in the future. The supervisor will provide support to the staff members and determine when the staff members shall return to their duties. If a team member is uncomfortable with participating in a full team debrief or has information they wish to share individually, they will notify the administrator immediately and will debrief individually. The student, with assistance from staff, will process the event at the earliest appropriate time.

**K. Prohibition Against Retaliation or Harassment.** No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. **Dissemination of Policy.** A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

**L. Dissemination of Policy.** A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

**Legal Reference:** RSA 126-U:1 to 13 (2014).

**Cross Reference:** JKAA-R – Procedures on Use of Child Restraint and Seclusion Policy

**History:**

### **\*\*\*NOTE TO BOARD - ADDED EEAA POLICY FOR SY 24-25\*\*\***

#### **VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY**

(See School Board Policy [EEAA](#) for additional information.)

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

# **Student - Family Handbook Garrison Elementary School 2024-2025**



## **School Motto:**

**Be Safe, Be Kind, Be Respectful, Always Persevere!**

**50 Garrison Road  
Dover, New Hampshire 03820**

~

**Phone: 603-516-6752 Fax: 603-516-6742**  
**[www.dover.k12.nh.us/ges](http://www.dover.k12.nh.us/ges)**

# TABLE OF CONTENTS

Click Page Number to Navigate Directly to Section

|                                                        |                             |
|--------------------------------------------------------|-----------------------------|
| <b>Calendar</b>                                        | <a href="#">Page 5</a>      |
| <b>School Board Members</b>                            | <a href="#">Page 6</a>      |
| <b>Message to Parents</b>                              | <a href="#">Page 7</a>      |
| <b>School Mission Statement/School Phone Numbers</b>   | <a href="#">Page 8</a>      |
| <b>School Day Schedule</b>                             | <a href="#">Page 9</a>      |
| <b>General Information</b>                             | <b>Pages 10-14</b>          |
| NH State School Attendance Law                         | <a href="#">Page 10</a>     |
| Attendance ( <i>policy: JH</i> )                       | <a href="#">Page 10</a>     |
| Reporting Absences                                     | <a href="#">Page 11</a>     |
| Parent/Guardian Responsibilities                       | <a href="#">Page 11</a>     |
| School Closings/Early Dismissal/Evacuation             | <a href="#">Pages 12-13</a> |
| Remote Learning                                        | <a href="#">Page 13</a>     |
| Telephones                                             | <a href="#">Page 14</a>     |
| Text Books                                             | <a href="#">Page 14</a>     |
| Computers                                              | <a href="#">Page 14</a>     |
| Student Records                                        | <a href="#">Page 14</a>     |
| Transfer/Withdrawal                                    | <a href="#">Page 14</a>     |
| <b>Safety &amp; Security Procedures</b>                | <b>Pages 15-18</b>          |
| Visitors/Deliveries                                    | <a href="#">Page 15</a>     |
| School Drop-off & Pick-up                              | <a href="#">Pages 15-17</a> |
| Emergency Drills                                       | <a href="#">Page 17</a>     |
| <b>Food Services</b>                                   | <a href="#">Page 18-19</a>  |
| <b>Health Services</b>                                 | <a href="#">Page 19-20</a>  |
| <b>Academics</b>                                       | <b>Pages 21-24</b>          |
| Language Arts, Math, Social Studies, Science           | <a href="#">Pages 21-22</a> |
| Art, Music, Physical Education, STEM, Library          | <a href="#">Pages 22-23</a> |
| Report Cards, Infinite Campus, Conferences, Open House | <a href="#">Page 23-24</a>  |
| Assessments                                            | <a href="#">Page 24</a>     |
| Field Trips                                            | <a href="#">Page 24</a>     |
| <b>School Support</b>                                  | <b>Pages 24-25</b>          |
| Reading Specialist, School Counselors                  | <a href="#">Page 24-25</a>  |
| Behavior Specialist                                    | <a href="#">Page 25</a>     |

|                                                                             |                                |
|-----------------------------------------------------------------------------|--------------------------------|
| Special Education Services                                                  | <a href="#">Page 25</a>        |
| Parent/Guardian involvement, Parent Teacher Association-PTA, Box Tops       | <a href="#">Pages 25-26</a>    |
| <b>Other Resources</b>                                                      | <b>Page 26</b>                 |
| Child Care, Strafford Community Partnership, and Parent Guidance            | <a href="#">Page 26</a>        |
| <b>Homework (<i>policy: IKB</i>)</b>                                        | <b><a href="#">Page 27</a></b> |
| <b>Schoolwide Expectations</b>                                              | <b>Pages 27-29</b>             |
| Core Values                                                                 | <a href="#">Page 27</a>        |
| Procedures, Rules, and Code of Conduct                                      | <a href="#">Page 28</a>        |
| MTSS and Behavior Matrix                                                    | <a href="#">Pages 28-29</a>    |
| <b>School Policies</b>                                                      | <b>Pages 30-83</b>             |
| FERPA                                                                       | <a href="#">Pages 31-32</a>    |
| PPRA                                                                        | <a href="#">Pages 32-34</a>    |
| Nondiscrimination ( <i>policies: AC &amp; ACE</i> )                         | <a href="#">Page 34</a>        |
| Childfind Activities                                                        | <a href="#">Pages 34-35</a>    |
| Entering School ( <i>policy: JEB</i> )                                      | <a href="#">Page 35</a>        |
| Custodial/Guardianship                                                      | <a href="#">Page 35</a>        |
| Visitor/ School Volunteer ( <i>policies: IJOC-E &amp; GBEBB</i> )           | <a href="#">Page 35</a>        |
| Confidentiality ( <i>FERPA &amp; IDEIA</i> )                                | <a href="#">Page 35</a>        |
| Refusal of Permission to Publish                                            | <a href="#">Page 36</a>        |
| Section 504                                                                 | <a href="#">Page 36</a>        |
| Special Education Programs                                                  | <a href="#">Page 36</a>        |
| Special Education/Federal Projects                                          | <a href="#">Page 36</a>        |
| Child Protection Act                                                        | <a href="#">Page 37</a>        |
| Pupil Safety and Violence Prevention ( <i>policies: JICK &amp; ACAA-R</i> ) | <a href="#">Page 37</a>        |
| Sexual Harassment ( <i>policies: ACAA &amp; ACAA-R</i> )                    | <a href="#">Page 37</a>        |
| Hazing ( <i>policy: JICFA</i> )                                             | <a href="#">Page 37-38</a>     |
| Schoolnet Acceptable Use ( <i>policy: EHAA</i> )                            | <a href="#">Page 38</a>        |
| Student Computer and Internet Use                                           | <a href="#">Page 39</a>        |
| Career Tech. Education                                                      | <a href="#">Page 39</a>        |
| Leave No Child Behind (Elementary & Secondary Education Act)                | <a href="#">Page 39</a>        |
| Student Dress Code ( <i>policy: JICA</i> )                                  | <a href="#">Page 39-40</a>     |
| Electronics/Animals In School ( <i>policy IMG</i> )                         | <a href="#">Page 40-41</a>     |
| Smoking ( <i>policy: ADB</i> )                                              | <a href="#">Page 41</a>        |
| Dangerous Items ( <i>policy: JICI</i> )                                     | <a href="#">Page 41</a>        |
| Bullying/CyberBullying Policy: ( <i>policy: JICK</i> )                      | <a href="#">Pages 41-45</a>    |

|                                                                        |                             |
|------------------------------------------------------------------------|-----------------------------|
| Suicide Prevention Plan                                                | <a href="#">Page 45-46</a>  |
| Attendance Policy: ( <i>Policy: JH</i> )                               | <a href="#">Page 46</a>     |
| Student Conduct ( <i>policy: JIC</i> )                                 | <a href="#">Pages 47-49</a> |
| Student Conduct, Discipline, and Due Process ( <i>Policy: JICD</i> )   | <a href="#">Page 50-60</a>  |
| Student Wellness ( <i>Policy: JLCF</i> )                               | <a href="#">Page 60</a>     |
| Administration of Medication ( <i>policy JLCD</i> )                    | <a href="#">Page 60</a>     |
| Staff Conduct with Students ( <i>Policy: GBEBB</i> )                   | <a href="#">Pages 60-62</a> |
| Transportation/Transportation ( <i>policy EEAE/EEAE-R</i> )            | <a href="#">Pages 63-68</a> |
| Use of Restraint and Seclusion ( <i>policy JKAA</i> )                  | <a href="#">Pages 68-82</a> |
| Video and Audio Surveillance on School Property ( <i>policy EEAA</i> ) | <a href="#">Page 82</a>     |
| <b>Closing Statement</b>                                               | <a href="#">Page 83</a>     |

There are several policies referenced in this handbook. To access any Dover School Board Policy in full, click [HERE](#).

### Central Office Personnel

#### Office of the Superintendent

|                      |                          |              |
|----------------------|--------------------------|--------------|
| Dr. William Harbron  | Superintendent           | 603.516.6802 |
| Dr. Christine Boston | Assistant Superintendent | 603.516.7208 |
| Tammy Badger         | Administrative Assistant | 603.516.6804 |

#### Business Office

|                 |                             |              |
|-----------------|-----------------------------|--------------|
| Michael Limanni | Chief Financial Officer     | 603.516.6482 |
| Shawna Stahl    | Accounting Coordinator      | 603.516.6482 |
| Amanda Noyes    | Business Services Assistant | 603.516.6810 |

#### Student Services

|                  |                              |              |
|------------------|------------------------------|--------------|
| Abigail Small    | Director of Student Services | 603.516-1309 |
| Travis Bickford  | MTSS Director                | 603.516-6728 |
| Erica Helm       | Family Services Facilitator  | 603.516-1317 |
| Darlene Shanahan | Administrative Assistant     | 603.516-6722 |

#### Curriculum Office

|                 |                          |              |
|-----------------|--------------------------|--------------|
| Kiley Hemphill  | CIA Co-Director          | 603-516-1613 |
| Jennifer Krans  | CIA Co-Director          | 603-516-6708 |
| Siobhan Mehalek | CIA Co-Director          | 603-516-6805 |
| Courtney Miller | Administrative Assistant | 603.516-6706 |

Garrison Elementary School



# DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2024 – 2025

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

**S = Students In-Session:** 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 174 Student Days which meets the hours required.

**T = Teachers In-Session:** 184 days.

|                                     |                                                                                                          |
|-------------------------------------|----------------------------------------------------------------------------------------------------------|
| August 26, 2024                     | Teachers Return – Teacher Workshop                                                                       |
| August 27, 2024                     | Teacher Workshop                                                                                         |
| August 28, 2024                     | Teacher Workshop                                                                                         |
| August 29, 2024                     | Teacher Workshop                                                                                         |
| August 30 - September 2, 2024       | Labor Day Recess                                                                                         |
| September 3, 2024                   | Students Return                                                                                          |
| September 10, 2024                  | Teacher Workshop (Due to State Primary)                                                                  |
| October 11, 2024                    | Teacher Workshop                                                                                         |
| October 14, 2024                    | Indigenous Peoples' Day                                                                                  |
| November 5, 2024                    | Teacher Workshop (Due to Elections)                                                                      |
| November 11, 2024                   | Veterans' Day                                                                                            |
| November 27 – 29, 2024              | Thanksgiving Recess                                                                                      |
| December 6, 2024                    | Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development                         |
| December 23, 2024 – January 1, 2025 | Holiday Recess                                                                                           |
| January 20, 2025                    | Martin Luther King Day                                                                                   |
| February 24 - 28, 2025              | Winter Recess (To include February 17 <sup>th</sup> Presidents' Day)                                     |
| March 14, 2025                      | Teacher Workshop                                                                                         |
| April 28 – May 2, 2025              | Spring Recess                                                                                            |
| May 26, 2025                        | Memorial Day                                                                                             |
| *June 13, 2025                      | Tentative Last Day of School for Students (half-day), or Upon Completion of 180 Days or Equivalent Hours |
| **June 16-23, 2025                  | Snow Days                                                                                                |

**SCHOOL BOARD MEMBERS**  
**City of Dover, NH**  
**Dover School District School Board Members**

You may email the board at: [DoverSchoolBoard@doover.k12.nh.us](mailto:DoverSchoolBoard@doover.k12.nh.us)

Carolyn Mebert, Vice Chairperson, Ward 3  
254 Dover Point Road, (603) 969-1530  
[c.mebert@doover.k12.nh.us](mailto:c.mebert@doover.k12.nh.us)

Robin Trefethen, Chairperson, At-Large  
3 Nantucket Court (603) 312-6352  
[r.trefethen@doover.k12.nh.us](mailto:r.trefethen@doover.k12.nh.us)

Elizabeth Goldman, Ward 2  
44 Rutland Street, (603) 767-5000  
[e.goldman@doover.k12.nh.us](mailto:e.goldman@doover.k12.nh.us)

Micaela Demeter, Ward 4  
33A Piscataqua Road (603) 801-4143  
[m.demeter@doover.k12.nh.us](mailto:m.demeter@doover.k12.nh.us)

Craig Flynn, Ward 5  
416 Lilac Lane, (603) 988-4091  
[c.flynn@doover.k12.nh.us](mailto:c.flynn@doover.k12.nh.us)

Michelle Clancy, Secretary, Ward 6  
22 Parsons Lane (603) 540-1423  
[m.clancy@doover.k12.nh.us](mailto:m.clancy@doover.k12.nh.us)

Maggie Fogarty, Ward 1  
16 Florence Street, (603) 988-7115  
[m.fogarty@doover.k12.nh.us](mailto:m.fogarty@doover.k12.nh.us)

Superintendent, Dr. William R. Harbron  
61 Locust Street, Suite 409, (603) 516-6804  
[w.harbron@doover.k12.nh.us](mailto:w.harbron@doover.k12.nh.us)

# **DOVER SCHOOL DISTRICT'S MISSION STATEMENT**

Working collaboratively to empower all learners  
to become dynamic global citizens.

## **Who's Who at Garrison**

|                         |                     |          |
|-------------------------|---------------------|----------|
| Beth Dunton             | Principal           | 516-6752 |
| Aaron Ward              | Dean of Students    | 516-6734 |
| Karen Lilakos           | Main Office         | 516-6752 |
| Sarah Garman            | Main Office         | 516-6753 |
| Hannah Dean             | Nurse               | 516-6737 |
| Amy Costa               | Behavior Specialist | 516-6794 |
| Ashley Jeppesen         | Guidance            | 516-6738 |
| Grace McDonough         | Guidance            | 516-6749 |
| Laurel Curtis           | Cafeteria           | 516-6736 |
| Rachel Hill             | Library             | 516-6740 |
| Superintendent's Office |                     | 516-6800 |

Bus Company: First Student

692-4406, ext 2



## **SCHOOL DAY 2024-2025**

**Grades K-4:**

**Student Drop Off: 8:05 a.m.**

**School Begins: 8:15 a.m.**

**Tardy After: 8:20 a.m.**

**Dismissal: 3:05 p.m.**

**Lunch & Recess**

|                      |                             |                            |
|----------------------|-----------------------------|----------------------------|
| <b>Kindergarten:</b> | <b>Recess 11:55 - 12:15</b> | <b>Lunch 12:15 - 12:35</b> |
| <b>Grade One:</b>    | <b>Recess 12:20 - 12:40</b> | <b>Lunch 12:40 - 1:00</b>  |
| <b>Grade Two:</b>    | <b>Recess 10:50 - 11:10</b> | <b>Lunch 11:10 - 11:30</b> |
| <b>Grade Three:</b>  | <b>Recess 11:10 - 11:30</b> | <b>Lunch 11:30 - 11:50</b> |
| <b>Grade Four:</b>   | <b>Recess 11:30 - 11:50</b> | <b>Lunch 11:50 - 12:10</b> |

**PLEASE NOTIFY THE OFFICE BEFORE 8:15 AM**  
**IF YOUR CHILD WILL BE ABSENT FROM SCHOOL.**

**ALL ABSENCES ARE VERIFIED DAILY.**

**Students cannot be dropped off at GES before 8:05 a.m.**  
**unless enrolled in the “Before School Program.”**  
**Students must be picked up after school by 3:05 p.m.**  
**unless enrolled in the “After School Program.”**

### **Telephones (PAGE 12 OF HANDBOOK)**

The office may take messages for students when there is an emergency or when it is essential that a student receive information. **Because the end of the school day is very busy, please get all messages to the school by 2:15.** We will do our best to communicate the message to the student by the end of the day. Students are not called to the phone. ~~Since office telephones are constantly in use for school business, students may not use an office telephone unless there is an emergency.~~ **Students may not use an office telephone unless there is an emergency.** All after-school plans should be worked out at home before school starts. Parents are encouraged to contact teachers if they have questions. Teachers will respond at their earliest appropriate opportunity.

### **Visitors (PAGE 13 OF HANDBOOK)**

All visitors are to enter the building through the designated front entry door. All doors to the building are to be locked at all times during the school day. To gain entry to the school, press the buzzer at the front entry door, and then proceed directly to the main office to sign in and get a visitor's pass. Please come prepared to show some form of picture identification to our office staff. **Please review the visitor policy KI [here](#).**

### **Deliveries (PAGE 13 OF HANDBOOK)**

**We ask that families limit deliveries to your child. While water bottles, extra clothes, snacks, and lunches are permitted; birthday balloons/flowers, special gifts, etc. will not be delivered to the student. Please save those items for home.**

### **Emergency Drills (PAGE 16 OF HANDBOOK)**

~~At Garrison School, we practice: Fire Drills, Drop and Cover, Evacuations, Reverse Evacuations, Stay in Place, and Sean.~~ **At Garrison School, we practice drills recommended by the NH Department of Safety and Homeland Security.** Each drill addresses situations that may arise in an emergency and helps to prepare staff and students in the event of a real emergency. We will continue to practice drills throughout the year.

