



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #11
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, November 4, 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. Regular Meeting, October 7, 2024
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Stephanie DeMatteo – Math Teacher – Dover High School - Retirement
 - b. Bryan Towle – Paraprofessional - Garrison Elementary School – Resignation
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DPA Nominations
 - b. DALC Nomination
 - 6. **Extended Travel (Student Trips):**
 - a. Preliminary and Final Approval – Dover High School – New Hampshire Special Olympics Youth Summit – December 5-6, 2024 - Waterville Valley, New Hampshire
 - 7. **Donations:** None
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:**
 - 1. FAA – Annual Facility Plan – Revised Policy – First Reading
- L. POLICY ADOPTION:**
 - 1. BG: Board Policy Development – Withdraw – Second Reading
 - 2. BGA: Policy Development System – Withdraw – Second Reading
 - 3. BGAA: Policy Development, Adoption and Review - New Policy – Second Reading
 - 4. BGB: Policy Adoption – Withdraw – Second Reading
 - 5. BGC: Policy Review and Evaluation/Accuracy Check – Withdraw – Second Reading
 - 6. BGE: Policy Dissemination – Withdraw – Second Reading
 - 7. CA: Administration Goals – Revised Policy – Second Reading
 - 8. GCCBC: Family and Medical Leave Act (FMLA) Leave Policy – Revised Policy – Third Reading
 - 9. JFABE: Education of Children in Foster Care – New Policy – Second Reading



DOVER SCHOOL BOARD – AGENDA

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- 10. JRA: Student Records and Access (FERPA) – Revised Policy – Second Reading
- 11. KEE: Website Accessibility and Grievance – New Policy – Second Reading

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS

- 1. State Assessment Data Reflection
- 2. New Position Request
- 3. Review of the Dover School District Fiscal Year 2026 Budget Goals
- 4. Review of the Dover School District Draft 2025-2026 Academic Calendar

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, November 4, 2024

SUPERINTENDENT BOARD REPORT: The purpose of the Superintendent's Board Report is to: (1) provide the Board with my insights and recommendations on agenda items; (2) update the Board on significant issues relevant to its governance role; and (3) share important informational updates regarding the Dover School District.

BOARD AGENDA ITEMS:

F. APPROVAL OF MINUTES

1. Regular Meeting, October 7, 2024

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Stephanie DeMatteo – Math Teacher – Dover High School - Retirement
 - b. Bryan Towle – Paraprofessional – Garrison Elementary School – Resignation
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
 - a. DPA Nominations
 - b. DALC Nominations
6. **Extended Travel (Student Trips):**
 - a. Preliminary and Final Approval – Dover High School – New Hampshire Special Olympics Youth Summit – December 5-6, 2024 - Waterville Valley, New Hampshire
7. **Donations:** None

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

K. POLICIES – CHANGES – PROPOSALS:

Superintendent's Comment: The Board's Policy Review Committee completed a review of the following policy.

1. **FAA: Annual Facility Plan – Revised Policy – First Reading:** New Hampshire School Board Policy FAA: *Annual Facilities Plan* requires the development of an annual report detailing the status of school facilities within the district. The plan ensures that the district's facilities are maintained and updated to meet the needs of students, staff, and the community. It includes information on current facility conditions, future needs, safety measures, maintenance schedules, and any planned renovations or expansions. The goal of the plan is to support long-term planning and efficient use of resources to ensure that facilities provide a safe, functional, and conducive environment for learning. **This is an opportunity for the Board to provide feedback on Policy FAA.**

L. POLICY ADOPTION:

Superintendent's Recommendation: The superintendent recommends that the Board approve the following policies for withdrawal or adoption:

1. **BG: Board Policy Development – Withdraw – Second Reading:** Withdraw per policy BGAA's recommendation. Policy BG is captured in the new policy BGAA Policy Development, Adoption, and Review.

2. **BGA: Policy Development System – Withdraw – Second Reading:** Withdraw per policy BGAA's recommendation. Policy BGA is captured in the new policy BGAA Policy Development, Adoption, and Review.
3. **BGAA: Policy Development, Adoption and Review - New Policy – Second Reading:** The New Hampshire School Boards Association (NHSBA) has revised this policy to incorporate several changes. First, a reference in Section C to alternative sample BGC has been removed, assigning the Policy Committee responsibility for developing and maintaining a schedule for reviewing existing policies and making recommendations to the Board for revisions. Additionally, a note in paragraph E.3 has been updated to reflect the 30-minute public comment requirement for board meetings, as mandated by RSA 189:74. A new Section F has been added, allowing the Policy Committee to make non-substantive corrections and revisions. The revisions also clarify the process for suspending a policy or waiving the standard approval, rescission, or amendment process. Other minor adjustments have also been made as outlined.
4. **BGB: Policy Adoption – Withdraw – Second Reading:** Withdraw per policy BGAA's recommendation. Policy BGB is captured in the new policy BGAA Policy Development, Adoption, and Review.
5. **BGC: Policy Review and Evaluation/Accuracy Check – Withdraw – Second Reading:** Withdraw per policy BGAA's recommendation. Policy BGC is captured in the new policy BGAA Policy Development, Adoption, and Review.
6. **BGE: Policy Dissemination – Withdraw – Second Reading:** Withdraw per policy BGAA's recommendation. Policy BGE is captured in the new policy BGAA Policy Development, Adoption, and Review.
7. **CA: Administration Goals – Revised Policy – Second Reading:** This Policy outlines the primary objectives for school administration within the district. The policy emphasizes the importance of effective leadership in fostering a positive educational environment, ensuring efficient management of district resources, and promoting student achievement. It encourages administrators to support staff development, maintain open communication with the community, and align their efforts with the School Board's strategic goals. Additionally, the policy highlights the need for collaboration between administrators, teachers, and staff to create a cohesive and well-functioning educational system that meets the needs of all students.
8. **GCCBC: Family and Medical Leave Act (FMLA) Leave Policy – Revised Policy – Third Reading:** Policy GCCBC covers employees' rights to take family and medical leave under the federal FMLA and New Hampshire's RSA 189:73. Key eligibility criteria include one year of employment, with minimum hours worked set at 1,250 for FMLA and 900 for RSA 189:73. Leave types cover up to 12 weeks for personal or family health issues and 26 weeks for military caregiver leave within specified 12-month periods. Spouses employed by the district share a combined 12 weeks for family expansion leave. Employees must provide advance notice for foreseeable leave and may need medical certification to return to work. The district will maintain benefits during leave under certain conditions, with some costs recoverable if the employee does not return. Policy GCCBC is modeled from the model policy provided by Drummond Woodsum.
9. **JFABE: Education of Children in Foster Care – New Policy – Second Reading:** The policy ensures the educational stability and rights of foster children. It emphasizes keeping children in their school of origin unless it is determined not to be in their best interest, with decisions prioritizing factors like safety, proximity, and preferences of the child and foster parents. The policy mandates immediate enrollment, even without typical documentation, and requires schools and welfare agencies to coordinate transportation when needed to maintain stability. Each district must designate a liaison to advocate for foster children's educational needs and collaborate with child welfare agencies to facilitate smooth transitions and necessary services. This policy aligns with federal guidelines under Every Student Succeeds Act (ESSA) to protect the educational rights of children in foster care.