## **HEALTH SERVICES PAGES 17-18 OF HANDBOOK)**

~~I am happy to have the opportunity to work with the children and families of Garrison School. As the school nurse, I support the wellbeing of all students. The State of New Hampshire requires that all children have a health record at school. This record includes current immunizations, a physical exam, health issues, and the results of screenings performed at school. Screenings may include height, weight, vision, and hearing. If your child needs medication or health treatments at school, I need your written permission as well as your provider's signed instructions. All medication forms~~

~~and health care plans need to be updated annually. Medicine must be in an original labeled bottle. Pharmacies can provide you with an extra bottle to keep at school. An adult should transport medication to school for the safety of all the children. Please keep your emergency information updated. This is so important if your child is injured or becomes ill. Please call the school when your child is absent. The school will call you if we do not hear from you to make sure your child is safe. Reporting the reason for an absence helps me to track any illnesses or health concerns. Students should be fever and vomit free for 24 hours to attend school. Please feel free to call anytime. I enjoy working with your children and appreciate your input.~~

~~Kathy Lupi - Garrison School Nurse~~

**Please Note: Health and safety protocols are subject to change throughout the year in response to local and national conditions. We will communicate with families through district and school measures as needed.**

**Our school nurse supports the well-being of all students. Hannah Dean, GES Nurse can be contacted via email: [h.dean@dover.k12.nh.us](mailto:h.dean@dover.k12.nh.us) or by phone: 603-516-6737.**

**The State of New Hampshire requires that all children have a health record at school. This record includes current immunizations, a physical exam, information about current health issues, and the results of screenings performed at the school. Screenings such as vision and hearing are performed with parent/guardian consent.**

**If your child has surgery, a significant injury, illness or medical treatment, please inform the school nurse so appropriate plans can be made for your child. Please note that students need a note from a doctor if they need to be in for recess.**

**Please keep your emergency information updated. This is extremely important if your child is injured or becomes ill. Please call the school when your child is absent. The school will call you if we do not hear from you to make sure your child is safe. Reporting the reason for an absence allows tracking of illnesses or health concerns.**

### **Medications**

**If your child needs medication or health treatments at school, both you and your child's physician will need to provide written permission. Medicine must be in an original labeled bottle. Pharmacies can provide you with an extra bottle to keep at school. An adult should transport medication to school for safety reasons.**

### **School Health Guidelines**

**Please keep your child home when experiencing:**

- **FEVER: If a child has a temperature of 100 degrees or more, he/she should remain home for 24 hours after having no fever (without medication).**

Garrison Elementary School

- **COMMUNICABLE DISEASES:** Any communicable disease, such as chicken pox, strep infections, conjunctivitis, measles, ringworm, scabies, impetigo (inflammatory skin disease around nose and mouth marked by isolated pustules which become crusted and rupture), mononucleosis, hepatitis or German measles, scarlet fever must be reported to the school health office. The school nurse is required to report certain communicable diseases to the New Hampshire State Department of Health. Certain diseases require readmission to the school by the nurse. Please call if you have questions.
- **RUNNY NOSES:** A clear discharge is not usually a sign of concern. Any discoloration or heavy mucus nasal discharge might signify infection. Consult your physician.
- **COUGHS:** If a cough is deep or constant, it will be hard for your child to concentrate at school, in which case, the child may do better to stay at home. Coughs that seem to be uncontrollable or cause pain in the chest, back, or throat should be referred to your doctor for treatment.
- **SORE THROATS:** If a throat is bright red or small white blister-type spots are present in the throat, contact your doctor for treatment or advice on attending school.
- **EARACHES:** Complaints of ear pain or discomfort around the ear area should be checked by your doctor. Only by looking at the eardrum can infection be detected and treated. Absence from school should be based on the child's level of discomfort and consultation with a doctor.
- **GASTROINTESTINAL ILLNESS:** If a child has nausea, vomiting or diarrhea, he/she should stay home from school for the benefit of his/her own health and comfort and to prevent the spread of illness. A child should remain home from school until 24 hours have passed without any vomiting or diarrhea and the student is able to consume a regular diet.

## **ACADEMICS PAGES 18-21 OF HANDBOOK)**

### **English Language Arts (ELA)**

~~Wilson Foundations, Heggerty, and Fountas & Pinnell Classroom enhance our elementary curriculum's growing scientific approach to reading. Wilson Foundations is a program that helps students learn letters, sounds, spelling, and writing in a fun and interactive way. It uses different activities and ways of learning to help students become better at figuring out words and reading them correctly. Foundations is used in all our elementary classrooms, K-4. Heggerty is a program designed for Kindergarten and 1st-grade students to improve their listening and speaking skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers. Fountas and Pinnell Classroom materials provide rich text and meaningful experiences with those texts so that students build strong comprehension skills and develop a love of literacy. These materials are used to support and enhance small group instruction, whole group read aloud, and purposeful reading discussions.~~

**The new adoption of Amplify Core Knowledge Language Arts (CKLA) this year is an exciting development as our elementary literacy curriculum becomes aligned with a scientific approach. CKLA is a highly rated, research-based literacy program that uses various methods to teach children how to decode (sound out) words while also exposing them to interesting and informative content through stories, helping them learn to read and read to learn at the same time. Daily CKLA lessons are divided into "Skills" and "Knowledge" lessons, which are both critical to developing strong readers (120 minutes for grades K-3; 90 minutes for grade 4). Writing instruction and practice are embedded into these lessons, integrating reading and writing. At the beginning of each unit, you will receive a Caregiver Letter which will introduce you to the stories and content your student will be exploring, what they will learn within that study, and how you can support that learning at home.**

**Heggerty is a supplemental program designed for Kindergarten and 1st-grade students to improve their phonemic awareness skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers. The Heggerty routines comprise roughly 10 minutes of daily instruction for Kindergarten and 1<sup>st</sup> grade students.**



## **Social Studies**

~~The Dover Social Studies curriculum uses the C3 Framework to teach students about civics, economics, geography, and history. It helps them explore and ask questions about these subjects. The curriculum provides a foundation for children to understand how our society operates and how different aspects are interconnected in a meaningful way, based on their personal experiences. Students engage with Social Studies content in increasing complexity throughout their experiences in elementary school. They begin by exploring self and family, then their school community, then the Dover community, and lastly students in fourth grade engage in a study of the state of New Hampshire.~~

## **Science and Stem**

~~The science and STEM curriculum use the Next Generation Science Standards (NGSS) as the base for instruction. Students will participate in science units in their classroom setting as well as in STEM (science, technology, engineering, and math) as a Related Arts class. The NGSS that both courses are built on encourages your child to ask questions, explore, and think critically. Rather than just memorizing facts, they will actively investigate scientific concepts and develop problem solving skills. This approach helps ensure that your child develops a deeper understanding of science, discovers the relevance of science in their daily lives, and gains the skills needed for future success.~~

## **Science & Social Studies**

**Amplify CKLA integrates both science and social studies content within each unit. Developing deep content knowledge about specific topics over time is the most effective way to build strong reading comprehension, which is why CKLA devotes so much time to this within the "Knowledge" portion of each daily lesson. Learning about history, science, the arts, and cultures is an important component of an effective and equitable reading program. You can read about the content within each grade level by visiting Amplify CKLA's Caregiver Hub (<https://amplify.com/caregiver-hub/amplify-ckla/>) and scrolling to the bottom of the page.**

## **STEM**

**While students will engage in in-depth study of science and social studies content through CKLA, they will also have an opportunity to participate in hands-on investigations through their regular Science, Technology, Engineering, and Math (STEM) related arts class. As in the classroom, the STEM class uses the Next Generation Science Standards (NGSS) to guide the specific science/engineering content and science/engineering practices that students will engage in. In STEM class, your student will ask questions, explore, collaborate, and think critically.**

### Assessment

~~Starting in first grade, students will take the STAR assessment in reading and math three times each year.~~ **Students will initially take the STAR assessment in math and reading in first grade - potentially once for practice in the winter, then officially in the spring. Starting in 2nd grade,** students will take the STAR assessment three times each year. In 3rd and 4th grade, students will **also** take the SAS (Statewide Assessment System) in ELA and Math. All students will take a brief ~~Aimsweb~~ fluency assessment three times per year to measure reading fluency. We use these assessments to help drive instruction and target areas of need for students, and are careful not to "over assess" young students.

### After School Activities

**Students who are absent or dismissed early from school are not allowed to participate in any after school activity without prior written approval by an administrator.**

## **\*\*\*\*\*NOTE TO BOARD - ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\*\*\* (PAGES 31-32 OF HANDBOOK)**

### HAZING

|                                            |                                           |
|--------------------------------------------|-------------------------------------------|
| <b>DOVER SCHOOL DISTRICT</b>               | <b>POLICY CODE: <a href="#">JICFA</a></b> |
| <b>DATE OF ADOPTION: FEBRUARY 11, 2008</b> | <b>TOTAL 1 PAGE</b>                       |

**It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing.**

**For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.**

**"Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of**

the individual.

**"Endanger the mental health" shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.**

**Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.**

**This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.**

**A copy of this policy will be furnished to each student and teacher in the school district.**

**Legal Reference:**

**RSA 631:7, Student Hazing New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing**

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25\*\*\*\*\* (PAGE 32 OF HANDBOOK)**

**STUDENT COMPUTER AND INTERNET USE**

**Student use of school computers, networks, and Internet services are a privilege, not a right. Compliance with the District's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.**

**Please see board policy [JICL](#) for the complete policy**

**\*\*\*\*\*NOTE TO BOARD - ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\*\*\* (PAGES 34-37 OF HANDBOOK)**

**PUPIL SAFETY AND VIOLENCE PREVENTION POLICY : BULLYING AND CYBERBULLYING**

|                                         |                                          |
|-----------------------------------------|------------------------------------------|
| <b>DOVER SCHOOL DISTRICT</b>            | <b>POLICY CODE: <a href="#">JICK</a></b> |
| <b>DATE OF ADOPTION: APRIL 10, 2017</b> | <b>TOTAL 4 PAGES</b>                     |

**I. GENERAL STATEMENT OF POLICY**

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

This policy, in conjunction with the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R), is intended to comply with RSA 193-F. The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as deemed appropriate.

**II BULLYING AND CYBERBULLYING DEFINED**

**Definitions**

1. "Bullying" means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
  - a. physically harms a pupil or damages the pupil's property;
  - b. causes emotional distress to a pupil;
    - i. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint.

- c. interferes with a pupil's educational opportunities;**
- d. creates a hostile educational environment; or**
- e. substantially disrupts the orderly operation of the school.**

**“Bullying” shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs if those actions cause one or more of the results in paragraphs (a) through (e) above.**

**The above-referenced conduct is only considered “bullying” if it:**

- (a) Occurs on, or is delivered to, school property or a school-sponsored activity or event, on or off school property; or**
- (b) Occurs off school property or outside of a school-sponsored activity or event, and the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.**

**Bullying or cyberbullying of a student on the basis of sex, sexual orientation, gender identity, race, color, creed, ancestry, national origin, religion, age, marital status, familial status, economic status, physical or mental disability may also constitute illegal discrimination or harassment under federal and/or state laws.**

- 2. “Cyberbullying” means conduct defined in paragraph I of this section that takes place through the use of electronic devices.**
- 3. “Electronic devices” include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.**
- 4. “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.**
- 5. “Perpetrator” means a pupil who engages in bullying or cyberbullying.**
- 6. “Victim” means a pupil against whom bullying or cyberbullying has been perpetrated.**

### **III. BULLYING, CYBERBULLYING, AND RETALIATION PROHIBITED**

**It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyberbullying of a student.**

**It shall be a violation of this policy to engage in retaliation or false accusations against a complainant, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying.**

**All students are protected by this policy, regardless of their status under the law.**

**There shall be disciplinary consequences or interventions, or both, for a student who commits an act of bullying or cyberbullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy. If it is determined, after investigation, that a student has engaged in bullying or cyberbullying conduct prohibited by this policy, that student shall be subject to appropriate disciplinary action, which may include, but not be limited to suspension and expulsion. Any such disciplinary action shall be taken in accordance with applicable school board policy and legal requirements.**

#### **IV. REPORTING AND INVESTIGATION PROCEDURE**

**Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to any school employee, including but not limited to teachers, administrators, counselors, or other staff.**

**School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal or designee as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal or designee.**

**(See Form ACAA-R).**

**The reporting procedure and investigative procedure for reports of bullying and/or cyberbullying is set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).**

#### **V. TRAINING**

**The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying, if possible, and to educate staff on how to properly identify, respond to, and report incidents of bullying/cyberbullying.**

**The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how**

to identify, respond to and report bullying/cyberbullying.

## **VI. ANNUAL REPORT TO NEW HAMPSHIRE DEPARTMENT OF EDUCATION**

The Superintendent shall prepare and submit an annual report of substantiated bullying/ cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

## **VII. IMMUNITY**

By virtue of NH RSA 193-F:7, any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.

## **VIII. POLICY DISSEMINATION**

This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.

## **IX. APPEAL**

The procedures under RSA 193:13 and NH Admin. R. Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.

Appeal rights related to complaints of bullying/cyberbullying are set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).

**X. CAPTURE OF AUDIO & VIDEO RECORDINGS ON SCHOOL BUSES:**  
Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

**Legal References: NH RSA 193-F RSA**

**570-A:2 Capture of Audio Recordings on School Buses Allowed  
RSA 193:13**

**NH Code of Administrative Rules, Section Ed 317**

**Cross References: AC – Nondiscrimination/Equal Opportunity**  
**ACAA - Harassment and Sexual Harassment of Students**  
**ACAA-R - Student Discrimination, Harassment, and Bullying**  
**Complaint Procedure**  
**ACAA-R – Report Form**  
**JRA – Student Records and Information**  
**JICFA - Hazing**

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25\*\*\*\*\***  
**(PAGES 38-40 IN HANDBOOK)**

**STUDENT CONDUCT (COMPLETE POLICY)**

|                                          |                                         |
|------------------------------------------|-----------------------------------------|
| <b>DOVER SCHOOL DISTRICT</b>             | <b>POLICY CODE: <a href="#">JIC</a></b> |
| <b>DATE OF ADOPTION: OCTOBER 4, 2021</b> | <b>TOTAL 3 PAGES</b>                    |

**A. General Policy**

**The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.**

**Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.**

**Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. District personnel who interact with students are expected**



to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board Policy JICD.

## **B. Student Code of Conduct**

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:

- parent conferences,
- counseling,
- peer mediation
- instruction in conflict resolution and anger management,
- parent counseling and training,
- community service, and
- rearranging class schedules.

2. Graduated and age-appropriate disciplinary consequences such as:

- restriction from extra-curricular activities,
- temporary (same day) removal from class or activity,
- detention,
- temporary reassignment/in-school suspension,
- out-of-school suspension, and
- expulsion.

3. Provisions describing how and when short term suspensions of up to 5 days, short

term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:

- the nature and degree of disruption caused to the school environment;
- the threat to the health and safety of pupils and school personnel, volunteers or visitors;
- whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board Policy JICD.

4. Information regarding RSA 193:13, 193-D, this Policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.

### **C. Implementation and Notice**

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

### **D. Parental Notification of Simple Assaults**

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical

contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

**E. Disciplinary Removal of Students with Disabilities**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

**\*\*\*\*\*NOTE TO BOARD - ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\*\*\* (PAGES 41-48 IN HANDBOOK)**

**STUDENT DISCIPLINE, AND DUE PROCESS**

|                               |                                   |
|-------------------------------|-----------------------------------|
| DOVER SCHOOL DISTRICT         | POLICY CODE: <a href="#">JICD</a> |
| DATE OF ADOPTION: MAY 8, 2017 | TOTAL 8 PAGES                     |

**A. Policy Statement**

This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board Policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.

**B. Standards and Procedures Relative to Disciplinary Consequences**

1. "Removal from the classroom" means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.

**Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.**

**Detentions are not appealable.**

**2. "Restriction from school activities" means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.**

**Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provisions must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.**

**Restrictions under this policy are not appealable.**

**3. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class.**

**Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.**

**Detentions before or after school shall not exceed one hour. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding**

detention, supervision, building access, etc. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

**Detentions are not appealable.**

**4. "Temporary Reassignment" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified prior to the administration of a temporary reassignment.**

**The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.**

**5. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.**

**6. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and longterm out of school suspensions.**

**a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).**

**The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.**

**A short-term suspension may be imposed only for:**

- i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA 193-D:1); or**
- ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct.**

**Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Code of Conduct.**

**Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken).**

**See New Hampshire Department of Education Rule Ed 317.04(f)(1). The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.**

**b. Long-term suspension. A "long-term suspension" is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.**

**The Superintendent is authorized to continue the suspension and issue a longterm suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.**

**A long-term suspension may only be imposed for:**

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;**

- ii. bullying pursuant to Board Policy JICK when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or**
- iii. possession of a firearm, BB gun, or paintball gun.**

**Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.**

**A student who is subject to a long-term suspension is entitled to the following due process:**

- i. Upon recommendation of a long-term suspension and prior to any hearing, there shall be written communication to the student and at least one of the student's parents or guardians, delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.**
- ii. A hearing that meets the requirements of Ed 317.04(f)(3)(g).**
  - a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.**
  - b. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.**
  - c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or School Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.**
  - d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.**

**iii. The student is entitled to a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.**

**iv. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's [or other person designated under B.6.b, above] hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal but will rely upon the record of the decision being appealed from.**

**c. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.**

**d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and longterm suspensions.**

**e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.**

**f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting. Any time a pupil is suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.**

**g. Attendance Safe Harbor. A student may not be penalized academically solely by virtue of missing class due to a suspension.**



7. “Expulsion” means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.

a. **Grounds for Expulsion.** An Expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:

- i. A repetition of an act that warranted long term suspension under section B.6.b, above;
- ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii. Any act of violence pursuant to RSA 651:5, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); or
- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
- (2) The pupil's disciplinary history.
- (3) Whether the pupil is a student with a disability.
- (4) The seriousness of the violation or behavior committed by the pupil.
- (5) Whether the school district has implemented positive behavioral interventions under paragraph V.
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

b. **Due Process to Be Afforded Prior to Expulsion.** Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.

During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.

**A student who is subject to expulsion is entitled to the following due process:**

**i. Upon recommendation of an expulsion and prior to any hearing, there shall be a written notice to the student and at least one of the student's parents/guardians, delivered in person or by mail to the student's last known address, which states the date, time and place for a hearing before the School Board. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five calendar days prior to the hearing.**

**ii. The School Board shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed 317.04(f)(3)(g).**

**a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.**

**b. During the hearing, the student, or the parent/guardian shall have the right to examine any witnesses presented by school officials.**

**c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.**

**d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.**

**iii. The School Board shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled.**

**iv. The expulsion shall run until the School Board reviews it and restores the student's permission to attend school. The written decision shall state any action that the student may take to be restored by the School Board. The decision shall also state that the student has the right to appeal the decision to the New Hampshire State Board of Education at any time while the expulsion remains in effect.**

**c. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.**

### **C. Modification or Reinstatement After Suspension or Expulsion**

**Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.**

**1. Modification by Superintendent. Subject to all other applicable laws, regulations and Board policies, and section D, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.**

**2. Review and reinstatement by Board. A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.**

#### **D. Possession of a Firearm**

**Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. 921) in a safe school zone, as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the Dover School District School Board for a period of not less than 12 months.**

**Pursuant to RSA 193:13, IV, a student who is expelled from school in another state under the provisions of the Gun Free School Zones Act of 1994 shall not be eligible to enroll in the Dover School District during such expulsion. If the out of state expulsion is for an indefinite period of time, the student may petition the School Board for enrollment upon establishing residency.**

**As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification of the expulsion, and the student will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school's best interest and the student's best interest to allow a modification.**

**Modification of Expulsion for Firearms. A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone; the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.**

**Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.**

**E. Appeals to State Board of Education. Any decision by the Board (i) to expel a student, (ii)**

not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

**F. Sub-committee of Board.** For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

**G. Superintendent and Principal Designees.** Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

**H. Disciplinary Removal of Students with Disabilities.** If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

**I. Notice and Dissemination.** This policy shall be made available to families, students and staff as provided in Board Policy JIC.