10. **JRA: Student Records and Access (FERPA) – Revised Policy – Second Reading:** The Revised New Hampshire School Board Policy JRA, also known as the "Student Records and Access" policy, outlines the district's compliance with the Family Educational Rights and Privacy Act (FERPA). The policy grants parents and eligible students (18 years or older) the right to access and review student records. It also details the procedures for requesting corrections to inaccurate or misleading information within those records. The policy emphasizes that schools must obtain written consent from parents or eligible students before disclosing personally identifiable information, except under specific conditions outlined by FERPA, such as directory information or disclosures to school officials with legitimate educational interests. Additionally, the policy ensures the protection of student privacy and outlines the process for filing complaints related to violations of FERPA rights.
11. **KEE: Website Accessibility and Grievance – New Policy – Second Reading:** Policy KEE aligns with U.S. Department of Justice guidelines for website accessibility. Although the final rules have not yet been published in the Code of Federal Regulations, they are available via the link provided in sample Policy KEE. The compliance deadline—either April 24, 2026, or April 26, 2027—depends on the district's classification as independent or city-based, as well as its U.S. Census population, rather than student population. Districts with a population of 50,000 or more must comply by April 24, 2026, while those with fewer than 50,000 have until April 26, 2027.

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS

1. **State Assessment Data Reflection** – The Teaching and Learning Department will be presenting an overview of the 2024 SASS and SAT data. There will be a time for question answers.
2. **New Position Request** – Student Services is requesting to onboard a Speech Language Pathologist (SLP) in December 2024 or January 2025. The current fiscal year budget allocates \$78,486 for two Speech Language Assistants (SLAs). Hiring an SLP starting November 15, 2024, would bring the estimated cost to \$106,033, increasing the FY25 budget by an estimated \$27,547. This new SLP position would replace the two SLAs.
Superintendent's Recommendation: I recommend the Board approve the hiring of the position.
3. **Review of the Dover School District Fiscal Year 2026 Budget Goals** – The SAU administrators and Leadership Team have developed draft goals to guide the creation of the Dover School District Fiscal Year 2026 Budget. As Superintendent, I am seeking feedback on these draft goals, including suggestions for additional goals, possible omissions, and any revisions. Once reviewed and refined, I will request the Board's approval of these goals.
4. **Review of the Dover School District Draft 2025-2026 Academic Calendar:** The Area Superintendents have met to develop the Academic Calendar for the 2025-2026 school year. The Board is now invited to review this proposed calendar and provide any further input. The final version will be presented for approval at the Regular Board Meeting on December 9.

Key points include:

- **174 Student Days** (with a requirement of 180 instructional days or an equivalent number of instructional hours, plus 5 additional days allocated for potential inclement weather).
- **184 Teacher Days**
- **10 Teacher Workshop Days** dedicated to Professional Development
- **Tri-City CTE Program Alignment:** Requirements for alignment with the Tri-City Career and Technical Education (CTE) Program have been met.

SUPERINTENDENT'S REPORT:
Summary of key activities and events that transpired throughout October.

WEEK OF SEPTEMBER 30: During the week of September 30, key activities and events included Dover High School's Homecoming Week, with the dance on October 5. I met with Suzanne Weete to discuss family roles in mental health within the Dover Mental Health Alliance Steering Committee. I also reviewed accountability data with Jen Krans and Travis Bickford. The DHS Athletic Complex JBC met to review project manager proposals, with a final decision set for October 7. Leadership Team discussions covered operations, policies, and planning for the 2025-2026 academic calendar, which was also reviewed with union presidents. Christine Boston and I met with the School Board Chair and Vice Chair to review the upcoming agenda. Additional meetings included discussions with Carolyn Eastman on the strategic plan, attendance at the Tri-City Regional Advisory Board, monthly conferences with Lindsay Dube, and weekly updates with Christine Boston and Michael Limanni. School visits were conducted across the district, and I attended the DMHA Mini Golf Fundraiser and the DHS Varsity Football game.

WEEK OF OCTOBER 7: During the week of October 7, key activities included the weekly SAU Directors meeting, which covered topics such as new staff laptops, and NHED's Branching Minds initiative. A reunification meeting with local emergency services was held to review procedures for major emergencies. The DHS Athletic Complex JBC selected Eckman as the project manager for the complex, and the Leadership Team meeting focused on refining protocols and accountability. Elementary principals discussed Professional Learning Communities, while the FY26 budget process began with reviews for several schools. I was unable to attend the DHMA Community Meeting due to attending the NHSAA Kidder Law Conference, where breakout sessions addressed new laws, parents' rights, and decision-making for leaders. The Professional Development Committee held its first meeting, outlining plans for the year, and 24 educators attended the RTI at Work Training Conference in Maryland. Professional development sessions for October 11 were also shared. Other notable events included author Gordon Korman's visit to meet students, WPS hosted its annual Walk or Ride Your Bike to School Day, and GES held a Community Day. Additionally, weekly update meetings and school visits continued across the district.

WEEK OF OCTOBER 14: During the week of October 14, key activities included the Operational Leadership Team's focus on the FY26 budget, reviewing enrollment trends and teacher allocations, and aligning district goals with strategic priorities. I held a bi-weekly meeting with the School Board Chair and Vice Chair and attended the monthly SEED meeting, where grant proposals were acted on. The Full Leadership Team discussed the RTI at Work Conference, multilingual special education guidance, and school-level initiatives. I participated in the Joint Workshop of the City Council and Planning Commission, where the Proposed Capital Improvement Plan was reviewed, including an \$8 million proposal for the Dover High School Athletic Field was discussed. At the Strafford Learning Center Board meeting, we reviewed staffing, programs, and the 2024-2025 goals. Budget review meetings with schools and departments were completed, and the next step involves the Leadership Team reviewing new position requests. I attended the Southeasters Meeting at Oyster River High School, held monthly conferences with key personnel, and conducted school visits across the district. Flu clinics were held at DMS and DHS, and weekend events included the Annual Dover Band Show and the Garrison School Fall Festival.

WEEK OF OCTOBER 21: This report provides a summary of key activities and events that transpired during the week of October 21. The SAU Directors' Meeting included discussions on walkthrough observations, Math Learning Communities (NNHHB 1167), November 5 Professional Development Day logistics, migrant students and paraeducators, updates on the Great Bay Apprenticeship Program, DLT focus with Jon Vander Els, essential standards clarification, SMS Health Curriculum review, and a presentation on Data Studio. Additionally, I attended the NHED Monthly Education Updates meeting via Zoom. During the Garrison School Coalition meeting, I introduced the Working Genius concept and observed the remainder of the meeting. The Leadership Team's Operational Meeting addressed celebrations, logistics for the November 5 Professional Development Day, draft budget goals, staffing requests for FY26, and general updates. Weekly update meetings with Michael Limanni and Christine Boston were held, and Jon Vander Els, an NH Learning Initiative Consultant, facilitated an NHLI MTSS consultation with key stakeholders, establishing a data review and goal-setting cycle to align DLT, Guiding Coalitions, and Professional Learning Communities. The Area Superintendents 2025-2026 Calendar Meeting brought together representatives from neighboring school districts to coordinate their academic calendars. At the Dover Citizens Leadership Academy, I presented information about the Dover School District. Monthly conferences were held with Beth Dunton, Brittany Granfield, and Patrick Boodey. School visitations included Frances G.

Hopkins School, Garrison School, Woodman Park School, Dover Middle School, and Dover High School, and a flu clinic was offered at Woodman Park School. Notable events for the week included the Seacoast Choral Festival and Woodman Park Fall Festival.