**J. Conflict in Law or State Regulation.** If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25.\*\*\*\*\***

**ADMINISTRATION OF MEDICATION (PAGE 49 IN HANDBOOK)**  
(See School Board Policy [JLCD](#) for additional information.)

No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25.\*\*\*\*\*  
(PAGES 55-65 IN HANDBOOK)**

**USE OF RESTRAINTS AND SECLUSION**

|                                |                                   |
|--------------------------------|-----------------------------------|
| DOVER SCHOOL DISTRICT          | POLICY CODE: <a href="#">JKAA</a> |
| DATE OF ADOPTION: MAY 13, 2024 | TOTAL 11 PAGES                    |

A. **Policy Statement.** This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the District except as described below.

B. **Definitions.** For the purposes of this policy:

1. "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.
  - a. "Medication restraint" occurs when a student is given medication involuntarily for the purpose of immediate control of the student's behavior.
  - b. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a student or the movement or normal

- function of a portion of their body.
- c. **"Physical restraint" occurs when a manual method is used to restrict a student's freedom of movement or normal access to their body.**
  - d. **"Prone restraint" is a prohibited physical restraint technique which occurs when a student is intentionally placed face-down on the floor or another surface, and the student's physical movement is limited to keep the student in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.**
  - e. **Exceptions to definition of restraint. The term "restraint" DOES NOT, however, include:**
    - i. **Brief touching or holding to calm, comfort, encourage, or guide a student, so long as limitation of freedom of movement of the student does not occur.**
    - ii. **The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to stand, if necessary, and then walk to a safe location, so long as the student is in an upright position and moving toward a safe location.**
    - iii. **Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a student to participate in activities without the risk of physical harm.**
    - iv. **The use of seat belts, safety belts, or similar passenger restraints during the transportation of a student in a motor vehicle.**
    - v. **The use of force by a person to defend themselves or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a student, when the actor uses a degree of such force which they reasonably believes to be necessary for**

such purpose and the actor does not immobilize a student or restrict the freedom of movement of the torso, head, arms, or legs of any student.

**2. “Dangerous Restraint Technique” are prohibited forms of restraint and/or behavior techniques that include:**

**a. Prone restraint, or any other physical restraint or containment technique that:**

- i. Obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity or restricts the movement required for normal breathing;**
- ii. Places pressure or weight on, or causes the compression of the chest, lungs, sternum, diaphragm, back, or abdomen of a student;**
- iii. Obstructs the circulation of blood;**
- iv. Involves pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or**
- vi. Endangers a student's life or significantly exacerbates a student's medical condition.**

**b. The intentional infliction of pain, including the use of pain inducement to obtain compliance.**

**c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a student for the purpose of controlling or modifying the behavior of or punishing the student.**

**d. Any technique that unnecessarily subjects the student to ridicule, humiliation, or emotional trauma.**

**e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the student, including skin temperature, color, and respiration, shall be continuously monitored. The student shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.**



**3. "Seclusion" means: the involuntary confinement of a student alone in any room or area from which the student is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the student reasonably believes they are not free to leave; or, the involuntary confinement of a student to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.**

**The term "seclusion" DOES NOT, however, include: the voluntary separation of a student from a stressful environment for the purpose of allowing the student to regain self-control, when such separation is to an area which a student is able to leave; circumstances in which there is no physical barrier, and the student is physically able to leave; or involuntary confinement of a student to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present if the other elements of this definition are satisfied.**

**C. Training Required. Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:**

- 1. Each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;**
- 2. Each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 5 minutes in conditions described in E.1.b, below; and**
- 3. All employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive general training in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.**

**D. Procedures for Managing the Behavior of Students. General procedures for**

managing student behavior are found in Board policies, District and each school's Code(s) of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

**E. Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.**

**1. Authorized Use of Restraint.**

**a. General.**

- i. Restraint may only be used by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.**
- ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a student to inflict damage to property will create a substantial risk of serious bodily harm to the student or others.**
- iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.**
- iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a student.**
- v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.**
- vi. Restraint will be discontinued immediately if a student demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint;**

**cold extremities, or similar manifestations.**

**b. Restraint Periods Exceeding 15 Minutes.** Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.

However, no period of restraint of a student may exceed 5 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.

Such assessments shall be repeated at least every 5 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the District as part of the Written Notification required in Section G.1.c, below.

If the total time of restraint (from initiated time) reaches 20 minutes, the parent/guardian will be notified and the administrator will determine if the police department will be notified and requested to respond to the school. Re-certifications of the restraint by the CPI trained administrator or designee shall continue at 5-minute intervals and will be documented until such time as a parent/guardian or emergency responder arrives and can take over.

When the parent/guardian is notified, the nurse will be notified of a pending health check.

**2. Prohibition of Certain Forms of Restraint.** The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical, and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.

**3. Limited Use of Mechanical Restraints During Transportation.** Pursuant to RSA 126-U6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12 allows the use of mechanical restraint during

transportation when case-specific circumstances dictate that such methods are necessary. Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

- a. Prevents physical and psychological trauma;
- b. Respects the privacy of the student; and
- c. Represents the least restrictive means necessary for the safety of the student.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3 below.

**4. Reporting and Notification.** Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G, below.

## **F. Use of Seclusion.**

### **1. Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.**

- a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C, above.
- b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.
- c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular student.
- d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.
- e. Seclusion shall not be used in a manner that unnecessarily subjects the student to the risk of ridicule, humiliation, or emotional or physical harm.

**2. Conditions of Seclusion. When seclusion is permitted under this policy,**

**a. it may only be imposed in rooms which:**

- i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the students placed in them.**
- ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.**
- iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in used in the other rooms of the building in which they are located.**
- iv. Are free of any object that poses a danger to the students being placed in the rooms.**
- v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:**
  - A. The need to provide direct and immediate medical attention to a student;**
  - B. Fire;**
  - C. The need to remove a student to a safe location during a building lockdown; or**
  - D. Other critical situations that may require immediate removal of a student from seclusion to a safe location.**

**b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).**

**3. Required Use of Co-Regulators. When seclusion is used, the Principal, or when they are not immediately available, their designee, or the then supervising employee, shall designate a co-regulator to monitor the student and develop a plan to help the student manage their state of regulation and their return to a less restrictive setting. The coregulator shall check the**

student at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:

- a. A trusted adult selected by the student.
- b. A clinician or counselor trained in trauma informed practices.
- c. A staff member known to have a positive relationship with the student.
- d. A staff member who was NOT involved in the incident that led to seclusion.

**4. Reporting and notification.** Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence and should be individually described within the reports and notifications.

## **G. Reporting, Notification and Record Keeping Requirements.**

**1. Restraint and Seclusion.** Whenever restraint or seclusion has been used on a student, the following shall apply:

- a. **Immediate verbal report to Principal, designee, or then current supervising employee:** Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the Principal, principal's designee or other supervising employee on duty.
- b. **Initial Notification to Parent/Guardian:** Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G.1.a, shall make reasonable efforts to contact the student's parent/guardian as soon as is practicable, but no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

**c. Written Notification to Superintendent:** Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a student, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Department of Education and Health and Human Services (the “NHED/DHHS form”) to the Superintendent. In the absence of the availability of the NHED/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The NHED/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a student exceeded 5 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.

**d. Written Information to Parent/Guardian:** Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the student’s parent/guardian all of the information included in the Written Notification or the Written Notification itself.

**e. Final Investigation and Report:** The Superintendent or Superintendent’s designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or Superintendent’s designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.

**2. Additional Reporting Required for Injury or Death of a Student Subject to Restraint or Seclusion.** In cases involving serious injury or death to a student

subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.1.c, above.

**3. Additional Documentation Regarding Use of Mechanical Restraint.** Whenever a student is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.

**4. Documentation for Other Intentional Physical Contact Between Employee and Student.** The following shall apply whenever there is an instance where a school employee volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.

**a. Notice to Parents/Guardians:** the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent/guardian. Such notification shall be made no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

**b. Physical Contact Written Description:** Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the Principal shall prepare a written description of the incident ("Physical Contact Written Description") within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:

- i. The date and time of the incident.**
- ii. A brief description of the actions of the student before, during, and after the occurrence.**
- iii. The names of the persons involved in the occurrence.**



- iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.
- iv. A description of any injuries sustained by, and any medical care administered to the student, employees, or others before, during, or after the incident.

**5. Circumstances when Reporting/Notification is not Required.** The notification, reporting and record keeping requirements included in this Section G are not required in the following circumstances:

- a. When a student is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the student to walk to a safe location. If, however, the student is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.
- b. When actions are taken such as separating students from each other, inducing a student to stand, or otherwise physically preparing a student to be escorted.
- c. When the contact with the student is incidental or minor, such as for the purpose of gaining a misbehaving student's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive student shall be subject to the notification and reporting requirements described above.

**6. Retention of Records.** All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained for the term of the student's enrollment plus three years, unless:

- a. The student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of Board policy EHB; or
- b. A longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.

**H. Mandatory Reporting of Violations by Others.** Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or

**Superintendent in accordance with the reporting procedures of Board policy GBEAB. The conduct giving rise to the suspected violation may well likely require reporting under Board policies JLF – Reporting Suspected Child Abuse or Neglect.**

**I. Complaints of Violation of RSA 126-U. Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)**

**1. Complaint Contents. The written complaint or complaint summary should include:**

- a. The complainant's name, unless the complaint refuses;**
- b. The date or approximate date of the alleged incident;**
- c. The location of the alleged incident;**
- d. The name of the student or students subject to the alleged restraint or seclusion, if known;**
- e. The name of the school personnel alleged to have restrained or secluded the student, if known;**
- f. A description of the alleged restraint or seclusion; and**
- g. The date of complaint.**

**2. Investigation and Resolution of Complaint. The complaint or grievance will be investigated by the Superintendent, or Superintendent's designee. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.**

**In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.**

**A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.**

**The Superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent/guardian of the student concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.**

**The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc.**

**Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints such as found in KEB.**

**The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).**

**J. Review of IEP or 504 Plan Following the Use of Restraint or Seclusion. Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a student with a disability as defined in RSA 186-C:2, I or a student who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.**

**If there have been multiple instances of restraint or seclusion of a student with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent/guardian of the student.**

#### **Processing the Incident:**

**Immediately after the student has restored emotional and behavioral control, the school nurse or other health professional shall examine the student and staff to ascertain if any injury has been sustained during the restraint.**

**The individuals involved with the incident shall complete the initial report of restraint as soon after the incident as possible but not longer than the end of the school day or sooner if practicable. If a staff member is not able to immediately provide documentation (ex. because of injury) the reason will be noted on the Incident Form and the administrator will be notified. A final written report of restraint shall be completed and given to the administrator no later than 24 hours after the restraint. The staff members involved with the physical restraint will have the opportunity to meet with their supervisor after every incident. Staff will meet as a team to debrief after the initial incident reports are completed on the same day as the incident. Outside agencies, such as the Dover Police Department, will be invited as determined by the administrator. The purpose is to have staff process the incident, look at what could have been done to prevent the restraint and look at any more efficient ways to manage a restraint should it occur in the future. The supervisor will provide support to the staff members and determine when the staff members shall return to their duties. If a team member is uncomfortable with participating in a full team debrief or has information they wish to share individually, they will notify the administrator immediately and will debrief individually. The student, with assistance from staff, will process the event at the earliest appropriate time.**

**K. Prohibition Against Retaliation or Harassment. No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. Dissemination of Policy. A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the**

online School Board Policy Manual available to the general public.

**L. Dissemination of Policy.** A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

**Legal Reference:** RSA 126-U:1 to 13 (2014).

**Cross Reference:** JKAA-R – Procedures on Use of Child Restraint and Seclusion Policy

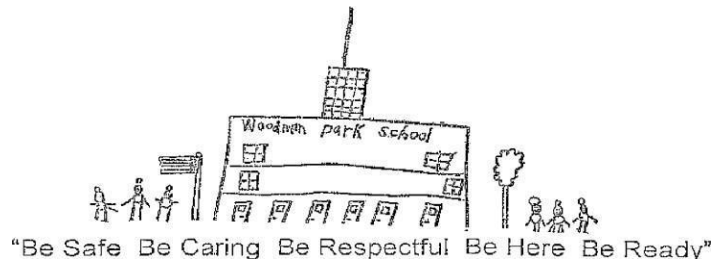
**History:**

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25.\*\*\*\*\***

**VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY**

(See School Board Policy [EEAA](#) for additional information.)

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



# **Woodman Park Elementary School**

**11 Towle Ave  
Dover, New Hampshire 03820**

**603-516-6700 Phone**

**603-516-6703 Fax**

**<http://wps.dover.k12.nh.us/>**

## **Student - Family Handbook 2024-25**

### **School Motto**

**Be Safe, Be Caring, Be Respectful, Be Here and Ready!**

# TABLE OF CONTENTS -

Click Page Number to Navigate Directly to Section

|                                                            |                               |
|------------------------------------------------------------|-------------------------------|
| <b>Calendar</b>                                            | <a href="#">Page 5</a>        |
| <b>School Board Members</b>                                | <a href="#">Page 6</a>        |
| <b>Central Office Personnel</b>                            | <a href="#">Page 6</a>        |
| <b>Message to Parents</b>                                  | <a href="#">Page 7</a>        |
| <b>Portrait of a Learner</b>                               | <a href="#">Page 8</a>        |
| <b>School Mission Statement/School Phone Numbers</b>       | <a href="#">Page 9</a>        |
| <b>School Day Schedule</b>                                 | <a href="#">Page 10</a>       |
| <b>General Information</b>                                 | <a href="#">Pages 11 - 15</a> |
| NH State School Attendance Law                             | Page 11                       |
| Reporting Absences                                         | Page 12                       |
| Parent/Guardian Responsibilities                           | Page 12                       |
| School Closings/Early Dismissal/Evacuation                 | Page 13                       |
| Remote Learning                                            | Page 14                       |
| Telephones                                                 | Page 14                       |
| Text Books                                                 | Page 14                       |
| Computers                                                  | Page 14                       |
| Student Records                                            | Pages 15                      |
| Transfer/Withdrawal                                        | Page 15                       |
| <b>Safety &amp; Security Procedures</b>                    | <a href="#">Pages 15-17</a>   |
| Visitors                                                   | Page 15                       |
| School Drop-off & Pick-up                                  | Pages 16-17                   |
| Emergency Drills                                           | Page 17                       |
| <b>Food Services</b>                                       | <a href="#">Page 17</a>       |
| <b>Health Services</b>                                     | <a href="#">Page 18</a>       |
| <b>Academics</b>                                           | <a href="#">Pages 19 - 21</a> |
| Language Arts, Math, Social Studies                        | Page 19                       |
| Art, Music, Physical Education, Science/STEM, Library      | Page 20                       |
| Report Cards, Assessments, Conferences, Open House         | Page 21                       |
| Field Trips                                                | Page 21                       |
| <b>School Support</b>                                      | <a href="#">Pages 22 - 23</a> |
| Title I, School Counselors, Family Outreach Coordinator    | Page 22                       |
| Behavior Specialist, Special Education, District Preschool | Page 22                       |

|                                                                             |                               |
|-----------------------------------------------------------------------------|-------------------------------|
| Parent/Guardian involvement, Parent Teacher Organization-(PTO)              | Page 23                       |
| <b>Homework (<i>policy: IKB</i>)</b>                                        | <a href="#">Page 24</a>       |
| <b>Schoolwide Expectations</b>                                              | <a href="#">Pages 25 - 27</a> |
| Code of Conduct                                                             | Page 25                       |
| Multi - Tiered Systems of Support for Behavior (MTSS-B)                     | Page 25                       |
| Behavior Tiered Support Structure                                           | <a href="#">Pages 26-27</a>   |
| <b>School Policies</b>                                                      | <a href="#">Pages 28-68</a>   |
| FERPA                                                                       | <a href="#">Pages 28</a>      |
| PPRA                                                                        | Pages 29 - 30                 |
| Nondiscrimination ( <i>policies: AC &amp; ACE</i> )                         | <a href="#">Page 31</a>       |
| Childfind Activities                                                        | Pages 31                      |
| Entering School ( <i>policy: JEB</i> )                                      | Page 31                       |
| Custodial/Guardianship                                                      | Page 31                       |
| Visitor/ School Volunteer ( <i>policies: IJOC-E &amp; GBEBB</i> )           | Page 31                       |
| Confidentiality                                                             | Page 31                       |
| Refusal of Permission to Publish                                            | Page 32                       |
| Section 504                                                                 | <a href="#">Page 32</a>       |
| Special Education Programs/Federal Projects                                 | Page 32                       |
| Child Protection Act                                                        | Page 32                       |
| Pupil Safety and Violence Prevention ( <i>policies: JICK &amp; ACAA-R</i> ) | <a href="#">Page 33</a>       |
| Sexual Harassment ( <i>policies: ACAA &amp; ACAA-R</i> )                    | Page 33                       |
| Hazing ( <i>policy: JICFA</i> )                                             | Page 33                       |
| Technology and Internet Acceptable Use policy ( <i>policy: EHAA</i> )       | <a href="#">Page 34</a>       |
| Elementary and secondary Education Act                                      | Page 34                       |
| Student Dress Code ( <i>policy: JICA</i> )                                  | Page 35                       |
| Electronics                                                                 | Page 35                       |
| Animals in School ( <i>policy: IMG</i> )                                    | Page 36                       |
| Smoking ( <i>policy: ABD</i> )                                              | <a href="#">Page 36</a>       |
| Dangerous Items ( <i>policy: JICI</i> )                                     | Page 36                       |
| Bullying/CyberBullying Policy: ( <i>policy: JICK</i> )                      | <a href="#">Pages 36-38</a>   |
| Suicide Prevention Plan                                                     | <a href="#">Pages 39-40</a>   |
| Attendance, Absenteeism, and Truancy: ( <i>Policy: JH</i> )                 | Page 40                       |
| Student Conduct ( <i>policy: JIC</i> )                                      | <a href="#">Pages 40-42</a>   |
| Student Conduct, Discipline, and Due Process ( <i>Policy: JICD</i> )        | <a href="#">Pages 42-50</a>   |
| Student Wellness ( <i>Policy: JLCF</i> )                                    | <a href="#">Page 50</a>       |
| Staff Conduct with Students ( <i>Policy: GBEBB</i> )                        | <a href="#">Pages 51-52</a>   |



|                                                 |                             |
|-------------------------------------------------|-----------------------------|
| Transportation Policy: EEAA/EEAA-R              | <a href="#">Page 53</a>     |
| School Bus Conduct Rules                        | <a href="#">Pages 54-57</a> |
| Audio and Video Surveillance on School Buses    | Page 57                     |
| Students with Disabilities                      | Page 57                     |
| Use of Restraint and Seclusion                  | <a href="#">Pages 57-68</a> |
| Video and Audio Surveillance on School Property | Page 68                     |
| <b>Closing Statement</b>                        | <a href="#">Page 69</a>     |

There are several policies referenced in this handbook. To access any Dover School Board Policy in full, click [HERE](#). If you do not have access to the internet, contact your school office or Superintendent's office.

# DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR 2024 – 2025

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

**S = Students In-Session:** 180 days of student attendance is required for instruction (or the equivalent number of hours) and an additional 10 days for time lost due to inclement weather. Dover School District's Academic Calendar reflects 174 Student Days which meets the hours required.

**T = Teachers In-Session:** 184 days

|                                     |                                                                                                          |
|-------------------------------------|----------------------------------------------------------------------------------------------------------|
| August 26, 2024                     | Teachers Return – Teacher Workshop                                                                       |
| August 27, 2024                     | Teacher Workshop                                                                                         |
| August 28, 2024                     | Teacher Workshop                                                                                         |
| August 29, 2024                     | Teacher Workshop                                                                                         |
| August 30 - September 2, 2024       | Labor Day Recess                                                                                         |
| September 3, 2024                   | Students Return                                                                                          |
| September 10, 2024                  | Teacher Workshop (Due to State Primary)                                                                  |
| October 11, 2024                    | Teacher Workshop                                                                                         |
| October 14, 2024                    | Indigenous Peoples' Day                                                                                  |
| November 5, 2024                    | Teacher Workshop (Due to Elections)                                                                      |
| November 11, 2024                   | Veterans' Day                                                                                            |
| November 27 – 29, 2024              | Thanksgiving Recess                                                                                      |
| December 6, 2024                    | Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development                         |
| December 23, 2024 – January 1, 2025 | Holiday Recess                                                                                           |
| January 20, 2025                    | Martin Luther King Day                                                                                   |
| February 24 - 28, 2025              | Winter Recess (To include February 17 <sup>th</sup> Presidents' Day)                                     |
| March 14, 2025                      | Teacher Workshop                                                                                         |
| April 28 – May 2, 2025              | Spring Recess                                                                                            |
| May 26, 2025                        | Memorial Day                                                                                             |
| *June 13, 2025                      | Tentative Last Day of School for Students (half-day), or Upon Completion of 180 Days or Equivalent Hours |
| **June 16-23, 2025                  | Snow Days                                                                                                |

**SCHOOL BOARD MEMBERS**  
**City of Dover, NH**  
**Dover School District School Board Members**

You may email the board at: [DoverSchoolBoard@doover.k12.nh.us](mailto:DoverSchoolBoard@doover.k12.nh.us)

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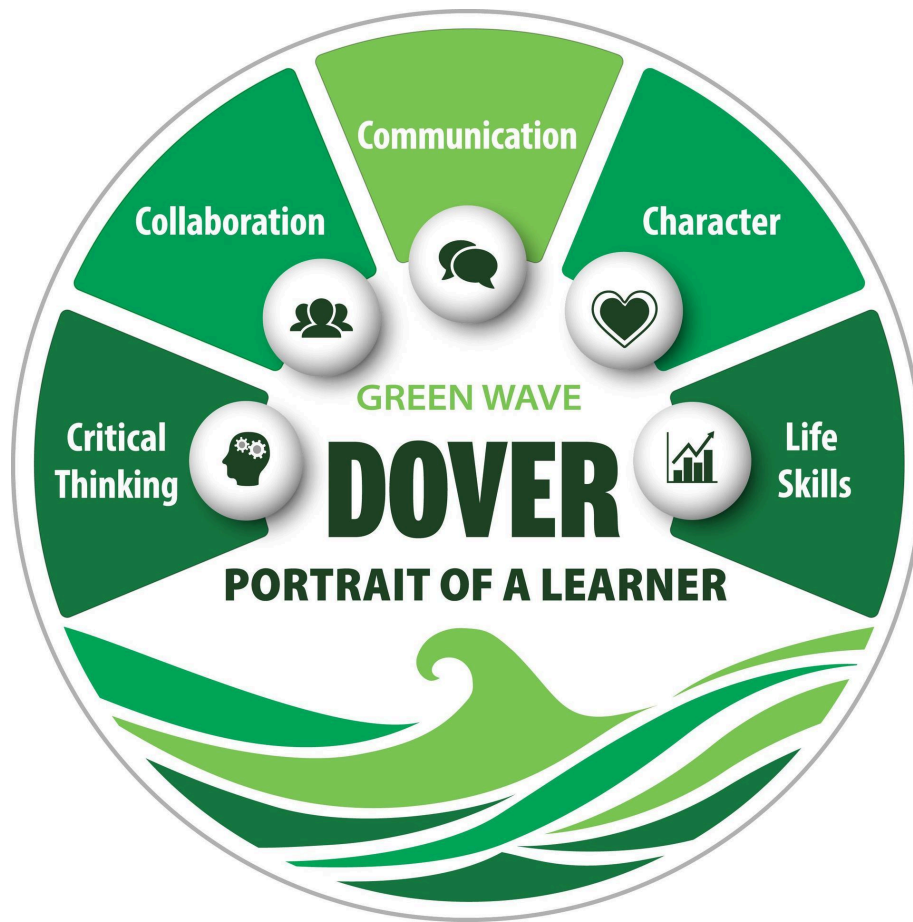
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The Dover Portrait of a Learner is a collective vision and a guiding light that illuminates the path to student success beyond high school. Stakeholders from our district — students, parents, businesses, and community members — all played a vital role in this endeavor. Together, we identified and placed value on the competencies that are essential for our students to thrive in the real world. By aligning our educational goals with these competencies, we empower our students to become well-rounded individuals who are prepared for the challenges of the future. We believe that the Portrait of a Learner journey begins at the earliest stages of education and continues throughout the K-12 curriculum. With a commitment to systemic thinking, we can provide a seamless continuum of growth and development for every student. The Dover Portrait of a Learner infographic is a symbol of this commitment and will help to guide us as we empower our students with the knowledge, skills, and values they need to excel in their personal, academic, and professional lives. Together, we can shape the future of education in the Dover School District and create a brighter tomorrow for our learners!

**Note to board: added POL infographic and text**

(page 11)

To make parents aware of their child's current attendance history, absences and tardies (including early dismissals) will be tracked and reported. Excessive absences/tardies/dismissals per trimester could result in truancy involvement and will result in a letter being sent home and a copy placed in the student's cumulative file. The following guideline will be used for generating the letter. **Chronic Absenteeism is defined as missing 10% (17 days) or more of the school year.**

Absences Per Trimester: 5      Tardies / Early Dismissals Per Trimester: 7

### **After School Activities**

**Students who are absent or dismissed early from school are not allowed to participate in any after school activity without prior written approval by an administrator.**

(page 14)

### **Telephones**

The office may take messages for students when there is an emergency or when it is essential that a student receive information. **Because the end of the school day is very busy, please get all messages to the school by 2:15.** We will do our best to communicate the message to the student by the end of the day. Students are not called to the phone. ~~Since office telephones are constantly in use for school business, students may not use an office telephone unless there is an emergency.~~ **Students may not use an office telephone unless there is an emergency.** All after-school plans should be worked out at home before school starts. Parents are encouraged to contact teachers if they have questions. Teachers will respond at their earliest appropriate opportunity.

### **Visitors**

All visitors are to enter the building through the designated front entry door. All doors to the building are to be locked at all times during the school day. To gain entry to the school, press the buzzer at the front entry door, and then proceed directly to the main office to sign in and get a visitor's pass. Please come prepared to show some form of picture identification to our office staff. **Please review the visitor policy KI [here](#).**

### **Emergency Drills**

~~At Woodman Park School, we practice: Fire Drills, Drop and Cover, Evacuations, Reverse Evacuations, Stay in Place, and Scan.~~ **At Woodman Park School, we practice drills recommended by the NH Department of Safety and Homeland Security.** Each drill addresses situations that may arise in an emergency and helps to prepare staff and students in the event of a real emergency. We will continue to practice drills throughout the year.

*Note to Board: \*Added to Health Services Section*

*See school board policies [JLCD-Administering Medication to Students](#) and [JLCD-R Procedures for Administering Medications to Students](#)*

## **ACADEMICS (pages 19 - 21)**

### **English Language Arts (ELA)**

~~Wilson Foundations, Heggerty, and Fountas & Pinnell Classroom enhance our elementary curriculum's growing scientific approach to reading. Wilson Foundations is a program that helps students learn letters, sounds, spelling, and writing in a fun and interactive way. It uses different activities and ways of learning to help students become better at figuring out words and reading them correctly. Foundations is used in all our elementary classrooms, K-4. Heggerty is a program designed for Kindergarten and 1st-grade students to improve their listening and speaking skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers. Fountas and Pinnell Classroom materials provide rich text and meaningful experiences with those texts so that students build strong comprehension skills and develop a love of literacy. These materials are used to support and enhance small group instruction, whole group read aloud, and purposeful reading discussions.~~

**The new adoption of Amplify Core Knowledge Language Arts (CKLA) this year is an exciting development as our elementary literacy curriculum becomes aligned with a scientific approach. CKLA is a highly rated, research-based literacy program that uses various methods to teach children how to decode (sound out) words while also exposing them to interesting and informative content through stories, helping them learn to read and read to learn at the same time. Daily CKLA lessons are divided into "Skills" and "Knowledge" lessons, which are both critical to developing strong readers (120 minutes for grades K-3; 90 minutes for grade 4). Writing instruction and practice are embedded into these lessons, integrating reading and writing. At the beginning of each unit, you will receive a Caregiver Letter which will introduce you to the stories and content your student will be exploring, what they will learn within that study, and how you can support that learning at home.**

**Heggerty is a supplemental program designed for Kindergarten and 1st-grade students to improve their phonemic awareness skills. It helps students recognize and play with the different sounds in words. Every day, they do activities like rhyming, blending sounds together, breaking words apart, and changing sounds in words. This helps them understand how words work and become better readers and spellers. The Heggerty routines comprise roughly 10 minutes of daily instruction for Kindergarten and 1<sup>st</sup> grade students.**

### **Mathematics**

**The Dover School District uses the Bridges in Mathematics program for Kindergarten - 5th grade mathematics instruction, which is published by the non-profit organization, the Math Learning Center. Bridges in Mathematics focuses on helping students develop a deep understanding of math concepts, become skilled in important math skills, and be able to solve new and challenging problems. In our classrooms, we believe that**

every student has unique strengths and intelligence. That's why our learning activities bring math to life through language, pictures, and movement. Students have opportunities to talk about math, share their observations, explain their methods, engage in hands-on activities, and ask questions. We encourage them to explore different ways of solving problems and demonstrate different ways of thinking. This approach is important because it helps students become more flexible and efficient problem solvers as they tackle increasingly complex math problems.

### **Social Studies**

~~The Dover Social Studies curriculum uses the C3 Framework to teach students about civics, economics, geography, and history. It helps them explore and ask questions about these subjects. The curriculum provides a foundation for children to understand how our society operates and how different aspects are interconnected in a meaningful way, based on their personal experiences. Students engage with Social Studies content in increasing complexity throughout their experiences in elementary school. They begin by exploring self and family, then their school community, then the Dover community, and lastly students in fourth grade engage in a study of the state of New Hampshire.~~

### **Science and Stem**

~~The science and STEM curriculum use the Next Generation Science Standards (NGSS) as the base for instruction. Students will participate in science units in their classroom setting as well as in STEM (science, technology, engineering, and math) as a Related Arts class. The NGSS that both courses are built on encourages your child to ask questions, explore, and think critically. Rather than just memorizing facts, they will actively investigate scientific concepts and develop problem solving skills. This approach helps ensure that your child develops a deeper understanding of science, discovers the relevance of science in their daily lives, and gains the skills needed for future success.~~

### **Science & Social Studies**

**Amplify CKLA integrates both science and social studies content within each unit. Developing deep content knowledge about specific topics over time is the most effective way to build strong reading comprehension, which is why CKLA devotes so much time to this within the "Knowledge" portion of each daily lesson. Learning about history, science, the arts, and cultures is an important component of an effective and equitable reading program. You can read about the content within each grade level by visiting Amplify CKLA's Caregiver Hub (<https://amplify.com/caregiver-hub/amplify-ckla/>) and scrolling to the bottom of the page.**

### **STEM**

**While students will engage in in-depth study of science and social studies content through CKLA, they will also have an opportunity to participate in hands-on investigations through their regular Science, Technology, Engineering, and Math (STEM) related arts class. As in the classroom, the STEM class uses the Next Generation Science Standards (NGSS) to guide the specific science/engineering content and science/engineering practices that students will engage in. In STEM class, your student will ask questions, explore, collaborate, and think critically.**

### **Standardized Testing**

~~The Dover School District uses Aimsweb PLUS as a literacy screener in grades K-4. Grades 1-4 complete STAR testing for reading and math in the fall, winter, and spring (1<sup>st</sup> grade winter and spring only). Grades 3 and 4 complete the NH SAS (New Hampshire State Assessment) given in the spring.~~

## **Standardized Assessments**

Students will initially take the STAR assessment in reading and math in the spring of first grade. Beginning in 2nd grade, STAR will be administered three times each year. Third and fourth grade students will also take the New Hampshire State Assessment System (NHSAS) in ELA and Math. All students will take a brief assessment to measure reading fluency three times per year. Assessments inform instruction and measure student academic growth.

**Added on Page 22**

### **Multi-Tiered Systems of Support (MTSS) Building Coordinator**

The MTSS Building Coordinator plays a crucial role in supporting our students' development through a variety of interventions and strategies within a Multi-Tiered System of Support (MTSS). This position involves direct work with students, including those who are developing foundational skills and working toward grade level competencies. The coordinator collaborates with general education teachers to co-teach, plan, and deliver class-wide interventions based on screening and summative assessments. Additionally, the coordinator designs and implements targeted small group or individual interventions using diagnostic assessments to support students' foundational skills development in literacy and mathematics.

**\*\*\*\*\*NOTE TO BOARD - ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\*\*\* WPS changed the order of some policies to ensure all three elementary school handbooks are more closely aligned. The following policies were added or amended to be printed in their entirety as opposed to being summarized or referenced.**

## **HAZING**

|                                            |                                           |
|--------------------------------------------|-------------------------------------------|
| <b>DOVER SCHOOL DISTRICT</b>               | <b>POLICY CODE: <a href="#">JICFA</a></b> |
| <b>DATE OF ADOPTION: FEBRUARY 11, 2008</b> | <b>TOTAL 1 PAGE</b>                       |

It is the policy of the District that no student or employee of the District shall participate in or be a member of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned by the Board of Education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers



the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the Board of Education.

"Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance; or any forced physical activity which could adversely affect the physical health or safety of the individual.

"Endanger the mental health" shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the Board of Education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive School District authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in the school district.

**Legal Reference:**

RSA 631:7, Student Hazing New Hampshire Code of Administrative Rules, Section Ed 306.04(a)(7), Student Hazing

**SMOKING**

(See School Board Policy [ADB](#) for additional information.)

State law prohibits the use of any tobacco product, E-cigarette, **or liquid nicotine** in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25\*\*\*\*\***

**STUDENT COMPUTER AND INTERNET USE**

Student use of school computers, networks, and Internet services are a privilege, not a right. Compliance with the District's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

Please see board policy [JICL](#) for the complete policy

**\*\*\*\*\*NOTE TO BOARD - ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\*\*\***

**PUPIL SAFETY AND VIOLENCE PREVENTION POLICY : BULLYING AND CYBERBULLYING**

|                                         |                                          |
|-----------------------------------------|------------------------------------------|
| <b>DOVER SCHOOL DISTRICT</b>            | <b>POLICY CODE: <a href="#">JICK</a></b> |
| <b>DATE OF ADOPTION: APRIL 10, 2017</b> | <b>TOTAL 4 PAGES</b>                     |

**I. GENERAL STATEMENT OF POLICY**

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated, and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

This policy, in conjunction with the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R), is intended to comply with RSA 193-F. The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as deemed appropriate.

**II BULLYING AND CYBERBULLYING DEFINED**

**Definitions**

1. "Bullying" means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
  - a. physically harms a pupil or damages the pupil's property;
  - b. causes emotional distress to a pupil;
    - i. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint.
  - c. interferes with a pupil's educational opportunities;
  - d. creates a hostile educational environment; or
  - e. substantially disrupts the orderly operation of the school.

"Bullying" shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs if those actions cause one or more of the results in paragraphs (a) through (e) above.

The above-referenced conduct is only considered “bullying” if it:

(a) Occurs on, or is delivered to, school property or a school-sponsored activity or event, on or off school property; or

(b) Occurs off school property or outside of a school-sponsored activity or event, and the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Bullying or cyberbullying of a student on the basis of sex, sexual orientation, gender identity, race, color, creed, ancestry, national origin, religion, age, marital status, familial status, economic status, physical or mental disability may also constitute illegal discrimination or harassment under federal and/or state laws.

2. “Cyberbullying” means conduct defined in paragraph I of this section that takes place through the use of electronic devices.

3. “Electronic devices” include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.

4. “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

5. “Perpetrator” means a pupil who engages in bullying or cyberbullying.

6. “Victim” means a pupil against whom bullying or cyberbullying has been perpetrated.

### **III. BULLYING, CYBERBULLYING, AND RETALIATION PROHIBITED**

It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyberbullying of a student.