WEEK OF OCTOBER 28: I engaged in several meetings and activities throughout the past month. I spoke with Anne Wallace from NHED about a robotics grant. Weekly SAU updates were conducted with Michael Limanni and Christine Boston, covering pertinent updates and issues. During the Operations Leadership Team Meeting, we celebrated recent accomplishments and reviewed the Harbor Program, FY26 Budget Goals, new personnel requests, and other updates. Kiley Hemphill facilitated the Title III Stakeholders Meeting. Additionally, I convened with School Board Chair Robin Trefethen and Vice Chair Carolyn Mebert to discuss district initiatives, addressed key issues, and finalized the agenda for the November 4 Board meeting. I also attended the ribbon-cutting ceremony for the Dover Adult Learning Center's Heroes Wall of Fame, recognizing contributors to the DALC program. Roseanna Drysdale led the Student Attendance Task Force Meeting, focusing on revisions to Attendance Policy JH, including identifying what currently works, unresolved questions, and information needs for further policy development. Kiley Hemphill and I discussed establishing a migrant task force, and Patrick Boodey and I met with Chris Taft, First Student Bus Manager, to address student discipline issues. I also held a monthly update meeting with Lindsay Dube and conducted visits to Garrison School, Frances G. Hopkins School, Woodman Park School, Dover Middle School, and Dover High School.

PRINCIPAL REPORTS

School Year Initiatives and Special Projects

Dover High School: At Dover High School we are rolling out the Portrait of a Learner. Teachers have been meeting in Professional Learning Communities to unpack rubrics and along with students and administrators, develop lists of evidence for each component. The Rotary has supported this effort by funding the printing of professional quality posters to hang throughout the school. One of the two advisory days each week is devoted to Portrait of a Learner work. Students and teachers are working with Xello, an Internet-based career exploration and planning tool used to explore career and college options and develop a career plan. This platform, formerly known as Career Cruising, allows students to create a digital portfolio that will include their Portrait of a Learner evidence and rubrics.

Dover Middle School: Dover Middle School's main focus for the 2024-2025 school year is focusing on the implementation of our three new curriculums in Science, Social Studies, and Language Arts. This is a complete overhaul in three out of the four core subjects and is consuming our collaborative time. Aside from the curriculum adoptions, we have a new period of time in the day called Learning Academy where we will be running tier two implementation groups in response to our tier one curriculums. We have just finished reading a school wide book and right now this time is being used for reassessments, re-teaching, and a variety of academic purposes. Soon we will be sorting students into specific intervention groups for Language Arts and Math and extension groups for Social Studies and Science. This work is being led by our Guiding Coalition, which has replaced the traditional school leadership team. We are thrilled to have this new group of dedicated, visionary educators to move our school forward.

Garrison Elementary School: Dover Elementary Schools are working to set our school goals for the year along with growing our knowledge and commitment to the RTI@Work MTSS model. The Guiding Coalitions are also engaging in a book study of the book Taking Action to help grow our understanding and work in MTSS. The team who went to Maryland for training have come back ready to share ideas and knowledge to move our teaching and learning forward. Grade level PLCs are setting their team goals based on our fall reading assessments (DIBELS) and will use this data and the goal to drive their instruction over the next weeks.

Our students and teachers are learning our new literacy program, CKLA, and are particularly enjoying the Knowledge portion. Students are learning about the human body, animals, folk tales, mythology, ancient Asian civilizations, and the Middle Ages. Students are very engaged during these lessons. CKLA is a comprehensive tool that includes curriculum, assessments, interventions, and extensions. Our staff have put in a collective thousands of hours learning the program, being trained in a new assessment tool, and responding to student learning needs as they acclimate to a new system. While a new program is a big lift for stuff, teams are working closely with each other and instructional coaches to implement it successfully. Kudos to our teachers!

Woodman Park School: Like the other Dover elementary schools, Woodman Park School (WPS) is implementing a new reading and writing curriculum called Core Knowledge Language Arts (CKLA). This program has dedicated times for skills and knowledge implementation specific to each K-4 grade level that is age appropriate. In addition to this program, WPS, like the other two Dover elementary schools, are supporting students with mastering targeted learning skills/standards during an intervention time called the Learning Academy. All students across a grade level are placed in small groups during the Learning Academy time based on what they need to practice in order to gain mastery of a skill/standard. These small groups are comprised of classroom teachers, case managers, and other educational interventionists. WPS is fortunate as a Title I school to have Title I tutors help support students during the Learning Academy time. With each student having Learning Academy Time up to four times a week and working in conjunction with the CKLA curriculum, the students are immersed in a lot of Language Arts exposure this school year. So far, the students are enjoying the wide-ranging topics covered in the CKLA program and seeing other friends during the Learning Academy time. The students are developing the lifelong habits of enjoying reading and exercising a curious mindset. WPS would like to thank the Dover School Board for supporting the various programs and initiatives that are making these opportunities possible for our students and staff.

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

TO: **DOVER SCHOOL BOARD**

DATE: November 4, 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.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Fouracre, Brendan	Paraprofessional	Garrison Elementary School	New	\$25.77	G3, Step 7
Keener, Cody	Paraprofessional	Dover High School	Eola Miskell	\$16.09	G2, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: November 4, 2024

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

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

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Casey, Catherine	Childcare Cood.	Dover Adult Learning Center	Brie Thomas	\$8,625 + FICA	
Tapp, Darren	Teacher	Dover Adult Learning Center	Kim Hanson	\$3,717 + FICA	



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



PETER DRISCOLL
Principal
p.driscoll@dover.k12.nh.us

25 ALUMNI DRIVE
DOVER, NEW HAMPSHIRE 03820-4365
(603) 516-6900 Fax (603) 516-6926
www.dover.k12.nh.us/DHS

KORI KENNEDY
Director of Career Technical Education
k.kennedy@dover.k12.nh.us

October 17, 2024

Dear Dover School Board Members,

This letter is being written in support of four students and two staff attending the New Hampshire Special Olympics Youth Summit to be held in Waterville Valley December 5th and 6th, 2024. This trip will provide students with leadership training to bring back to the specific unified programs and the school.

Thank you for your support of this trip.

Sincerely,

Peter Driscoll
Dover High School Principal

DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER

FIELD TRIP REQUEST - FY: 24

Date: 10/8/24

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: H. Wendorf + R. Nadeau

Destination of Field Trip: Special Olympics NH - Youth Summit - Waterville Valley

Date of Field Trip: 12/5+6 Time of Departure: 7:30 AM Time of Return: 3:00 PM

Number of Students: 4 Cost Per Student: \$0.00

Number of Adults Going: 2 Method of Transportation: Van

LIST ALL CHAPERONES: Holly Wendorf + Rachel Nadeau

Chaperones who are not employees of the district must fill out a Volunteer Service Form two weeks prior to the field trip.

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 ☐

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 ☐

What is the educational purpose of the field trip?

Collaboration + team activities to promote strong leadership.

What instructional classroom preparations will be done prior to the field trip?

Group will meet prior to go over all trip aspects.

What follow-up classroom activities will take place after the field trip?

Share out with Unified Club

Approval of Appropriate Administrator (AC, CTC Director:)

[Signature]

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

☒ Trip Approved

☐ Trip Disapproved

Reason for Denial: _____

Principal's Signature: _____

Date: 10/15/24

DOVER SCHOOL DISTRICT	POLICY CODE: IJOAA
DATE OF ADOPTION: April 13, 2015	PAGE 3 OF 3

PERMISSION/RELEASE STATEMENTS FOR FOREIGN OR EXTENDED TRAVEL

The undersigned _____,
 hereby grants permission for _____ to travel to
Waterville Valley with H. Wendorf & R. Nadeau as chaperones, as part
 of a Dover School District extended travel program. The scheduled departure date is
12-5 and the scheduled return date is 12-6.

1. The undersigned hereby agrees to indemnify and save harmless the Dover School District, its officials and agents, from any act, default, injury (including death), loss, expense, damage, deviation, delay, curtailment, or inconvenience caused to or suffered by any person, or their property, howsoever arising, which may occur or be incurred by any organization or person, even though such act, default, injury, loss, expense, damage, deviation, delay, curtailment, or inconvenience may have been caused or contributed to by the actions, negligence or default of the chaperones and/or the Dover School District, its officials or agents.
2. The parent/guardian and student acknowledge that they and their personal property, to include baggage, are at all times solely at their own risk. The district strongly recommends the students be adequately insured in respect to illness, injury, or death for the duration of the trip and to insure fully against loss, or damage to their property. The chaperones or the Dover School District shall not, in any circumstances whatever, be liable in respect of any personal injury, illness, or death or in respect of any damage to or loss of property even if the same arises from their negligent actions. The undersigned will accept the authority and decisions of the chaperones during the trip.
3. The chaperones are authorized by the signers of this document to arrange for any medical services deemed appropriate for the student named above by medical personnel while on the trip.
4. It is also agreed that the District reserves the right to remove a student from this program for failure to maintain program standards or if it deems his or her acts of conduct detrimental to or incompatible with the interest of the program. If a student's participation is terminated, only the funds not actually used will be returned and he or she will be sent home at the parent(s)/guardian or student's expense.
5. The undersigned represent that they are parents or guardians of the named student and are authorized to execute this agreement.

IN WITNESS WHEREOF, the parties have signed this agreement on the

_____ day of _____, 20____

 Parent/Guardian Signature

 Parent/Guardian Signature

 Student Signature

**DHS Unified
Requirements to travel to Youth Summit**

I understand that the requirements to go on a trip to Waterville Valley are:

1. I understand that I am responsible for all missed school work while attending this trip.
2. I am a student in good academic standing.
3. I will not receive an ASI, ISS, or OSS prior to trip departure.

I understand that if I receive disciplinary action for any reason that I will be dropped off the trip at my own expense.

If I am no longer in good academic standing for longer than 2 weeks, I will meet with Mrs. Wendorf and Mrs. Nadeau to discuss how to regain my academic standing.

I understand that while on the trip all school rules are in force.

I have read and I agree to the above requirements.

Student _____

Signature _____

Date _____

Parent _____

Signature _____

Date _____

**Dover High School
25 Alumni Dr
Dover, NH 03820**

Statement of Agreement

I agree to adhere to the following rules while on the Waterville Valley trip:

1. To not consume, purchase, bring with or bring home any alcohol or illegal substances.
2. To not purchase body art or piercing services.
3. To not purchase or bring home any type of weapon.

I understand that I am accountable to Mrs. Wendorf and Mrs. Nadeau

I understand that failure to comply with these rules will result in disciplinary action upon returning to Dover High School

student signature

I have read and discussed this agreement with my students and I support these rules and regulations.

parent signature

As a chaperone on this trip, I agree to adhere to the same standards to behavior as defined for student participants.

chaperone signature

Dover High School Overnight Field Trip Medical Form

~Must be Completed by Parent/Guardian for Any Student Attending the Trip~

Student Name: _____ Date of Birth: _____
Home Address: _____ Home Phone: _____
Parent/Guardian Name: _____ Cell# _____ Home# _____ Work# _____
Parent/Guardian Name: _____ Cell# _____ Home# _____ Work# _____

Emergency Alternate Contacts (List in order desired)

Alternate Contact #1 _____ Relationship _____ Number _____
Alternate Contact #2 _____ Relationship _____ Number _____

Medical Information ~To be Completed by Parent/Guardian~

Physician: _____ Phone _____

☐ Allergies (Please list and describe reaction below):

☐ Food Allergy? _____
☐ Bee Sting Allergy? _____
☐ Drug Allergy? _____
☐ Seasonal Allergy? _____
☐ Other Allergy? _____

☐ EPI PEN Required? **

☐ EPI PEN Required? **

**=MEDICAL ORDER FROM A PHYSICIAN IS REQUIRED
TO ATTEND THIS FIELD TRIP- SEE MEDICATION ORDER
FORM AND HAVE IT COMPLETED BY MD**

☐ Asthma? ** ☐ Medication as Needed **: _____ ☐ Medication Required EVERYDAY **: _____

☐ Diabetes? ** ☐ TYPE 1 ** ☐ TYPE 2 ** Notes: _____

☐ Eye Glasses? ☐ Contact Lenses? Notes: _____

☐ Other Medical Conditions:

☐ Seizures? ** ☐ Cardiac Concerns? ☐ Gastrointestinal? ☐ Other?

Explain: _____

Does Your Child Have Any Restrictions? (Explain) _____

Does Your Child Have Any Dietary Restrictions? (Explain) _____

Health Insurance Co: _____ Policy #: _____

DOVER HIGH SCHOOL AND ITS CHAPERONES WILL ATTEMPT TO CONTACT THE PARENTS OR GUARDIANS OF ANY SICK OR INJURED CHILD PRIOR TO SEEKING EMERGENCY TREATMENT. IN THE CASE THAT A PARENT OR GUARDIAN CANNOT BE REACHED, SUCH TREATMENT WILL BE ISSUED BY EITHER TRAINED PERSONNEL, A FIRST AID STATION, OR A TREATMENT FACILITY.

BY SIGNING BELOW, I HEREBY RELEASE DOVER HIGH SCHOOL AND ITS ASSIGNED CHAPERONES OF ANY RESPONSIBILITY IN THE EVENT OF ACCIDENT OR INJURY. PERMISSION IS GRANTED FOR TREATMENT OF THE ABOVE-NAMED PARTICIPANT BY A PHYSICIAN OR HOSPITAL IN THE EVENT OF A MEDICAL OR SURGICAL EMERGENCY.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

~INFORMATION WILL BE HELD HIGHLY CONFIDENTIAL AND SHARED ONLY WITH APPROPRIATE STAFF/CHAPERONES TO MAINTAIN SAFETY~

Dover High School- Overnight Field Trip Medication Order Form

Student Name: _____ Date of Birth: _____

List any Allergies & Reactions (Hives, Rash, Anaphylaxis, etc.): _____

Dear Parent/Guardian:

Your child will be participating in an overnight field trip. The School Nurse will not be in attendance on this trip; however, DHS Administration has designated chaperones to care for the health needs of your child. Please indicate below any current over-the-counter or prescription medication that your child will need on this trip; *Please cross out OTC section if NO OTC meds are to be administered.* If your child needs a prescription medication on this trip, your doctor must complete and sign the bottom section labeled "PRESCRIPTION MEDICATIONS." PLEASE NOTE: No student will receive any Over-The-Counter (OTC) medications unless this portion for OTC meds is completed and signed by a parent/guardian.