It shall be a violation of this policy to engage in retaliation or false accusations against a complainant, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying.

All students are protected by this policy, regardless of their status under the law.

There shall be disciplinary consequences or interventions, or both, for a student who commits an act of bullying or cyberbullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy. If it is determined, after investigation, that a student has engaged in bullying or cyberbullying conduct prohibited by this policy, that student shall be subject to appropriate disciplinary action, which may include, but not be limited to suspension and expulsion. Any such disciplinary action shall be taken in accordance with applicable school board policy and legal requirements.

### **IV. REPORTING AND INVESTIGATION PROCEDURE**

Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to any school employee,

including but not limited to teachers, administrators, counselors, or other staff.

School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal or designee as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal or designee.

(See Form ACAA-R).

The reporting procedure and investigative procedure for reports of bullying and/or cyberbullying is set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).

## **V. TRAINING**

The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying, if possible, and to educate staff on how to properly identify, respond to, and report incidents of bullying/cyberbullying.

The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.

## **VI. ANNUAL REPORT TO NEW HAMPSHIRE DEPARTMENT OF EDUCATION**

The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

## **VII. IMMUNITY**

By virtue of NH RSA 193-F:7, any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.

## **VIII. POLICY DISSEMINATION**

This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.

## **IX. APPEAL**

The procedures under RSA 193:13 and NH Admin. R. Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.

Appeal rights related to complaints of bullying/cyberbullying are set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).

## **X. CAPTURE OF AUDIO & VIDEO RECORDINGS ON SCHOOL BUSES: Pursuant to RSA**

**570-A:2, notice is hereby given that the Board authorizes recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.**

**Legal References: NH RSA 193-F RSA**

**570-A:2 Capture of Audio Recordings on School Buses Allowed RSA 193:13  
NH Code of Administrative Rules, Section Ed 317**

**Cross References: AC – Nondiscrimination/Equal Opportunity**

**ACAA - Harassment and Sexual Harassment of Students**

**ACAA-R - Student Discrimination, Harassment, and Bullying Complaint  
Procedure**

**ACAA-R – Report Form**

**JRA – Student Records and Information**

**JICFA - Hazing**

**STUDENT DRESS CODE** (added to align with GES and FGH)

(See School Board Policy [JICA](#) for additional information.)

Dover School District's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

**1. Basic Principle: Certain body parts must be covered for all students, at all times:**

- Clothes must be worn in such a way that genitals, buttocks, breasts, and undergarments are fully covered with opaque fabric (not see-through), at all times.
- All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

**2. Students MUST WEAR\* the following, while adhering to the principle of Section 1 above: ● A Shirt (with fabric in the front, back, and on the sides) AND;**

- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts) AND;
- Shoes.

**3. Students MAY WEAR the following, while adhering to the principle of Section 1 above: ● Religious headwear.**

- Hooded sweatshirts (hood must not be worn).
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”.
- Ripped jeans (as long as this is done in a way that does not violate Section 1 above).
- Tank tops (as long as this is done in a way that does not violate Section 1 above).
- Athletic attire.

**4. Students CANNOT WEAR:**

- Clothing with violent language or images.
- Clothing with images or language depicting or suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- Clothing with hate speech, profanity or pornography.
- Clothing with images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Clothing that reveals undergarments.
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).
- Any shirt that does not cover the torso and/or meet the hemline of the pants, shorts, skirt, etc. being worn

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25\*\*\*\*\***

**STUDENT CONDUCT (COMPLETE POLICY)**

|                                   |                                  |
|-----------------------------------|----------------------------------|
| DOVER SCHOOL DISTRICT             | POLICY CODE: <a href="#">JIC</a> |
| DATE OF ADOPTION: OCTOBER 4, 2021 | TOTAL 3 PAGES                    |

**A. General Policy**

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, District personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on School District property or on property within the jurisdiction of the School District (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as District and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board Policy JICD.

**B. Student Code of Conduct**

The School Board delegates to the Superintendent, in consultation with the appropriate building Principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as he/she deems necessary to implement the objectives of this policy, school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

**1. A graduated and age-appropriate system of supports and intervention strategies, such as:**

- parent conferences,
- counseling,
- peer mediation
- instruction in conflict resolution and anger management,
- parent counseling and training,
- community service, and
- rearranging class schedules.

**2. Graduated and age-appropriate disciplinary consequences such as:**

- restriction from extra-curricular activities,
- temporary (same day) removal from class or activity,
- detention,
- temporary reassignment/in-school suspension,
- out-of-school suspension, and
- expulsion.

**3. Provisions describing how and when short term suspensions of up to 5 days, short term suspensions up to 10 days, long term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:**

- the nature and degree of disruption caused to the school environment;
- the threat to the health and safety of pupils and school personnel, volunteers or visitors;
- whether the conduct or behavior is isolated or repeated.

All temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board Policy JICD.

**4. Information regarding RSA 193:13, 193-D, this Policy, Board policy JICD, and other Board policies or District/school rules regulating student conduct on and off-campus. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.**

### **C. Implementation and Notice**

The Superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, District and/or SAU district website [or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].

Additionally, building Principal(s) shall assure student awareness of the Code of Conduct and other District policies and building rules through print, postings and periodic announcements.

The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

### **D. Parental Notification of Simple Assaults**

Pursuant to RSA 193-D:4, I (b), the Superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

### **E. Disciplinary Removal of Students with Disabilities**

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

**\*\*\*\*\*NOTE TO BOARD - ADDED ENTIRE POLICY, RATHER THAN SUMMARY.\*\*\*\*\***

### **STUDENT DISCIPLINE, AND DUE PROCESS**

|                                      |                                          |
|--------------------------------------|------------------------------------------|
| <b>DOVER SCHOOL DISTRICT</b>         | <b>POLICY CODE: <a href="#">JICD</a></b> |
| <b>DATE OF ADOPTION: MAY 8, 2017</b> | <b>TOTAL 8 PAGES</b>                     |



## **A. Policy Statement**

**This policy establishes the substantive parameters, procedures and due process that shall apply before a student may be subject to temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and/or expulsion. Pursuant to Board Policy JIC, response to misconduct, including disciplinary measures and consequences should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. Administration of any of the consequences described in this policy shall be consistent with the system of supports and graduated sanctions established pursuant to Policy JIC and the applicable Code of Conduct.**

## **B. Standards and Procedures Relative to Disciplinary Consequences**

**1. "Removal from the classroom" means a student is sent to the building Principal's office or other designated area during the same school day. It is within the discretion of the person in charge of the classroom or activity to remove the student.**

**Students may be removed from the classroom at the classroom teacher's discretion if the student refuses to obey the teacher's directives, becomes disruptive, fails to abide by school or District rules, or the Code of Conduct, or otherwise impedes the educational purpose of the class. Before ordering the removal, the staff member ordering the removal shall warn the student of the infraction and allow the student to respond.**

**Detentions are not appealable.**

**2. "Restriction from school activities" means a student will attend school, classes, but will not participate in other school extra-curricular activities, including such things as competitions, field trips, and performances. A student who has been restricted from school activities may participate in practices at the discretion of the person imposing the restriction.**

**Before ordering the restriction, the supervising employee (e.g., teacher, coach, director, Principal, etc.) ordering the restriction shall warn the student of the infraction and allow the student to respond. If the restriction is immediate and outside of school hours, provisions must be made to assure the student is not left unsupervised. The terms of the restriction shall be communicated to the Principal and the student's parent/guardian.**

**Restrictions under this policy are not appealable.**

**3. "Detention" means the student's presence is required for disciplinary purposes before or after the hours when the student is assigned to be in class.**

**Students may be assigned classroom detention at the classroom teacher's discretion, and building detention at the Principal's discretion, if the student refuses to obey the teacher/employee's directives, becomes disruptive, fails to abide by printed classroom, school or District rules, or the Code of Conduct, or otherwise**

impedes the educational purpose of the class. Before ordering the detention, the staff member ordering the detention shall warn the student of the infraction and allow the student to respond. Parents/guardians shall be notified at least 24 hours prior to a student serving detention.

Detentions before or after school shall not exceed one hour. The building Principal is authorized to establish, announce and post additional guidelines and rules regarding detention, supervision, building access, etc. The length and timing of the detention is within the discretion of the licensed employee disciplining the student or the building Principal, pursuant to the posted rules of the school.

Detentions are not appealable.

4. "Temporary Reassignment" or "in-school suspension" means the student will attend school but will be temporarily isolated from one or more classes while under supervision. A temporary reassignment should not exceed five consecutive school days. Parents/guardians shall be notified prior to the administration of a temporary reassignment.

The building Principal is authorized to issue reassignment, restrictions from activities, or place a student on probation for repeated failure to conform to the Code of Conduct, classroom rules, or for any conduct that causes material or substantial disruption to the school/class environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, and visitors, is otherwise inappropriate, or is prohibited by law.

5. "Probation" means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in reinstatement of the penalty. Notwithstanding the assignment of probation, no imposition of the suspended consequence may be administered unless and until all of the provisions of this policy applicable to the suspended consequence (i.e., long-term suspension, expulsion, etc.) are satisfied.

6. "Out-of-school suspension" means the temporary denial of a student's attendance at school for a specific period of time. It includes short-term and longterm out of school suspensions.

a. Short-term suspension. A "short-term suspension" means an out-of-school suspension of ten (10) consecutive school days or less. RSA 193:13, I (a).

The Superintendent or his/her written designee is authorized to suspend a student for ten (10) school days or less.

A short-term suspension may be imposed only for:

i. Behavior that is detrimental to the health, safety, or welfare of pupils or school personnel (including, but not limited to, an act of theft, destruction or violence, as defined in RSA

**193-D:1); or**

**ii. Repeated and willful disregard of the reasonable rules of the school that is not remediated through imposition of the district's graduated sanctions described in JIC and the Code of Conduct.**

**Pursuant to RSA 193:13, XI(b) and Board policy JIC, a short-suspension over 5 days must conform to the standards included in the Code of Conduct.**

**Before any short-term suspension may be imposed, a student is entitled to the minimum due process (notice before meeting of the charge and explanation of evidence, notice of the possibility of suspension, opportunity for the student to respond, and a written decision explaining the disciplinary action taken).**

**See New Hampshire Department of Education Rule Ed 317.04(f)(1). The student and at least one of the student's parents/guardians will receive a written statement explaining any disciplinary action taken against the student.**

**b. Long-term suspension. A "long-term suspension" is the extension or continuation of a short-term suspension for a period not to exceed an additional 10 days beyond the duration of the short-term suspension.**

**The Superintendent is authorized to continue the suspension and issue a longterm suspension of a pupil for a period in excess of ten (10) school days, provided only that if the Superintendent issued the original short-term suspension, then the School Board may designate another person to continue the short-term suspension and issue the long-term suspension.**

**A long-term suspension may only be imposed for:**

- i. an act that constitutes an act of theft, destruction or violence, as defined in RSA 193-D;**
- ii. bullying pursuant to Board Policy JICK when the pupil has not responded to targeted interventions and poses an ongoing threat to the safety or welfare of another student; or**
- iii. possession of a firearm, BB gun, or paintball gun.**

**Prior to a long-term suspension, the student will be afforded a hearing on the matter. The informal hearing need not rise to the level and protocol of a formal hearing, but the process must comply with the requirements of Ed 317.04 (f)(2), and (f)(3)(g), including, without limitation, the requirements for advance notice and a written decision.**

**A student who is subject to a long-term suspension is entitled to the following due process:**

- i. Upon recommendation of a long-term suspension and prior to any hearing, there shall be written communication to the student and at least one of the student's parents or guardians,**

delivered in person or by mail to the student's last known address, which states the charges and an explanation of the evidence against the student.

ii. A hearing that meets the requirements of Ed 317.04(f)(3)(g).

a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.

b. During the hearing, the student, parent/guardian shall have the right to examine any witnesses presented by school officials.

c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Superintendent or School Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.

d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.

iii. The student is entitled to a written decision which includes the legal and factual basis for the conclusion that the student should be suspended.

iv. Appeal of long-term suspension. Any long-term suspension issued other than by the School Board under this policy, is appealable to the School Board, provided the Superintendent or School Board chair receives the appeal in writing within ten (10) days after the issuance of the Superintendent's [or other person designated under B.6.b, above] hearing and written decision required under N.H. Dept. of Education Rule Ed. 317.04 (f)(2)c, and sub-paragraph B.6.b, above. The Board shall hold a hearing on the appeal but will rely upon the record of the decision being appealed from.

c. Any suspension in excess of ten (10) school days shall remain in effect while this appeal is pending unless the School Board stays the suspension while the appeal is pending. Any request to stay a long-term suspension should be included in the original appeal.

d. Educational Assignments. As required by RSA 193:13, V, educational assignments shall be made available to students during both short and longterm suspensions.

e. Alternative Educational Services. The school shall provide alternative educational services to a suspended pupil whenever the pupil is suspended in excess of 20 cumulative days within any school year. The alternative educational services shall be designed to enable the pupil to advance from grade to grade.

f. Re-entry Meetings and Intervention Plans. Prior to returning to regular classes, a suspended student, and parent/guardian (when available) shall meet with the building Principal or his/her designee to assist the student in smoothly returning to the school setting. Any time a pupil is

suspended more than 10 school days in any school year, upon the pupil's return to school the school district shall develop an intervention plan designed to proactively address the pupil's problematic behaviors by reviewing the problem behavior, re-teaching expectations, and identifying any necessary supports.

**g. Attendance Safe Harbor.** A student may not be penalized academically solely by virtue of missing class due to a suspension.

**7. “Expulsion”** means the complete denial of a pupil's attendance at school for any of the reasons listed in RSA 193:13, II and IV.

**a. Grounds for Expulsion.** An Expulsion may only be imposed for an act that poses an ongoing threat to the safety of students or school personnel AND that constitutes:

- i. A repetition of an act that warranted long term suspension under section B.6.b, above;
- ii. Any act of physical or sexual assault that would be a felony if committed by an adult;
- iii. Any act of violence pursuant to RSA 651:5, XIII;
- iv. Criminal threatening pursuant to RSA 631:4, II(a); or
- v. For bringing or possessing a firearm as defined in Section 921 U.S.C. Title 18 within a safe school zone as prohibited under RSA 193-D:1, or under the Gun Free School Zones Act, unless such pupil has written authorization from the Superintendent.

Before expelling a pupil, the Board shall consider each of the following factors:

- (1) The pupil's age.
- (2) The pupil's disciplinary history.
- (3) Whether the pupil is a student with a disability.
- (4) The seriousness of the violation or behavior committed by the pupil.
- (5) Whether the school district has implemented positive behavioral interventions under paragraph V.
- (6) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

**b. Due Process to Be Afforded Prior to Expulsion.** Prior to any expulsion, the District will ensure that the due process standards set forth in Ed 317.04(f)(3) through 317.04 (m) are followed.

During an expulsion, unless otherwise stipulated in writing, a student is not permitted to attend school classes or activities, school sponsored events, or occasion school property.

A student who is subject to expulsion is entitled to the following due process:

**i. Upon recommendation of an expulsion and prior to any hearing, there shall be a written notice to the student and at least one of the student's parents/guardians, delivered in person or by mail to the student's last known address, which states the date, time and place for a hearing before the School Board. The notice shall be delivered to the student and at least one of the student's parents/guardians at least five calendar days prior to the hearing.**

**ii. The School Board shall conduct the hearing in accordance with New Hampshire Administrative Rule Ed 317.04(f)(3)(g).**

**a. The school officials shall present evidence in support of the charges and the student (or the student's parent/guardian) shall have an opportunity to present any defense or reply.**

**b. During the hearing, the student, or the parent/guardian shall have the right to examine any witnesses presented by school officials.**

**c. The hearing shall be either public or private and the choice shall be that of the student or the parent/guardian. Provided, nevertheless, that if the nature of the evidence will violate the privacy of other students or if the Board determines that substantial harm to the pupil could result from an ill-conceived decision to hold the hearing in public, then the Board reserves the right and obligation to insist upon a private hearing.**

**d. The student may, together with a parent/guardian, waive the right to a hearing and admit to the charges.**

**iii. The School Board shall issue a written decision stating whether the student is expelled and, if so, the length of the expulsion. If the decision is to expel, the decision must include the legal and factual basis for the decision including the specific statutory reference prohibiting the act for which the student is expelled.**

**iv. The expulsion shall run until the School Board reviews it and restores the student's permission to attend school. The written decision shall state any action that the student may take to be restored by the School Board. The decision shall also state that the student has the right to appeal the decision to the New Hampshire State Board of Education at any time while the expulsion remains in effect.**

**c. Educational Services. The Superintendent is authorized, but not required, to arrange for educational services to be provided to any student residing in the District who has been expelled by the District or by any other school.**

## **C. Modification or Reinstatement After Suspension or Expulsion**

Expelled or suspended students may request a modification of, or reinstatement from, an expulsion or suspension as provided below. Except for students establishing residency from out-of-state, requests for modification or reinstatement from expulsion/suspension shall be submitted in writing to the Superintendent no later than August 15. The request should set forth the reasons for the request and include additional information to establish that it is in the best interest of the student and school community to reinstate the student. Such additional information may include such things as work history, letters of reference, medical information, etc. All reinstatements shall include an Intervention Plan as described in paragraph B.6.f, above, including such conditions as the reinstating authority (Superintendent or Board) deem appropriate.

**1. Modification by Superintendent.** Subject to all other applicable laws, regulations and Board policies, and section D, below (relating to firearms), the Superintendent is authorized to reinstate any student who has been suspended or expelled from a school in this District, and or enroll a student suspended or expelled from another school or district, on a case-by-case basis.

**2. Review and reinstatement by Board.** A student may request the School Board (of the district of attendance) to review an expulsion decision prior to the start of each school year by filing a written request with the Superintendent detailing the basis of the request. The Board will determine whether and in what manner it will consider any such request after consultation with the Superintendent.

#### **D. Possession of a Firearm**

Pursuant to RSA 193:13, IV, any student who brings or possesses a firearm (as defined in 18 U.S.C. 921) in a safe school zone, as defined in RSA 193-D:1 without written authorization from the Superintendent or designee shall be expelled from school by the Dover School District School Board for a period of not less than 12 months.

Pursuant to RSA 193:13, IV, a student who is expelled from school in another state under the provisions of the Gun Free School Zones Act of 1994 shall not be eligible to enroll in the Dover School District during such expulsion. If the out of state expulsion is for an indefinite period of time, the student may petition the School Board for enrollment upon establishing residency.