Over the Counter Medications (OTC): (To be Completed by Parent/Guardian)

Please mark which of the following medication you would like your child to receive if needed while on the field trip:

- ☐ Acetaminophen (Tylenol)
- ☐ Ibuprofen (Advil)
- ☐ Antacid (Tums)
- ☐ Diphenhydramine (Benadryl)- In case of allergic reaction
- ☐ Other* _____

(Dover High School will provide manufacture's recommended dosage, in pill form, of the medications listed above. Liquid forms and medication listed as "other" *must be provided by the parent.)

PARENT/GUARDIAN SIGNATURE (FOR OTC MEDS): _____ DATE: _____

****PRESCRIPTION MEDICATIONS**:** (TO BE COMPLETED BY PHYSICIAN) ** Requires the Original Labeled Container from the Pharmacy; Medications cannot be grouped into one prescription bottle, or placed into plastic baggies with the student's name on it, but must be in separate Prescription Bottles.

TO BE COMPLETED BY PHYSICIAN:

To be completed by Medication Designee as meds are given, and initialed:

Medication/Dose/Route:

				<u>Mon</u>	<u>Tues</u>	<u>Weds</u>	<u>Thurs</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>
1. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
2. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
3. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
4. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
5. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐

- ☐ May Self-Carry Inhaler
- ☐ Inhaler to be Kept with Adult

- ☐ May Self-Carry/Administer EPI PEN
- ☐ EPI PEN to be Kept with Adult

- ☐ DHS HAS a copy of Asthma/Allergy/Seizure action plan
- ☐ DHS DOES NOT have Asthma/Allergy/Seizure action plan

PHYSICIAN SIGNATURE (for Rx Meds): _____ DATE: _____

PARENT/GUARDIAN SIGNATURE (for Rx Meds): _____ DATE: _____

Office Use Only:

Medication Designee Print: _____ Date: _____

Medication Designee Signature: _____

Medications Designee Initials: _____

AUTHORIZATION FOR MEDICATION

HEALTH SERVICES
DOVER HIGH SCHOOL
25 Alumni Dr. Dover, N.H. 03820
Ph.516-6928 Fax 516-6926

PARENT AUTHORIZATION (To be completed by the parent)

Student's Name _____ Grade _____

I request that my child be assisted in taking medication(s) described below at school and on field trips by authorized persons. I agree that all medications will be brought to school in original containers with prescriptive labels. *Please Note:* For Prescription Medications the school may only accept a 30 day supply.

Date _____ Parent Signature _____

To be completed by the parent

Over the Counter Medications

Reason for medication _____

Name of Medication _____

Dose (Amount) _____

How soon can it be repeated? _____

Please check: ☐ School Year (or) ☐ Limited to _____ Days

Prescription Medication

Name of medication _____

I request prescription to be given according to physician's order.

Prescription Medications (To be completed by the physician)

Diagnosis for which medication is prescribed _____

Name of Medication _____

Dose _____

Time _____

If medication is prn describe indications _____

Frequency _____

Significant side effects _____

Other information _____

Please check: ☐ School Year (or) ☐ Limited to _____ Days

Date _____

Physician's Signature _____

Phone No _____

****All medication notes expire on the last day of each school year. New notes are required at the beginning of each school year.**



Name: _____ D.O.B.: _____

Allergy to: _____

Weight: _____ lbs. Asthma: ☐ Yes (higher risk for a severe reaction) ☐ No

**PLACE
PICTURE
HERE**

NOTE: Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. USE EPINEPHRINE.

Extremely reactive to the following foods: _____

THEREFORE:

- ☐ If checked, give epinephrine immediately for ANY symptoms if the allergen was likely eaten.
☐ If checked, give epinephrine immediately if the allergen was definitely eaten, even if no symptoms are noted.

**FOR ANY OF THE FOLLOWING:
SEVERE SYMPTOMS**



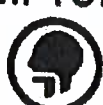
LUNG

Short of breath,
wheezing,
repetitive cough



HEART

Pale, blue,
faint, weak
pulse, dizzy



THROAT

Tight, hoarse,
trouble
breathing/
swallowing



MOUTH

Significant
swelling of the
tongue and/or lips



SKIN

Many hives over
body, widespread
redness



GUT

Repetitive
vomiting, severe
diarrhea



OTHER

Feeling
something bad is
about to happen,
anxiety, confusion

**OR A
COMBINATION
of symptoms
from different
body areas.**



- 1. INJECT EPINEPHRINE IMMEDIATELY.**
- 2. Call 911.** Tell them the child is having anaphylaxis and may need epinephrine when they arrive.
 - Consider giving additional medications following epinephrine:
 - » Antihistamine
 - » Inhaler (bronchodilator) if wheezing
 - Lay the person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side.
 - If symptoms do not improve, or symptoms return, more doses of epinephrine can be given about 5 minutes or more after the last dose.
 - Alert emergency contacts.
 - Transport them to ER even if symptoms resolve. Person should remain in ER for at least 4 hours because symptoms may return.

MILD SYMPTOMS



NOSE

Itchy/runny
nose,
sneezing



MOUTH

Itchy mouth



SKIN

A few hives,
mild itch



GUT

Mild nausea/
discomfort

**FOR MILD SYMPTOMS FROM MORE THAN ONE
SYSTEM AREA, GIVE EPINEPHRINE.**

**FOR MILD SYMPTOMS FROM A SINGLE SYSTEM
AREA, FOLLOW THE DIRECTIONS BELOW:**

1. Antihistamines may be given, if ordered by a healthcare provider.
2. Stay with the person; alert emergency contacts.
3. Watch closely for changes. If symptoms worsen, give epinephrine.

MEDICATIONS/DOSES

Epinephrine Brand: _____

Epinephrine Dose: ☐ 0.15 mg IM ☐ 0.3 mg IM

★ Antihistamine Brand or Generic: _____

Antihistamine Dose: _____

Other (e.g., inhaler-bronchodilator if wheezing): _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE

DATE

PHYSICIAN/HCP AUTHORIZATION SIGNATURE

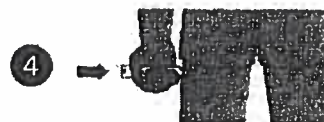
DATE

**FARE**

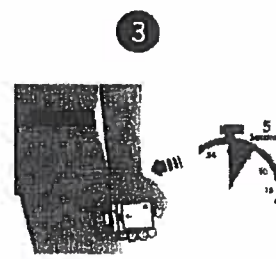
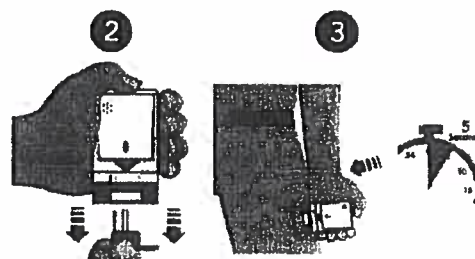
Food Allergy Research & Education

FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN**EPIPEN® (EPINEPHRINE) AUTO-INJECTOR DIRECTIONS**

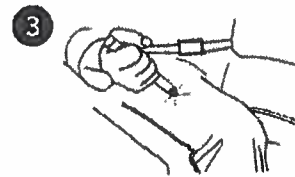
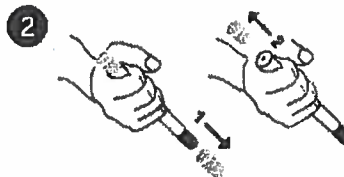
1. Remove the EpiPen Auto-Injector from the plastic carrying case.
2. Pull off the blue safety release cap.
3. Swing and firmly push orange tip against mid-outer thigh.
4. Hold for approximately 10 seconds.
5. Remove and massage the area for 10 seconds.

**AUVI-Q™ (EPINEPHRINE INJECTION, USP) DIRECTIONS**

1. Remove the outer case of Auvi-Q. This will automatically activate the voice instructions.
2. Pull off red safety guard.
3. Place black end against mid-outer thigh.
4. Press firmly and hold for 5 seconds.
5. Remove from thigh.

**ADRENALICK®/ADRENALICK® GENERIC DIRECTIONS**

1. Remove the outer case.
2. Remove grey caps labeled "1" and "2".
3. Place red rounded tip against mid-outer thigh.
4. Press down hard until needle penetrates.
5. Hold for 10 seconds. Remove from thigh.

**OTHER DIRECTIONS/INFORMATION** (may self-carry epinephrine, may self-administer epinephrine, etc.):

Treat someone before calling Emergency Contacts. The first signs of a reaction can be mild, but symptoms can get worse quickly.

EMERGENCY CONTACTS — CALL 911

RESCUE SQUAD: _____

DOCTOR: _____ PHONE: _____

PARENT/GUARDIAN: _____ PHONE: _____

OTHER EMERGENCY CONTACTS

NAME/RELATIONSHIP: _____

PHONE: _____

NAME/RELATIONSHIP: _____

PHONE: _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE

DATE

Asthma Action Plan



Dover High School, Health Services
25 Alumni Drive
Dover, NH 03820
603-516-6928 phone
603-516-6926 fax
louisette@doher.k12.nh.us

Student's Name: _____

Grade: _____

Health Care Provider: _____

Phone: _____

Fax: _____

Parent/Guardian: _____

Home: _____

Cell: _____

Alternate Emergency Contact Name: _____

Phone: _____

Circle Known Asthma Triggers for this Student:

Colds Exercise Animals Dust Smoke Food Weather Fragrance Other: _____

Daily Maintenance Medications:

Dosage:

Frequency:

1. _____

2. _____

Please Take _____ Puffs of _____ Inhaler _____ Minutes Before PE/Gym Class

Personal Best Peak Flow Number _____

Monitoring Times _____

Rescue Medications:

Dosage:

Frequency:

1. _____

2. _____

☐ Student Has been instructed on self-administration and is capable of responsibly carrying his/her own inhaler during school hours. Student will notify nurse if used during school hours. Dover High School Nurse will not be responsible for medication effects or for ensuring that it is taken. Student will be responsible for taking his/her own inhaler on field trips.

☐ Student should not self-carry his/her inhaler: Inhaler should be kept in the Nurse's Office. Inhalers kept with the Nurse will be packed by the Nurse for field trips.

I give permission for the School Nurse to share information about my child's asthma with staff and faculty of Dover High School. I allow the School Nurse to communicate with my child's Health Care Provider regarding his/her asthma. I will notify the School Nurse of any medication/treatment changes.

Parent Signature: _____

Date: _____

Health Care Provider Signature: _____

Date: _____



DOVER SCHOOL DISTRICT	POLICY CODE: IJOAA
DATE OF ADOPTION: April 13, 2015	PAGE 1 OF 3

EXTENDED TRAVEL

School funded overnight trips as well as clubs and other school approved organizations that engage in overnight, in-state activities are exempt from this policy but must comply with policy IJOA.

Foreign or domestic overnight travel with significant educational value is permitted following approval of the Building Principal, Superintendent, and School Board.

Approval by the School Board shall consist of preliminary approval (permission to plan and to commit funds) and final approval (permission to proceed). Except to determine interest/feasibility, no substantive discussions of foreign travel can be conducted with students until preliminary approval is granted by the School Board. Requests for final approval should be scheduled for the regular School Board meeting approximately one month prior to departure. The School Board may rescind final approval in the event the government issues a travel advisory for any areas on the itinerary or if the safety and well-being of the students may be jeopardized by acts of terrorism or government instability.

Overnight trips shall, to the extent possible, be scheduled during school vacation periods. If the trip extends into the school days, a waiver request must be approved by the superintendent and the School Board.

Costs of such trips shall be the responsibility of the participating students and their parent/guardian. The sponsoring organization is required to arrange fundraising opportunities to minimize the financial burden to participants and to ensure availability of financial assistance to those students otherwise qualifying, but for whom the economic strain is too severe.

Requests for preliminary approval submitted to the School Board shall include:

1. Statements of the educational value of the proposed extended travel and the relationship to current program or course offerings.
2. If a travel agency is utilized, evidence of a performance bond or other security for deposits from the agency is required.
3. Inclusive dates of trip.
4. General itinerary.
5. Cost per student.
6. Statement of academic eligibility or other limiting rules of participation established by the trip director.
7. Permission forms to be reviewed with and signed by parents.
8. Statement of source and nature of insurance coverage.
9. Decision and opinion of the Principal and Superintendent.
10. Release from duty of any staff member by the Superintendent.

DOVER SCHOOL DISTRICT	POLICY CODE: IJOAA
DATE OF ADOPTION: April 13, 2015	PAGE 2 OF 3

11. Financial benefit to trip leader and chaperones must be disclosed (e.g.: plane fare, accommodations, future awards or credits for travel, bonus points, cash or gift awards, etc.)
12. Cost to the District.

Requests for final approval submitted to the School Board shall include:

1. Adult/Student ratio.
2. Confirmation permission forms, student code of conduct contract which will include Standards for Behavior, and telephone contact notification submitted to the principal.

Additionally, a list of all students and chaperones will be submitted to the school and superintendent's office. All chaperones must complete a criminal background check at least one month prior to departure. Only adults assigned as chaperones are permitted to travel with the students.

A copy of this policy and release shall be provided to students and parents along with materials distributed on extended trips. Students and parents are to be advised that baggage may be searched by chaperones or advisors prior to departure and at any time during the trip.

Administrative Guidelines on Alcohol, Drugs, and Body Art – Standards of Behavior:

1. Students will not consume, purchase, or ship to home, alcohol while on a school sanctioned trip
2. Students will not consume, purchase, or ship to home, drugs while on a school sanctioned trip
3. Students will not purchase body art or piercing services while on a school sanctioned trip
4. Adult chaperones on all trips will adhere to the same standards of behavior as defined for student participants

Extended Travel Request

1. 4 students will attend the youth summit with Special Olympics NH as leaders. Two students will be “mentees” and two students will be “mentors.” Dover High school is a Unified Champion School and this summit gives attendees opportunities to collaborate and learn skills to be effective school leaders through team-based activities and opportunities to build meaningful connections with other students and schools. This creates a strong leadership model.
2. No Travel Agency used.
3. Trip will be December 5th, 2024- December 6th, 2024.
4. Trip Itinerary-

Thursday, December 5th

- 9:30-10:00 – Schools arrive & Sussies (Handouts)
- 10:00-10:30 – Ice breakers (Plymouth YAC)
- 10:30-11:15 – Inclusion Cards activity (Leisa)
- 11:15-11:30 – Break
- 11:30 – 12:00 – Session 1 – Banner Schools presentations (Riley & students)
- 12:00-1:00 – Lunch & Outside time
- 1:00 – 1:45 – Session 2 – Unified Sports & Unified PE
- 1:45 -2:30 – Session 3 – Unified Clubs (Plymouth YAC)
- 2:30– 3:00 – Break & activity
- 3:00 – 3:45 – Session 4 – Whole School Engagement & WWS (Plymouth YAC & Leisa)
- 4:00 – Hotel check-in
- 5:00 – 6:30 – Shared experience
- 6:30-7:30 – Dinner
- 7:30 – 9:00 – Palooza activity with Law enforcement, Youth Summit, Leadership team

Friday, December 6st

- 8:00-9:00 – Breakfast
- 9:15-10:15 – Action Plan (Leisa)
- 10:15- 10:30 – Break
- 10:30-11:00 – Wrap up and exchange information
- 11:00 – 12:00 – Ableism training
- 12:00 – Bag lunch & departure

5. Cost is \$0.00 per student as it will be covered through our Special Olympics account.
6. Academic eligibility is attached with the Code of Conduct.
7. Parental Permission Forms Attached.