As provided in RSA 193:13, VII, both of the above expulsions may be modified by the Superintendent upon review of the specific case in accordance with other applicable law. The expelled student must submit a written application to the Superintendent requesting modification of the expulsion, and the student will be required to submit sufficient evidence in the form of letters, work history, or other documents that it is in the school's best interest and the student's best interest to allow a modification.

**Modification of Expulsion for Firearms.** A student who has been expelled from this District or any other public or private school for bringing or possessing a firearm in a safe school zone as prohibited under RSA 193-D1, or under the Gun Free Schools Act, may only be reinstated or enrolled if the Superintendent first determines: possession of the firearm was inadvertent and unknowing; the firearm was for sporting purposes and the student did not intend to display the firearm to any other person while within the safe schools zone;

the student is/was in the fifth or lower grade when the incident occurred; or the Superintendent determines that the firearm was not loaded; and that no ammunition was reasonably available; and that the pupil had no intention to display the firearm to other students.

Additionally, the School Board may enroll a student expelled from a school outside of New Hampshire for a violation of the Gun Free Schools Act upon the student establishing residency.

**E. Appeals to State Board of Education.** Any decision by the Board (i) to expel a student, (ii) not to reinstate a student upon request, or (iii) enroll a student from another state who had been expelled for a violation of the Gun Free Schools Act, may be appealed to the State Board of Education at any time that the expulsion remains in effect, subject to the rules of the State Board of Education.

**F. Sub-committee of Board.** For purposes of sections B.6 and B.7 of this policy, "Board" or "School Board" may either be a quorum of the full Board, or a subcommittee of the Board duly authorized by the School Board.

**G. Superintendent and Principal Designees.** Except where otherwise stated in this policy, the Superintendent may delegate any authority s/he has under this policy, and a principal may delegate any authority s/he has under this policy, to other appropriate personnel.

**H. Disciplinary Removal of Students with Disabilities.** If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

**I. Notice and Dissemination.** This policy shall be made available to families, students and staff as provided in Board Policy JIC.

**J. Conflict in Law or State Regulation.** If any provision of this policy shall conflict with State or Federal law, or regulation of the New Hampshire Department of Education, then such law or regulation shall apply, and the remainder of the policy shall be read and interpreted to be consistent with the law or regulation. School administrators and families are strongly encouraged to review the links for pertinent statutes and laws as referenced in this policy.

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25.\*\*\*\*\***

#### **ADMINISTRATION OF MEDICATION**

(See School Board Policy [\*\*JLCD\*\*](#) for additional information.)



No person shall share or otherwise administer any prescription or over-the counter medication with any student except as provided in this policy. Notice of this prohibition will be provided in student handbooks. Students acting in violation of this prohibition will be subject to discipline consistent with applicable Board policies.

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25.\*\*\*\*\***

**USE OF RESTRAINTS AND SECLUSION**

|                                |                                   |
|--------------------------------|-----------------------------------|
| DOVER SCHOOL DISTRICT          | POLICY CODE: <a href="#">JKAA</a> |
| DATE OF ADOPTION: MAY 13, 2024 | TOTAL 11 PAGES                    |

A. **Policy Statement.** This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the District except as described below.

B. **Definitions.** For the purposes of this policy:

1. "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.
  - a. "Medication restraint" occurs when a student is given medication involuntarily for the purpose of immediate control of the student's behavior.
  - b. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a student or the movement or normal function of a portion of their body.
  - c. "Physical restraint" occurs when a manual method is used to restrict a student's freedom of movement or normal access to their body.
  - d. "Prone restraint" is a prohibited physical restraint technique which occurs when a student is intentionally placed face-down on the floor or another surface, and the student's physical movement is limited to keep the student in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an

alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.

e. Exceptions to definition of restraint. The term "restraint" DOES NOT, however, include:

- i. Brief touching or holding to calm, comfort, encourage, or guide a student, so long as limitation of freedom of movement of the student does not occur.
- ii. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to stand, if necessary, and then walk to a safe location, so long as the student is in an upright position and moving toward a safe location.
- iii. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a student to participate in activities without the risk of physical harm.
- iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a student in a motor vehicle.
- v. The use of force by a person to defend themselves or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a student, when the actor uses a degree of such force which they reasonably believes to be necessary for such purpose and the actor does not immobilize a student or restrict the freedom of movement of the torso, head, arms, or legs of any student.

2. **"Dangerous Restraint Technique"** are prohibited forms of restraint and/or behavior techniques that include:

- a. Prone restraint, or any other physical restraint or containment technique that:
  - i. Obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity or restricts the movement required for normal breathing;
  - ii. Places pressure or weight on, or causes the compression of the chest, lungs, sternum, diaphragm, back, or abdomen of a student;
  - iii. Obstructs the circulation of blood;
  - iv. Involves pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
  - vi. Endangers a student's life or significantly exacerbates a student's medical condition.
- b. The intentional infliction of pain, including the use of pain inducement to obtain

compliance.

c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a student for the purpose of controlling or modifying the behavior of or punishing the student.

d. Any technique that unnecessarily subjects the student to ridicule, humiliation, or emotional trauma.

e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the student, including skin temperature, color, and respiration, shall be continuously monitored. The student shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

3. **"Seclusion"** means: the involuntary confinement of a student alone in any room or area from which the student is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the student reasonably believes they are not free to leave; or, the involuntary confinement of a student to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

The term "seclusion" DOES NOT, however, include: the voluntary separation of a student from a stressful environment for the purpose of allowing the student to regain self-control, when such separation is to an area which a student is able to leave; circumstances in which there is no physical barrier, and the student is physically able to leave; or involuntary confinement of a student to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present if the other elements of this definition are satisfied.

**C. Training Required.** Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:

1. Each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
2. Each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 5 minutes in conditions described in E.1.b, below; and
3. All employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive general training in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.

**D. Procedures for Managing the Behavior of Students.** General procedures for managing student behavior are found in Board policies, District and each school's Code(s) of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

**E. Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.**

**1. Authorized Use of Restraint.**

**a. General.**

- i. Restraint may only be used by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.**
- ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a student to inflict damage to property will create a substantial risk of serious bodily harm to the student or others.**
- iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.**
- iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a student.**
- v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.**
- vi. Restraint will be discontinued immediately if a student demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.**

**b. Restraint Periods Exceeding 15 Minutes.** Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.

**However, no period of restraint of a student may exceed 5 minutes unless an**

assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments. Such assessments shall be repeated at least every 5 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the District as part of the Written Notification required in Section G.1.c, below.

If the total time of restraint (from initiated time) reaches 20 minutes, the parent/guardian will be notified and the administrator will determine if the police department will be notified and requested to respond to the school.

Re-certifications of the restraint by the CPI trained administrator or designee shall continue at 5-minute intervals and will be documented until such time as a parent/guardian or emergency responder arrives and can take over.

When the parent/guardian is notified, the nurse will be notified of a pending health check.

**2. Prohibition of Certain Forms of Restraint.** The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical, and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.

**3. Limited Use of Mechanical Restraints During Transportation.** Pursuant to RSA 126-U6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12 allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary. Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

- a. Prevents physical and psychological trauma;
- b. Respects the privacy of the student; and
- c. Represents the least restrictive means necessary for the safety of the student.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3 below.

**4. Reporting and Notification.** Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G, below.

## **F. Use of Seclusion.**

### **1. Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.**

- a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C, above.
- b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.
- c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular student.
- d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.
- e. Seclusion shall not be used in a manner that unnecessarily subjects the student to the risk of ridicule, humiliation, or emotional or physical harm.

### **2. Conditions of Seclusion.** When seclusion is permitted under this policy,

- a. it may only be imposed in rooms which:
  - i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the students placed in them.
  - ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
  - iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in used in the other rooms of the building in which they are located.
  - iv. Are free of any object that poses a danger to the students being placed in the rooms.
  - v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
    - A. The need to provide direct and immediate medical attention to a student;
    - B. Fire;
    - C. The need to remove a student to a safe location during a building lockdown; or
    - D. Other critical situations that may require immediate removal of a student from seclusion to a safe location.
- b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window

with accommodation for sound, video with audio feed).

**3. Required Use of Co-Regulators.** When seclusion is used, the Principal, or when they are not immediately available, their designee, or the then supervising employee, shall designate a co-regulator to monitor the student and develop a plan to help the student manage their state of regulation and their return to a less restrictive setting. The coregulator shall check the student at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:

- a. A trusted adult selected by the student.
- b. A clinician or counselor trained in trauma informed practices.
- c. A staff member known to have a positive relationship with the student.
- d. A staff member who was NOT involved in the incident that led to seclusion.

**4. Reporting and notification.** Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence and should be individually described within the reports and notifications.

#### **G. Reporting, Notification and Record Keeping Requirements.**

**1. Restraint and Seclusion.** Whenever restraint or seclusion has been used on a student, the following shall apply:

- a. **Immediate verbal report to Principal, designee, or then current supervising employee:** Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the Principal, principal's designee or other supervising employee on duty.
- b. **Initial Notification to Parent/Guardian:** Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G.1.a, shall make reasonable efforts to contact the student's parent/guardian as soon as is practicable, but no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.
- c. **Written Notification to Superintendent:** Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a student, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New

Hampshire Department of Education and Health and Human Services (the “NHED/DHHS form”) to the Superintendent. In the absence of the availability of the NHED/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The NHED/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a student exceeded 5 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.

d. **Written Information to Parent/Guardian:** Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the student’s parent/guardian all of the information included in the Written Notification or the Written Notification itself.

e. **Final Investigation and Report:** The Superintendent or Superintendent’s designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or Superintendent’s designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.

2. **Additional Reporting Required for Injury or Death of a Student Subject to Restraint or Seclusion.** In cases involving serious injury or death to a student subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.1.c, above.

3. **Additional Documentation Regarding Use of Mechanical Restraint.** Whenever a student is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.

4. **Documentation for Other Intentional Physical Contact Between Employee and Student.** The following shall apply whenever there is an instance where a school employee volunteer has intentional physical contact with a student in response to a student’s aggressive misconduct or



**disruptive behavior.**

**a. Notice to Parents/Guardians:** the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent/guardian. Such notification shall be made no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.

**b. Physical Contact Written Description:** Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the Principal shall prepare a written description of the incident ("Physical Contact Written Description") within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:

- i. The date and time of the incident.**
- ii. A brief description of the actions of the student before, during, and after the occurrence.**
- iii. The names of the persons involved in the occurrence.**
- iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.**
- iv. A description of any injuries sustained by, and any medical care administered to the student, employees, or others before, during, or after the incident.**

**5. Circumstances when Reporting/Notification is not Required.** The notification, reporting and record keeping requirements included in this Section G are not required in the following circumstances:

- a. When a student is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the student to walk to a safe location. If, however, the student is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.**
- b. When actions are taken such as separating students from each other, inducing a student to stand, or otherwise physically preparing a student to be escorted.**
- c. When the contact with the student is incidental or minor, such as for the purpose of gaining a misbehaving student's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive student shall be subject to the notification and reporting requirements described above.**

**6. Retention of Records.** All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained for the term of the student's enrollment plus three years, unless:

- a. The student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of**

**Board policy EHB; or**

**b. A longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.**

**H. Mandatory Reporting of Violations by Others.** Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or Superintendent in accordance with the reporting procedures of Board policy GBEAB. The conduct giving rise to the suspected violation may well likely require reporting under Board policies JLF – Reporting Suspected Child Abuse or Neglect.

**I. Complaints of Violation of RSA 126-U.** Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)

**1. Complaint Contents.** The written complaint or complaint summary should include:

- a. The complainant's name, unless the complaint refuses;**
- b. The date or approximate date of the alleged incident;**
- c. The location of the alleged incident;**
- d. The name of the student or students subject to the alleged restraint or seclusion, if known;**
- e. The name of the school personnel alleged to have restrained or secluded the student, if known;**
- f. A description of the alleged restraint or seclusion; and**
- g. The date of complaint.**

**2. Investigation and Resolution of Complaint.** The complaint or grievance will be investigated by the Superintendent, or Superintendent's designee. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

**The Superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent/guardian of the student concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.**

**The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc.**

**Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints such as found in KEB.**

**The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).**

**J. Review of IEP or 504 Plan Following the Use of Restraint or Seclusion. Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a student with a disability as defined in RSA 186-C:2, I or a student who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.**

**If there have been multiple instances of restraint or seclusion of a student with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent/guardian of the student.**

#### **Processing the Incident:**

**Immediately after the student has restored emotional and behavioral control, the school nurse or other health professional shall examine the student and staff to ascertain if any injury has been sustained during the restraint.**

**The individuals involved with the incident shall complete the initial report of restraint as soon after the incident as possible but not longer than the end of the school day or sooner if practicable. If a staff member is not able to immediately provide documentation (ex. because of injury) the reason will be noted on the Incident Form and the administrator will be notified. A final written report of restraint shall be completed and given to the administrator no later than 24 hours after the restraint. The staff members involved with the physical restraint will have the opportunity to meet with their supervisor after every incident. Staff will meet as a team to debrief after the initial incident reports are completed on the same day as the incident. Outside agencies, such as the Dover Police Department, will be invited**

as determined by the administrator. The purpose is to have staff process the incident, look at what could have been done to prevent the restraint and look at any more efficient ways to manage a restraint should it occur in the future. The supervisor will provide support to the staff members and determine when the staff members shall return to their duties. If a team member is uncomfortable with participating in a full team debrief or has information they wish to share individually, they will notify the administrator immediately and will debrief individually. The student, with assistance from staff, will process the event at the earliest appropriate time.

**K. Prohibition Against Retaliation or Harassment.** No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. **Dissemination of Policy.** A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

**L. Dissemination of Policy.** A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

Legal Reference: RSA 126-U:1 to 13 (2014).

Cross Reference: JKAA-R – Procedures on Use of Child Restraint and Seclusion Policy History:

**\*\*\*\*\*NOTE TO BOARD - ADDED THIS POLICY FOR 24-25.\*\*\*\*\***  
**VIDEO AND AUDIO SURVEILLANCE ON SCHOOL PROPERTY**

(See School Board Policy [EEAA](#) for additional information.)

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



# 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  
**DATE:** August 5, 2024  
**RE:** Request to Waive Bidding

## Local Funds: Branching Minds MTSS Platform – NHED Partnership

|                                                            |                    |
|------------------------------------------------------------|--------------------|
| Branching Minds Platform Subscription                      | \$25,668.00        |
| Branching Minds Premium Success Package – NHED Partnership | \$3,250.00         |
| NHED Cohort Professional Development Workshop              | \$1,700.00         |
| <b>2024-25 Bottom Line Cost for Branching Minds</b>        | <b>\$30,618.00</b> |

### Overview:

The New Hampshire Department of Education (NHED) recently conducted a comprehensive evaluation of MTSS management platforms and professional service providers. As a result, NHED identified Branching Minds as a highly effective platform for New Hampshire districts seeking to implement an MTSS solution. Branching Minds provides educators with essential insights and resources to support both MTSS Academic (MTSS-A) and MTSS Behavior (MTSS-B) models. Additionally, Branching Minds offers a range of professional services tailored to each district's unique needs. NHED has been able to secure exclusive, discounted rates for districts partnering with Branching Minds for their MTSS platform and ongoing professional development.

### Rationale for Transition:

The NHED-Branching Minds partnership was officially announced in late spring of 2024. Prior to this announcement, our district conducted a Request for Proposals (RFP) process for an MTSS management solution and initially selected a different vendor, Panorama. However, it is important to note that Branching Minds' proposal received the highest rubric rating during the evaluation. Because of the ease of use of Panorama's intervention library, the committee ultimately decided to go with Panorama. At that time, Branching Minds was unable to disclose the impending NHED partnership, which included discounted subscription pricing and enhanced professional learning opportunities, so this distinct advantage of choosing Branching Minds was not considered.

Following the announcement of the NHED partnership, a district team of leaders convened throughout May and June of 2024 to reassess our options. They considered the benefits of continuing our existing partnership with Panorama versus transitioning to Branching Minds. The exploration highlighted that Branching Minds offers some new additional platform features that are highly beneficial to our district's framework. Furthermore, their professional learning plan within this partnership includes participation in a New Hampshire school district cohort learning model, providing a robust and collaborative professional development opportunity. This addition is a significant benefit to our district.

A Branching Minds-NHED partnership includes:

- A user-friendly platform that streamlines MTSS A & B. The platform is aligned with best practices around MTSS and guided by the district’s needs.
- Unparalleled support – see [premium success package](#).
- Robust professional learning offerings are included; see [New Hampshire Professional Learning Opportunities](#).

**Projected Branching Minds Sustainability Costs for a Three-Year Contract (Paid Annually)**

|                           |                    |
|---------------------------|--------------------|
| 2023-24                   | \$30,618.00        |
| 2024-25                   | \$28,628.82        |
| 2025-26                   | \$28,918.00        |
| <b>3-Year Grand Total</b> | <b>\$87,552.46</b> |

The district would save over \$15,297 by entering into a multiyear contract that includes the NHED exclusive discounts.

**Proposed Branching Minds Implementation Timeline**

- September – October: District team reviews Infinite Campus data fields and checks data integrity
- October: District team meets with Branching Minds to map out on-boarding tasks
- November: Initiate data integration with Branching Minds
- December – January: Platform will have Dover assessment, attendance, behavior, and coursework data
- Ongoing 2024-25: District Launch PD and NHED Cohort Training

**Current NH School Districts with Branching Minds Partnerships**

|                    |                    |                     |
|--------------------|--------------------|---------------------|
| Cornish            | Monadnock Regional | Timberlane Regional |
| Kearsarge Regional | Northwood          | Raymond             |
| Lincoln-Woodstock  | Plainfield         | Unity               |

**NH School Districts Contacted Branching Minds from NHED announcement:**

|            |           |                    |                |
|------------|-----------|--------------------|----------------|
| Auburn     | Concord   | Hudson             | Lyme           |
| Barrington | Derry     | Laconia            | Milford        |
| Berlin     | Dunbarton | Lebanon            | Nashua         |
| Bow        | Exeter    | Lafayette Regional | Northumberland |
| Candia     | Fremont   | Litchfield         | Rochester      |
| Claremont  | Hookset   |                    |                |

**Conclusion:**

Transitioning to Branching Minds presents a significant opportunity for our district to leverage advanced MTSS tools and participate in an exclusive New Hampshire professional development network. We recommend the approval of this bid waiver to adopt Branching Minds as our MTSS management platform.

**Sole Source Purchasing Documentation Form-Federal Funds**

**Dover School District**

Vendor Name: Branching Minds, LLC Fiscal Year: 2024-2025

Description and purpose of the purchase:

Non-Competitive Proposal

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

Branching Minds' web application software and associated training is a sole source product for the state of New Hampshire. The software is manufactured, sold and distributed exclusively by Branching Minds, Inc. Branching Minds, LLC maintains all copyright privileges for their products and these products must also be purchased directly from the company. There are no agents or dealers authorized to represent these products and Branching Minds has no right of sub-license to make a similar or competing product.

     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      X   Expertise         Reputation

     Continuity of Services         Location         Bid Process         Other Considerations: NHED Exclusive Partnership

Travis Bickford, MTSS Director

Signature of individual who completed procurement

07/24/2024

Date

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; Dr. Christine Boston, Assistant Superintendent  
**DATE:** August 6, 2024  
**RE:** Request to Waive Bidding

## ESSER-III Grant: Navigate 360 Case Manager & Training

| Navigate 360 Behavioral Case Manager and Comprehensive School Threat Assessment Guidelines (CSTAG) Level 1 Training | Cost               |
|---------------------------------------------------------------------------------------------------------------------|--------------------|
| Behavioral Threat & Suicide Case Management Subscription                                                            | \$8,280.20         |
| CSTAG Enhanced Level 1 Training Subscription                                                                        | \$1,800.00         |
| Suicide Awareness and Prevention eLearning                                                                          | \$1,800.00         |
| CSTAG Manuals                                                                                                       | \$350.00           |
| Implementation Fee – Threat Assessment                                                                              | \$1,080.00         |
| Shipping for CSTAG Manuals                                                                                          | \$50.00            |
| <b>Bottom Line Cost for Navigate 360 Case Manager &amp; Training</b>                                                | <b>\$13,360.20</b> |

### *Request to waive bidding:*

The District requests a bid waiver to purchase a Navigate360 Behavioral Case Manager subscription for \$13,360.20 from the ESSER-III grant. Navigate360 developed the Behavioral Case Manager using evidence-based methodologies. It is the only behavioral case management software that fully incorporates the Comprehensive School Threat Assessment Guidelines (CSTAG) and the Columbia-Suicide Severity Rating Scale (C-SSRS), currently used by school-based mental health staff. Navigate360 holds the copyright and license for the Behavioral Case Manager software. As a proprietary product developed, sold, and distributed exclusively by Navigate360, the district is requesting to waive bidding so that implementation and training can occur during the 2024-25 school year with its school-based mental health practitioners.

The platform guides school-based mental health practitioners through recommended tasks, including parent/guardian notification, safety plans, and monitoring, with built-in guidance embedded throughout the software. Navigate360's Behavioral Threat Assessment Training will prepare school-based mental health practitioners to implement CSTAG with high fidelity. Navigate360 developed this training in exclusive partnership with Dr. Dewey Cornell, a forensic clinical psychologist and professor of education, who is the principal author of CSTAG. This leading evidence-based school behavioral threat assessment model is used in public schools throughout the country. CSTAG equips school threat assessment teams with field-tested, evidence-based materials and manuals for successful program implementation and execution.

The platform will also provide automation of existing suicide prevention processes and allow for a customized workflow that will better support school based mental health providers in record keeping.



**Sole Source Purchasing Documentation Form-Federal Funds**

**Dover School District**

Vendor Name: Navigate 360, LLC Fiscal Year: 2024-2025

Description and purpose of the purchase:

Non-Competitive Proposal

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

Navigate360's Behavioral Case Manager and Comprehensive School Threat Assessment Guidelines (CSTAG) Training is a proprietary product, developed, sold, and distributed exclusively by Navigate360.

     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      X   Expertise         Reputation

  X   Continuity of Services         Location         Bid Process         Other Considerations: \_\_\_\_\_

Travis Bickford, MTSS Director

Signature of individual who completed procurement

07/24/2024

Date

ESSER-III 158452

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  
**DATE:** August 5, 2024  
**RE:** Request to Waive Bidding

## ESSER-III Grant: SAIL COLAB, Inc. Bid Waiver

| Product                                                                 | Cost               |
|-------------------------------------------------------------------------|--------------------|
| SSIS Classwide Intervention Program (CIP) Bundle (2023-24 subscription) | \$8,858.40         |
| SSIS Classwide Intervention Program (CIP) Bundle (2024-25 subscription) | \$9,712.50         |
| <b>Bottom Line Cost</b>                                                 | <b>\$18,570.90</b> |

### *Rationale for Bid Waiver*

The District requests bidding be waived to purchase subscriptions for the SSIS Classwide Intervention Program for a total of \$18,570.90 from the ESSER-III grant. The SSIS CIP is a unique and specialized program that aligns with the district's MTSS-Behavior (MTSS-B) goals related to students learning social and academic behavior skills. The program's comprehensive nature, recognition by CASEL, and adherence to the S.A.F.E.R. criteria make it unparalleled in the market. Furthermore, the SSIS CIP has been in use by school personnel since the spring of 2023, ensuring continuity of services for students.

### **Program Overview:**

The SSIS CIP is a comprehensive intervention program designed to teach up to 30 social-behavior skills across five core competency domains: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making, which are aligned to the Portrait of a Learner. Each skill unit comprises three lessons, each requiring 25-30 minutes. The lessons follow a proven Tell-Show-Do-Practice-Monitor Progress-Generalize format and include engaging PowerPoints, video clips, and downloadable materials. These resources support students in applying social and academic behavior skills in up to 180 social situations.

### **Program Details:**

- **Unifying Structure:** The program is divided into 30 skill units, with Units 1-10 serving as Core units suitable for students aged 5-18, and Units 11-30 as Advanced units for students aged 10-18.
- **Flexible Application:** SSIS CIP meets the S.A.F.E.R. criteria (sequenced, active, focused, explicit, and responsive) for effective instruction and is recognized by CASEL as a SElect program. This recognition ensures the program's quality and effectiveness.
- **Universal and Targeted Use:** The program is designed for a wide range of users, including teachers, school counselors, school psychologists, and school social workers. It can be implemented in universal (Tier 1) classroom settings or in more targeted (Tier 2, Tier 3) school programs.

**Sole Source Purchasing Documentation Form-Federal Funds**

**Dover School District**

Vendor Name: SAIL COLAB, Inc Fiscal Year: 2024-2025

Description and purpose of the purchase:

Non-Competitive Proposal

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

The SSIS Classwide Intervention Program (CIP) is a proprietary product, developed, sold, and distributed exclusively by SAIL COLAB, Inc.

     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    X Accessibility         Expertise    X Reputation

X Continuity of Services         Location         Bid Process         Other Considerations: \_\_\_\_\_

Travis Bickford, MTSS Director  
Signature of individual who completed procurement

08/01/2024  
Date

ESSER-III 140946  
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:** Jennifer Krans, Co-Director CIA  
**DATE:** August 12, 2024  
**RE:** Request to Waive Bidding

## Local Funding: New Hampshire Learning Initiative (\$34,000) Title II: New Hampshire Learning Initiative (\$30,000)

|                                          |                 |
|------------------------------------------|-----------------|
| RTI Bootcamp-3 days                      | \$6,000         |
| PLC Training with PLC Facilitators-1 Day | \$2,000         |
| PLC Support- 14 Days                     | \$28,000        |
| Middle School Facilitator Support-4 Days | \$8,000         |
| MTSS/District-Level Support-10 Days      | \$20,000        |
| <b>Total</b>                             | <b>\$64,000</b> |

### ***Request to waive bidding:***

The District requests bidding be waived to continue our work with New Hampshire Learning Initiative. New Hampshire Learning Initiative provides ongoing coaching support to our district for our implementation of effective professional learning communities. Effective implementation of professional learning communities improve outcomes for students by building collective efficacy for teachers. This coaching is embedded throughout the year to ensure ongoing support for teachers to collaborate meaningfully throughout the year.

New Hampshire Learning Initiative provides coaching to ensure vertical alignment of effective professional learning communities, and their integration into our Multi-Tiered System of Supports framework. NHLI will provide ongoing consultation targeted to alignment between professional learning communities and MTSS. Continued work with New Hampshire Learning Initiative will allow our district to continue to progress in creating a system that improves outcomes for students.

**Dover School District**

Vendor Name: New Hampshire Learning Initiative Fiscal Year: 2024-2025

Description and purpose of the purchase:

New Hampshire Learning Initiative will providing ongoing coaching support to ensure success in the continued implementation of professional learning communities within the framework of MTSS.

Non-Competitive Proposal

Dover School District has received approval from NHED not to compete on the proposal for the reason of continuity of service.

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

☐ Lowest Price    ☐ Availability    ☐ Accessibility    ☐ Expertise    ☐ Reputation

X Continuity of Services    ☐ Location    ☐ Bid Process    ☐ Other Considerations: \_\_\_\_\_

\_\_\_\_\_  
Signature of individual who completed procurement

\_\_\_\_\_  
Date



# 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:** Jennifer Krans, Co-Director CIA  
**DATE:** August 15, 2024  
**RE:** Request to Waive Bidding

**ESSER III: \$10,000**

|                                                                |                 |
|----------------------------------------------------------------|-----------------|
| Illustrative Mathematics 2 Day In-Person Professional Learning | \$10,000        |
| <b>Total</b>                                                   | <b>\$10,000</b> |

### ***Request to waive bidding:***

The District requests bidding be waived to secure training for teachers in grades 6-8 for Illustrative Mathematics. Illustrative Mathematics is the adopted curriculum for Dover Middle School. Though this curriculum has been in place since 2020, staffing changes and interruptions to the training schedule due to Covid-19 have affected the implementation. Illustrative Mathemeatics offers a 2-Day training that will assist teachers in implementing this curricuculum effectively.

### **Dover School District**

Vendor Name: Illustrative Mathematics Fiscal Year: 2024-2025

Description and purpose of the purchase:

Illustrative Mathematics will provide a 2-day onsite training in Illustrative Mathematics for grades 6-8 teachers of mathematics.

Non-Competitive Proposal

Dover School District has received approval from NHED not to compete on the proposal for the reason of continuity of service.

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

☐ Lowest Price    ☐ Availability    ☐ Accessibility    ☐ Expertise    ☐ Reputation

X Continuity of Services \_\_\_\_ Location \_\_\_\_ Bid Process \_\_\_\_ Other Considerations: \_\_\_\_\_

\_\_\_\_\_  
Signature of individual who completed procurement

\_\_\_\_\_  
Date



# DOVER SCHOOL DISTRICT SAU 11

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

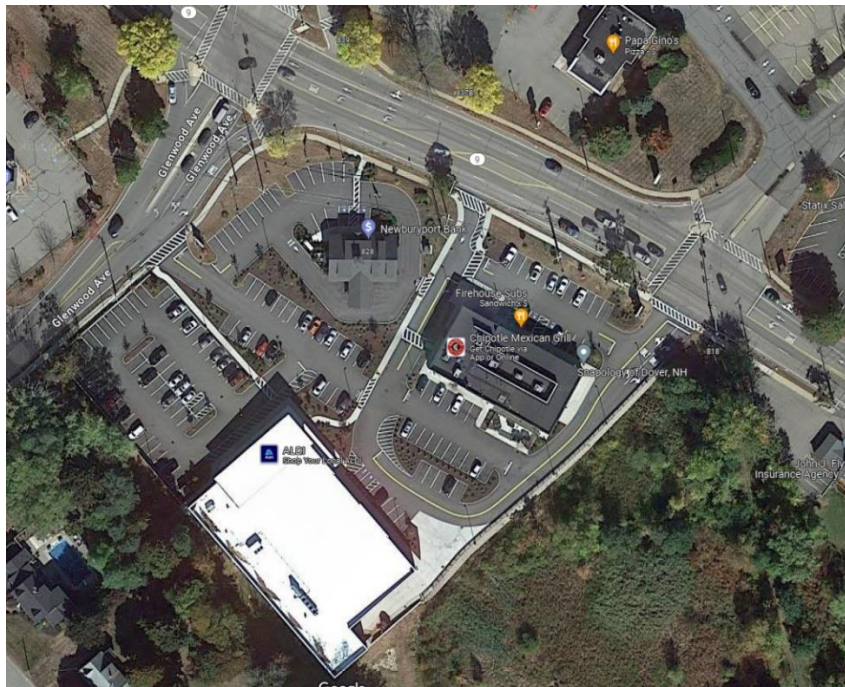
*Empowering all Learners*

## MEMORANDUM

TO: Members of the Dover School Board, Dr. William R. Harbron, Superintendent  
FROM: Michael Limanni, Chief Financial Officer  
DATE: August 12, 2024  
RE: Snapology Bus Stop Recommendation

On July 9<sup>th</sup>, the Dover School District (DSD) and First Student, Inc. (DSD's Transportation Provider) responded to a request from Snapology owner, Katherine Ferguson-Iacovelli, to add their Dover location to the District's bus routes. Snapology is a Youth Enrichment franchise platform whose STEM/STEAM educational program was recognized as one of the Fastest-Growing Franchises in the March/April issue of Entrepreneur magazine and on Entrepreneur.com. The location requested for the stop is 826 Central Ave, Suite 1Dover, NH 03820.

Transportation Director, Chris Taft, did a walkthrough of the Snapology location to evaluate it for both student safety and impact to route pick-up and drop-off times. The drop-off point appears safe and will not have a negative impact on the departure times for Woodman Park School (WPS) and the Frances G. Hopkins School (FGH) at Horne Street. Additionally, adding Snapology as an after-school drop-off location from the FGH and WPS elementary schools will not financially impact the District. For these reasons, the business office recommends building the stop into the drop-off routes for both schools.





**DRAFT Agreement Between  
The Nottingham School Board, SAU 107  
And  
The Dover School District, SAU 11**

**THIS AGREEMENT** made this (insert date) day of (insert month), (insert year), by and between the Nottingham School Board (hereinafter called "Nottingham") located in the County of Rockingham and the State of New Hampshire and the Dover School District (hereafter called Dover), located in the County of Strafford and in the State of New Hampshire.

**WHEREAS**, Nottingham is desirous of offering its pupils in grade nine through twelve the opportunity to attend the high school in Dover, and the Nottingham School Board is authorized to make a contract for such high school education, and;

**WHEREAS**, Dover maintains a high school approved by the Department of Education of the State of New Hampshire, and the Dover School Board is willing to receive said Nottingham pupils and afford them the complete course of instruction and services now given in its highschool, and;

**NOW, THEREFORE, FOR GOOD AND ADEQUATE CONSIDERATION, IT IS AGREED AS FOLLOWS:**

1. Agreement to Send and Receive Students

Dover shall accept up to one hundred percent (100%) of all high school students from Nottingham. Nothing in the agreement shall be deemed to prohibit Nottingham from entering into other tuition agreements, reassigning students pursuant to NH RSA 193:3(I), (II), or (III) or placing students out-of-district pursuant to the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 503"). Pursuant to NH RSA 194:22 Dover High School shall be deemed a high school maintained by Nottingham for its resident students.

2. Term

This agreement shall be for seven (7) years, commencing on July 1, 2025 and ending on June 30, 2032. The parties may agree to a one-year or two-year extension to this Agreement with contract prices to be negotiated between March 1 and April 1 of 2032.

3. Tuition Rate

Each year of this agreement Dover shall charge Nottingham a base tuition rate established from the following:

1. Start with Dover's average per pupil cost for those students enrolled in grades 9-12 in the preceding school year as published by the NH Department of Education, minus the per pupil cost associated with 1:1 Aides;

2. Then increase the cost per-pupil amount by the average growth rate of Dover's appropriation for the most \*recent three (3) years (set by the NH DRA as stated in the annual, revised MS-22).  
\*Note: The increase from fiscal year 2020-2021 to fiscal year 2021-2022, will not be included in the first year of this contract due to the adverse impact of the COVID pandemic.
3. Then add a per pupil facilities use fee based on 3% of the replacement cost of each facility to arrive at the final tuition figure (this is used to cover the costs of maintaining the DHS complex which was essentially removed from the DOE published cost per pupil – see below).
4. Note, the state average cost pe pupil does not include:
  - Inter-district tuition payments.
  - Inter-district transportation.
  - Capital expenditures for repairs and maintenance.
  - Bond interest and principal.

Students requiring additional services not covered by the base tuition rate shall be charged separately for those services on a quarterly basis. These supplemental costs which exceed the costs included in the base rate, including but not limited to, additional staff and/or services required by a student's IEP and/or 504 Plan, special equipment, outside evaluations or services, special programs, out-of-district placements, or the cost of due process appeals shall be billed to the Nottingham School District based on an hourly rate of service or the direct cost of the service. Any additional special education costs not provided for in the base tuition rate shall be billed to the Nottingham School District based on the terms provided in section eight (8) below.

The following Annual processing fees for the services below will be billed each year in the month the student begins enrollment:

|                                  |       |
|----------------------------------|-------|
| IEP Plan Managment:              | \$500 |
| Non-enrolled graduate attrition: | \$500 |
| Expulsion:                       | \$300 |

Paraprofessionals will be billed at the current fiscal year's Class 3, Step 6 daily rate plus 10% to cover wage related benefits. All other special services not covered by the base tuition rate will be billed at the direct cost of the service or item being purchased.

In the event that Dover proposes a tuition increase, inclusive of all debt service and special education costs (charged per Exhibit A) that exceeds the prior year's tuition by five percent (5%), Nottingham and Dover shall be permitted to reopen the agreement to negotiate the base tuition. In the event that Nottingham and Dover are unable to reach an accord as to a mutually agreeable rate, then Nottingham shall be permitted to terminate this agreement effective as of

the end of the school year that is subject to the notice of the tuition increase, or at Nottingham's sole election, it may terminate at the end of the school year that is subject to the rate increase.

#### 4. Estimated Tuition

An estimated tuition rate based on the most recent MS-22, Report of Appropriations as Voted, and the prior year's published average daily membership (ADM-A) related to Dover High School, shall be set by Dover, and Nottingham shall be notified of the estimated rate by November 15th of each year for the following contract year (July 1 to June 30).

#### 5. Tuition Payments

Tuition shall be invoiced at the beginning of each month, payments shall be made monthly, and shall be due by the 15<sup>th</sup> of each month. Tuition payments for July, August, and September shall be \$25,000 for each month. Nottingham shall provide a list of the names of the pupils it has assigned to Dover by July 1 of each year so that actual monthly tuition payments for the remaining nine months can be calculated (Pupils Assigned X Base Tuition Rate). Nottingham shall update the initial list of pupils as changes occur, and no less than biweekly, so that an accurate list of pupils can be maintained.