8. N/A
9. Decision and opinion of Principal and Superintendent - TBD
10. Release from duty of any staff member by the Superintendent - TBD
11. No financial benefits to trip leaders.
12. Cost to District - \$0.00

DOVER SCHOOL DISTRICT	POLICY CODE: FAA
DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 1 OF 3

FIRST READING – REVISED

ANNUAL FACILITY PLAN AND UNUSED DISTRICT PROPERTY

A. Drafting and Adoption

~~Each year, the School Board shall adopt an updated Facility Plan. The first Facility Plan shall be adopted no later than November 15, 2021, with an updated plan approved by the Board by June 1, 2023 and each year thereafter.~~

The School board shall adopt and approve an Annual Facility Plan by June 1 of each year.

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

B. Contents of Facility Plan

In preparing the annual Facility Plan, due consideration will be given to the most recent Capital Improvement Program prepared pursuant to Board policy FA. The Facility Plan shall account for each facility owned by the District and document the use of each such facility. For each then unused facility, the plan shall specify any uses intended within the next two years of the annual plan approval relative to academic purposes, extracurricular activities, administrative functions, and/or sports. Facilities for which no current or intended use is included on the plan shall be referred to in this policy as “Unused Facilities”.

C. “Unused Facility” Defined. As used in the policy, “Unused Facility” or “Unused Facilities” shall mean any district-owned school building which is not currently used for academic purposes, extracurricular activities, administrative school functions, or sports, and for which the School Board has not approved a written plan for future use.

D. C. Annual Report to New Hampshire Department of Education

~~The Superintendent shall submit a report of Unused Facilities to the New Hampshire Department of Education, with the first such report due January 1, 2022 and subsequent reports due **no later than** July 1 **of** each year thereafter. Pursuant to RSA 194:61, such Unused Facilities are then encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. The specifics of the ROFR are described in RSA 194:61, III-VII.~~

E. Charter School Rights Relative to Unused Facilities.

- 1. Right of First Refusal: Pursuant to RSA 194:61, such Unused Facilities are encumbered by a right of first refusal (“ROFR”) available to every approved charter school operating in New Hampshire. If the District has an Unused Facility which it seeks to sell or lease to a party other than an approved charter school, the District will include a ROFR provision in the offer for sale/lease and/or a sale/lease contract.**

DOVER SCHOOL DISTRICT	POLICY CODE: FAA
DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 2 OF 3

2. Conditional Contract for Sale/Lease. If a prospective purchaser which is not an approved charter school enters into a contract with the District for purchase, lease or sale, (that is, an offer to sell/lease by the District is accepted by the prospective purchaser), the contract (the "Original Contract") will be conditioned upon the expiration of the ROFR. It is essential that the prospective purchaser or lessee is made aware of the ROFR prior to execution of the Original Contract, and that the Original Contract clearly articulates the ROFR with specific reference to RSA 194:61. The District will promptly notify the Charter School Administrator of the Department of Education ("DOE Charter School Administrator") in order for the Department to alert all approved charter schools in the state and allow them a chance to respond. The notice provided to the DOE Charter School Administrator shall contain clear language that the Unused Facility is available to any approved chartered public school in this state only, and shall list the offering school district's name and location, the square footage of the Unused Facility, the contact information of the offering school district's representative, and the expiration date of the right of first refusal which shall be 60 days after the date the District provided notice to the DOE Charter School Administrator.
3. Charter School Rights if No Other Offer Received. If the offering school district has not received an offer to purchase or lease an Unused Facility from a party, other than an approved chartered public school operating in this state, a chartered public school may initiate, and Board shall engage in, good faith negotiations for the purchase or lease of the Unused Facility.
4. Invocation of Rights by One or More Approved Charter Schools. If the District receives an offer on an Unused Facility from an approved charter school prior to the expiration date of the ROFR, the District will respond promptly to the offer and notify the prospective purchaser under the Original Contract and engage in good faith negotiations. If more than one chartered public school makes an offer on the District's Unused Facility, the School Board will make the final selection between the parties based on criteria established by the School Board and in accordance with the best interests of the District.
5. Procedure for Resolution of Negotiation Impasse. The District must continue good faith negotiations with a charter school that has made an offer on an Unused Facility for at least 30 days unless an earlier agreement is reached. If no agreement is reached within the 30 days, the Commissioner of the Department of Education shall engage an independent mediator who shall gather independent appraisals of the value of the property when the chartered public school made an offer to purchase. The appraised value shall determine a fair market price for the offering chartered public school. In situations when the charter school made an offer to lease the property, the appraisals gathered by the mediator shall determine a fair market lease price for the offering chartered public school.
6. District Discretion. In right of first refusal negotiations with a chartered public school, it shall be the option of the Board whether to sell or to lease the property under consideration, at fair market value or less, for a term to be agreed upon by the parties. Any lease terms shall include, among others agreed upon by the parties, any required provisions for such leases as found in RSA 194:61.

DOVER SCHOOL DISTRICT	POLICY CODE: FAA
DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 3 OF 3

7. Expiration of Right of Charter School After Written Offer. The chartered public school shall have 6 months after the date of making a written offer to complete the purchase or lease of the unused facility for a price negotiated with the school district.

Policy History:

Adopted: December 13, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: BG
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 1

SECOND READING - WITHDRAW

BOARD POLICY DEVELOPMENT

~~It is the intent of the Dover School Board to develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of our public schools.~~

~~The Board considers policy development its chief function, along with providing the wherewithal such as personnel, buildings, materials, and equipment for the successful administration, application, and execution of its policies.~~

~~The Board accepts the definition of policy set forth by the New Hampshire School Boards Association.~~

~~Policies are principles adopted by the School Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems, narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel.~~

~~It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the Dover public schools.~~

~~The policies of the Board are framed, and are meant to be interpreted, in terms of New Hampshire laws, rules, and regulations of the State Board of Education and all other regulatory agencies within our local, county, state, and federal levels of government. The policies are also framed, and are meant to be interpreted, in terms of those educational objectives, procedures, and practices which are broadly accepted by leaders and authorities in the public education field.~~

~~Changes in needs, conditions, purposes, and objectives may require revisions, deletions, and additions to the policies of present and future committees. The Board will welcome suggestions for ongoing policy development.~~

~~Proposals for new policies, or changes to existing policies may be initiated in writing by any School Board member, citizen, organization, or employee of the school district. Staff members and students especially are encouraged to participate in the development of policies.~~