The October 15 payment and remaining eight (8) payments will be based upon the following formula:

October 1 Official Enrollment multiplied by (x) the Tuition Rate, Minus Credits for Payments made in July, August, and September = Reconciled Amount Due for the remaining nine (9) months.

The Reconciled Amount Due will be divided by nine (9) months.

Payments not received within ten (10) days of the due date or ten (10) days from receipt of the bill, whichever is later, shall be subject to late payment charge of one percent (1.0%) per month and;

- a. Tuition and enrollment reconciliation. The tuition of a Nottingham pupil who enters or leaves Dover during the school year shall be calculated on a per-diem basis except that tuition shall be paid for the entire month regardless of the actual date of withdrawal. Tuition shall begin when the student is enrolled at Dover High School.

A final tuition reconciliation will take place prior to the June billing to adjust for changes in student population due to new registrations and withdrawals occurring after October 1 of the contract year.

#### 6. Equal Educational Opportunity.

Nottingham pupils shall receive the same education, educational privileges, co-curricular and extra-curricular opportunities hereunder as are given Dover pupils and shall be subject to the same student regulations as apply to Dover pupils. Any fees charged to Nottingham families and adult students shall be limited to those fees charged to Dover families and adult students.

7. Alternative High School Program.

Should Nottingham request the consideration of placement of a student into Dover's Alternative High School program and authorized enrollment, upon acceptance and enrollment, Nottingham will pay the Alternative Program tuition rate. This tuition shall be billed and paid monthly. As with regular tuition, if a student is in attendance on the first day of the month, Dover will bill for the student for the entire month. If said student is already enrolled in Dover High School, Nottingham shall reimburse Dover for the difference between the per pupil cost in the Alternative High School and the approved tuition rate.

8. One-to-One Paraprofessionals Support and unique specialized student services.

All identified one-to-one aides specified in a Nottingham student's Individualized Education Plan (IEP) and verified in writing by representatives of both Dover and Nottingham, will be hired by Dover and paid for separately by Nottingham. Additional services required by a student's IEP and/or 504 Plan, special equipment, outside evaluations or services, special programs, out-of-district placements, or the cost of due process appeals shall be billed to the Nottingham School District based on an hourly rate of service or the direct cost of the service.

Nottingham School District shall be responsible for the costs of retaining its own legal representation in special education matters pertaining to Nottingham students which result in due process hearing. The Dover School District shall be responsible for defending itself against allegations by third parties, parents, guardians, or students that it has engaged in any form of disability-based discrimination.

In the event that Nottingham is the subject of a complaint to the Office of Civil Rights regarding conduct by the Dover School District, the Dover School District shall be responsible for the costs of responding to the complaint. In the event that the Dover School District is the subject of the complaint to the Office of Civil Rights regarding conduct by the Nottingham School District, the Nottingham School District shall be responsible for the costs of responding to the complaint.

Special Education Aid and any other form of state and federal aid received by the Dover School District for Nottingham students will be credited to the student's district of residence. Dover shall supply Nottingham with any service logs or other documentation required for application for Medicaid reimbursement.

The parties agree that the decision as to whether a Nottingham student's needs can be met within the Dover School District rests with the student's IEP team. The decision concerning assignment of a special education student from Nottingham to a special program, or facility outside of the Dover School District shall be made with equal input from Dover's IEP team and

the LEA representative from Nottingham. Nottingham's LEA representative shall be given notice of all IEP Team Meetings as needed with regard to Nottingham students. When the decision has been made that a student's needs cannot be met in Dover, it shall be Nottingham's responsibility to determine the student's placement. Nottingham shall bear the cost of any such special program or facility and the transportation to the facility and/or provider.

9. Estimated Enrollment

Nottingham will provide Dover with an estimate each October 1 of the number of students it anticipates will enroll at Dover High School for the following school year. Notwithstanding anything herein to the contrary, Nottingham may adjust this estimate until January 15, after which NO less than ninety percent (90%) of the total number of students declared on March 31 shall constitute the minimum number of seats Nottingham shall be charged for the coming schoolyear.

10. Educational Data, Reports, and Records

Upon request, Dover shall provide Nottingham with access to all Nottingham student assessment data, disciplinary records, and any other data maintained as the overall performance of Nottingham students. Dover School District shall provide Nottingham with report cards and attendance records of pupils enrolled under the provisions of this agreement. Dover and Nottingham School District shall comply with the regulations of the Family Rights and Privacy Act and state privacy laws.

11. Student Discipline

Dover School District shall be legally responsible for student discipline while students are under their jurisdiction and any matters arising out of such discipline including any alleged violations of student's rights will be the sole responsibility of Dover. Dover shall promptly inform Nottingham of any suspensions, long-term, student suspensions or expulsions.

12. Dual-enrollment or Home-Schooled Students

Nottingham will pay the Dover School District a tuition rate determined on a case-by-case basis for non-public or home educated pupils from Nottingham who access school programs at Dover under New Hampshire law. In this case, tuition shall be based on the number of courses in which a pupil participated.

13. Tailing Out of Enrollment

As the conclusion of the contract term, or termination in accord with paragraph 2, 3, or 20 Nottingham students who are already enrolled in Dover High School and who exhibit appropriate citizenship, attendance and academic progress shall be allowed to complete their high school education at Dover High School. The terms and conditions of this agreement shall

continue after this agreement expires or is terminated for the limited purpose of allowing the students already enrolled in the Dover High School to continue their education and graduate from Dover High School.

#### 14. Joint Meetings

Both School Boards will meet at least annually to discuss mutual concerns. Both Districts shall work together to ensure that Nottingham's curriculum properly prepares its students for high school. And that Nottingham students are able to smoothly transition from Middle School to Dover High School.

#### 15. Dispute Resolution

Should either party have a complaint as to the operation of this agreement that complaint shall be stated in writing to the Superintendent of Schools. If the Superintendents cannot resolve the dispute, it shall be presented to the School Board which shall jointly seek to resolve the dispute. Should resolution prove impossible, the dispute shall be referred to private mediation. Should a resolution provide impossible, the dispute shall be referred to the State Board of Education for a decision in accordance with administrative rules Ed 200, which the decision may be appealed to a court of competent jurisdiction.

#### 16. Approval

This agreement shall be subject to approval by the appropriate governing authorities of both school districts and the State Board of Education.

#### 17. Financial Records

Nottingham or its representative shall be provided with access to the accounting of all records, data, reports, and all materials of any nature used to calculate or finalize costs billed to the School District under this Agreement. The Dover School Board shall report its high school expenditures on DOE25 separately from other schools, defining the high school costs.

#### 18. Transportation

Nottingham students shall be afforded the same access to field trips and extra-curricular transportation as is provided to Dover students. Dover shall not be responsible for daily transportation of Nottingham students not from the High School.

#### 19. Regional Vocational Education

Nottingham students shall be permitted to access and participate in all vocational and Career Technical Center programs available to Dover students and tuition shall be adjusted as warranted.

## 20. Termination

Either party may terminate the Agreement for cause. Cause shall be deemed to exist if Nottingham fails to pay tuition that is lawfully due and owing or if Dover fails to provide Nottingham students with an appropriate and adequate public education in accordance with this Agreement. This Agreement shall not be terminated prior to exhaustion of the dispute resolution process set forth in Paragraph 5.

## 21. Severability

In the event any provision of the Agreement is found to be invalid, the remaining provisions shall continue in full force and effect to the maximum extent possible.

## 22. State Board of Education Approval

The parties agree that this Agreement shall be binding after its approval by the Nottingham School Board, the Nottingham School District, the Dover School Board, and approved by State Board of Education pursuant to RSA 194:22.

**IN WITNESS WHEREOF** said parties to this agreement, being duly authorized, set their hands and seals on the day and year written below.

**DOVER SCHOOL DISTRICT**

DATE: \_\_\_\_\_

**NOTTINGHAM SCHOOL DISTRICT**

DATE: \_\_\_\_\_

**COMMISSIONER OF EDUCATION**

\_\_\_\_\_

DATE: \_\_\_\_\_



## (FY26) BUDGET PREPARATION ADOPTION SCHEDULE (8/19/24)

| DATE               | DESCRIPTION                                                                                                                |
|--------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>2024</b>        | Administration Review                                                                                                      |
| August 19          | School Board to approve the FY26 Budget Adoption Schedule, set priorities, assumptions, and process.                       |
| September 26       | Deadline for administrators to submit proposed budget data in IVEE and New Staff Request forms to the Business Office.     |
| October 8-10       | Multi-Department Review – SPED, TECH, Curriculum, Facilities, Chief Financial Officer, Superintendent, and Building Admin. |
| October 15-17      | Chief Financial Officer formatting final budget docs for department-based tax-cap analysis.                                |
| October 21         | Superintendent receives program wage & non-wage budget detail with tax cap analysis.                                       |
| October 29         | Leadership Team Review for Board Proposal.                                                                                 |
| November 6         | Deadline for all remaining budget revisions.                                                                               |
| November 18        | School Board Special Meeting - Superintendent to present Proposed Budget.                                                  |
| <b>2024 – 2025</b> | School Board Review                                                                                                        |
| November 25        | School Board Budget Workshop (Department Presentations – Highlight Important Changes).                                     |
| December 2         | Budget Workshop.                                                                                                           |
| December 9         | School Board Meeting & Budget Workshop.                                                                                    |
| December 16        | Budget Workshop.                                                                                                           |
| January 6          | School Board Special Meeting to Adopt Budget & Send to City Council.                                                       |
| January 13         | School Board Meeting & Budget Workshop to Adopt Budget – Backup Date.                                                      |
| January 16         | School Budget due to City Manager – Tentative Date.                                                                        |
| February 13        | City Manager Presents Overall Budget to City Council.                                                                      |
| February 19        | School Budget Presentation to City Council.                                                                                |
| February 26        | School Budget Public Hearing (City Council).                                                                               |
| March 26           | City Budget Public Hearing – Tentative Date.                                                                               |
| April 9            | City Budget (including School Budget) Adoption.                                                                            |



**DOVER SCHOOL DISTRICT**  
EMPOWERING ALL LEARNERS!

# 2024-2025 RE-ENTRY PLAN

Originally Adopted and Approved by the Dover School Board - August 9, 2021

Revised and Board Approved - December 13, 2021

Revised and Board Approved - August 22, 2022

No Revisions and Board Approved - February 13, 2023

Revised and Board Approved - August 14, 2023

No Revisions and Board Approved – February 19, 2024

**Final Copy – Revised – August 19, 2024**

## NOTE

The 2024-2025 Re-Entry Plan has been reviewed and revised to reflect the least restrictive COVID-19 protocols. School and community spread will continue to be monitored. If there is an increase in spread, the district will need to take the necessary measures permitted to mitigate the risk of further spread. **The district will strive to continue in-person learning throughout the entire school year. This Re-Entry Plan is required through September 30, 2024, although the guidelines will be followed throughout the entirety of the 2024-2025 school year.**

## **THE 2024-2025 OPENING OF SCHOOL PLAN**

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

| <b><u>POLICY-like: Directed or Approved by School Board</u></b>                                                                                                                                                                        | <b><u>PROCEDURE-like: Responsibility of Superintendent</u></b>                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>▪ Any reduction in school occupancy (except an immediate, short-term shift).</li><li>▪ Process and considerations for changing these decisions.</li><li>▪ Budget and staffing changes.</li></ul> | <ul style="list-style-type: none"><li>▪ Hours and schedule within the school day.</li><li>▪ Transportation scheduling.</li><li>▪ School meals – breakfast and lunch.</li><li>▪ Recess/breaks.</li><li>▪ Cleaning and disinfection routines.</li><li>▪ Nursing and health screening.</li><li>▪ Precautions related to activities such as music or athletics.</li><li>▪ Student spacing, and PPE required.</li></ul> |

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

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

### **The following are the guiding principles for the Re-Entry Plan:**

- Preserving in-person learning is prioritized.

### **The Re-Entry Plan will change and evolve as needed:**

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

### **Mitigation steps based on community transmission levels:**

- It is beyond the ability of the district to prevent anyone in our community from getting COVID-19. However, steps can be taken to mitigate the risks while at school and work. These steps will depend on community transmission levels. **COVID-19 policies are intended to mitigate, not eliminate, risk.**
- The past three years have offered challenges as the Dover community and schools have had to respond to COVID-19. The district needs to be clear as to the plans and expectations of the 2024-2025 school year. **The primary goal is to maintain in-person learning for students at all grade levels.**

- The district recognizes the state has restricted the safeguards related to masking and the closing of schools.
- School transmission reflects (but does not drive) community transmission, communities need to take all necessary measures to limit community spread of SARS CoV-2 to ensure schools can remain open and safe for students.
- It is important for the surrounding community to help protect schools and childcare programs; maintain operations; and protect children, students, teachers, and staff.
- Increasing COVID-19 in the community will translate to an increase of COVID-19 in schools and childcare programs, which will have multiple potential downstream consequences.
  - More children and staff out sick.
  - More children and staff with viral symptoms requiring testing.
  - Parents/guardians needing to take time off work.
  - School and childcare staff shortages.
  - Increased risk to people who are immunocompromised.
  - Increased risks of adverse outcomes.
- COVID-19 prevention strategies remain necessary to protect people who are not fully vaccinated. To reduce the spread, the following is recommended:
  - Masking is not required unless one falls under certain stipulations in the Isolation or Quarantine guidelines of the NHDHHS' *Response to COVID-19 in K-12 Schools*. There are individuals that may want to take preventive precautions by wearing a mask in a school environment.
    - Face masks are intended to protect the wearer and serve as "source control" to prevent someone with COVID-19 from spreading it to others.
    - Face masks have become an important mitigation tool because the CDC has estimated (JAMA article) that 50-60% of COVID-19 transmissions occur from people who are asymptomatic.
    - The American Academy of Pediatrics (AAP) has recommended universal face masks for everybody 2 years of age and older at school.
    - Wear a high-quality mask.
  - Another preventive measure is to be fully vaccinated. (**NOTE:** The district cannot require universal masking or COVID-19 vaccinations. It is recognized that these two actions can assist in mitigating the spread of COVID-19.) HB220 (Medical Freedom Bill) was signed by Governor Sununu. There are no vaccine mandates for public facilities in New Hampshire.
  - Handwashing and Respiratory Etiquette
    - Wash or sanitize hands frequently.
    - Teach and practice good respiratory etiquette (covering coughs and sneezes).
  - Staying Home when Sick and Getting Tested
    - NH DPHS recommendation: Continue to have a low bar for excluding and testing people with new signs/symptoms of viral syndrome (e.g., fever, chills, body or muscle aches), or respiratory viral infection (e.g., sinus congestion, sore throat, runny nose, cough).
    - Sick, symptomatic persons should not be allowed into schools or childcare programs.
    - A symptomatic person should be tested for COVID-19.
    - A fully vaccinated person with new viral symptoms should-test for COVID-19.

- Person should be fever free for twenty-hours before returning to school.

## **CORE RECOMMENDATION**

The goal for the 2024-2025 school year is to open school in the fall to as close to normal as possible with minimal COVID-19 disruption.

**In-person School Day:** The district's definition of "minimal COVID-19 disruption" for school openings is the operation of in-person classes, five days per week, adhering to the School Board approved academic calendar. The goal is to have the majority, if not all, children attending classes in their respective classrooms. The district's schools will adhere to a traditional five-day per week schedule.

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

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

**Protocols Applied to Pandemic Education (PAPE):** The district is advancing through the COVID-19 Pandemic based on the guidance of NH DHHS. Currently, NH DHHS is recommending that schools use the following document and associated link with CDC:

[https://www.cdc.gov/covid/?CDC\\_AAref\\_Val=https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/child-care-guidance.html](https://www.cdc.gov/covid/?CDC_AAref_Val=https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/child-care-guidance.html)

The basic recommendation is to be fever free for twenty-four (24) hours before returning to school.

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

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

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

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

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

### **Action to Take:**

- Any person who tests positive for COVID-19 or who has symptoms of COVID-19 while awaiting testing, regardless of vaccination status, previous infection, or lack of symptoms, will need to isolate.
- **Any person can go back to their normal activities when their symptoms are getting better overall, and they have not had a fever (and are not using fever-reducing medication) for at least 24 hours.**

**Keep in mind that you may still be able to spread the virus that made you sick, even if you are feeling better. You are likely to be less contagious at this time, depending on factors like how long you were sick or how sick you were.**

**If you develop a fever or start to feel worse after you have returned to normal activities, stay home and away from others again until your symptoms are improving overall, and you have not had a fever (and are not using fever-reducing medication) for at least 24 hours. Then take added precaution for the next 5 days.**

- All others should self-observe and monitor for symptoms.
- In an outbreak situation, NH DPHS or NH DHHS may choose to expand a quarantine to other non-household contacts to control the outbreak.
- Quarantine of an entire classroom will no longer be conducted. This could change if community spread increases to a level where public health officials, NH DPHS, or NH DHHS decide if the quarantine of an entire classroom is necessary.
- Non-household contacts will be asked to self-observe and monitor for symptoms.

**Accommodations for Health and Safety Protocols:**

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

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

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

**COVID Related Challenges to Monitor:** Assuming COVID-19 continues to be active, it can be predicted that some of the challenges the district may face in 2024-2025:

- Students in isolation
- Program closures
- Classroom closures
- School closures
- Athletic program pauses
- Staffing capacity issues
- Vaccine availability
- Because we have no way to verify vaccinations, truthfulness of reporting will be a challenge

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



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# DOVER SCHOOL DISTRICT SAU 11

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*Empowering all Learners*

**To:** Dover School Board  
**From:** Robin Trefethen, Board Chairperson  
**Date:** August 19, 2024  
**RE:** Nomination of Dover School District Superintendent

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The Board for the Dover School District is pleased to nominate Dr. Christine Boston as our new Superintendent, effective July 1, 2025. Dr. Boston brings a wealth of experience and a deep commitment to educational excellence, and we are confident she will be an exceptional leader for our district.

Throughout the upcoming 2024-2025 school year, Dr. Boston will remain in her current role as Assistant Superintendent. Dr. Boston will work closely with current Superintendent Dr. Harbron to ensure a smooth and effective transition of leadership. This collaboration will be vital in maintaining our district's momentum and in fostering a seamless transition that benefits our students, staff, and community.

Dr. Boston will begin her duties as Superintendent on July 1, 2025, and will be issued a 3-year contract, pending satisfactory annual performance evaluations. Her salary for the 2025-2026 school year will be \$176,800.

We are excited about the future and look forward to the continued success and growth of the Dover School District under Dr. Boston's leadership.