~~The Board, representing the people of the district, is the legislative body which determines all questions of general policy to be employed in the conduct of the public schools.~~

*Policy Updates:
Adopted October 10, 2005*

DOVER SCHOOL DISTRICT	POLICY CODE: BGA
DATE OF ADOPTION: JANUARY 9, 2006	PAGE 1 OF 1

SECOND READING - WITHDRAW

POLICY DEVELOPMENT SYSTEM

~~The Board endorses for use in this District the policy development, codification, and dissemination system of the New Hampshire School Boards Association (NHSBA).~~

~~This system, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.~~

System Maintenance

~~A member of the SAU staff is to be designated and delegated by the Superintendent with the responsibility to maintain the Board's policy reference files, to draft policy proposals as instructed by the Board and/or Superintendent, to maintain the Board policies, and to serve as liaison between the Board, the New Hampshire School Boards Association, State Board of Education, and other sources of policy research information.~~

*Policy Updates:
Adopted January 9, 2006*

DOVER SCHOOL DISTRICT	POLICY CODE: BGAA
DATE OF ADOPTION:	PAGE 1 OF 3

SECOND READING – NEW POLICY

POLICY DEVELOPMENT, ADOPTION, AND REVIEW

The development and adoption of policies that govern the School District is one of the School Board's most important functions. Board policies establish the goals, direction and structure of the district under the authority of applicable statutes and regulations. In addition to policies required by state and federal laws and regulations, the Board adopts policies to provide direction to the Superintendent and other administrators in the management of the district, to guide the education program, and to provide clear expectations for school staff, students, and parents.

Board policies are intended to provide the framework for district operations and the educational system. In general, the operational details as to how policies will be implemented are contained in administrative procedures developed by the administration. However, the Board may adopt administrative procedures concerning its own operations, or when an issue is of sufficient legal importance to warrant a Board-level procedure.

- A. Policy Committee Responsibilities and Meetings. The Board's Policy Committee with the advice and counsel of the Superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.
- B. Policy Committee Meetings and Agendas. The Superintendent or designee, in consultation with the Policy Committee shall prepare all agendas for the meetings of the Policy Committee.
- C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies and forming recommendations regarding the same for the Board.
- D. Procedures for Policy Development and Review.
 1. Individual Board members, Board standing or special committees, the Superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the Superintendent.
 2. The Superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.
 3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to District staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.

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4. The Superintendent should seek counsel of the School Board's attorney or the New Hampshire School Boards Association (NHSBA) when there may be a question of legality or proper legal procedure in the substance of any proposed or current Board policy.
 5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
 6. The Policy Committee will provide updates to the full Board after each subcommittee meeting. The updates will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies.
- E. Board Actions Required to Approve, Revise or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the board at a public meeting.
1. Policy Committee updates will be discussed at a regular Board meeting.
 2. All new policies, and/or revisions to existing Board policies are subject to a "first reading" by the full Board to occur at a regular Board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).
 3. The Board will allow opportunity for public comment on policy proposals per Board policy BEDH.
 4. Any changes agreed upon or requested by the Board during the first reading shall be made by the Superintendent or designee prior to the second reading.
 5. At the next Board meeting (or a later meeting, if agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.
 6. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
 7. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
 8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.
- F. Minor Revisions by Policy Committee.

The Board authorizes the Policy Committee to make non-substantive corrections and minor changes to existing policies provided that the Policy Committee shall

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document such modifications and report the same at the next meeting of the School Board. For the purposes of this policy, “non-substantive changes” shall include: grammatical, typographical or other clerical changes; addition or deletion of legal, cross or other references; policy code or policy class designation changes; or correcting mis-identified or modified job titles (e.g., “school counselor” in place of “guidance counselor”). Upon review of such report from the Policy Committee, the Board may take such action as the Board deems appropriate, including accepting the report without objection or other formal action.

G. Suspension or Waiver of Policy Process.

1. The Board may adopt, amend, or repeal written policies at any meeting by a majority vote of Board members in attendance, provided that public notice of the proposed action was given at least twenty-four (24) hours prior to the meeting and that each Board member was notified of the proposed action. For purposes of notification, a meeting agenda delivered to each Board member is deemed sufficient if it identifies the policy to be acted upon.
2. On matters of unusual or unexpected urgency, the Board may waive the second meeting limitation and take immediate action to adopt a new policy, or to suspend or revise an existing policy. In such instances, the meeting minutes should reflect the nature of the circumstances warranting the suspension of the normal procedures.

H. Policy Dissemination, Records and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. Notice of new, revised, and deleted policies should be provided to affected groups (i.e., school staff, students, parents/guardians) and posted on the district website and by other such appropriate means determined by the Superintendent.
3. The Superintendent shall retain as government records copies of all policies deleted from the Board policy manual.
4. An up-to-date policy manual shall be maintained on the District’s website.

*Policy Updates:
Adopted*

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SECOND READING - WITHDRAW

POLICY ADOPTION

~~Except for policy actions to be taken on emergency measures, the adoption of policies should follow this sequence which will take place at least at two regular or special meetings of the Board:~~

- ~~1. Announcement and publication of proposed new or revised policies~~
- ~~2. Opportunity offered to concerned groups or individuals to react to policy proposals~~
- ~~3. Discussion and final action by the Board on policy proposals~~

~~The final vote to adopt or not to adopt should follow by at least two weeks from the meeting at which policy proposals are first placed on the agenda.~~

- ~~1. Prior to the enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.~~
- ~~2. Insofar as possible, each policy statement shall be limited to one subject.~~
- ~~3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the district.~~
- ~~4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.~~

Emergency Procedure

~~On matters of unusual urgency, the Board may waive the two-week limitation and take immediate action to adopt new or revised existing policies. When such immediate action is necessary, the superintendent shall inform concerned groups or individuals about the reasons for this necessity.~~

Annual Reaffirmation of Policies

~~The Board's set of written policies shall be readopted at each annual organizational meeting, subject to the understanding that all policies not established by law and/or contractual arrangements may be changed through Board action as described above.~~

Law, Philosophy, and Enforcement

~~The Board will make every effort to ensure that its policies conform to the higher supremacy of state and federal laws, including the provisions of state and US constitutions. Questions concerning the legality of any policy should be addressed to the office of the Superintendent. Further, while it is not feasible to reiterate the principles of the Board-adopted educational philosophy into the language of each and every policy statement, it is to be assumed that the spirit of this document will prevail in the implementation of all policies. Finally, the Board expects compliance with its formally adopted policies. Failure to comply will be considered cause for disciplinary action.~~

*Policy Updates:
Adopted January 12, 2015*

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SECOND READING - WITHDRAW

~~POLICY REVIEW AND EVALUATION/ACCURACY CHECK~~

~~In an effort to keep its written policies up to date so that they can be used consistently as a basis for Board action and administrative decision, the Board will review its policies on a continuing basis.~~

~~The Board will evaluate how the policies have been executed by the school staff and weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.~~

~~The Superintendent is given the continuing commission of calling to the Board's attention all policies that are out of date or appear to need revision for other reasons.~~

*Policy Updates:
Adopted October 10, 2005*

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SECOND READING - WITHDRAW

POLICY DISSEMINATION

~~School Board policies are public documents. The superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect.~~

~~Accessibility is to extend at least to all employees of the school system, to members of the Board, and to persons in the community insofar as conveniently possible. A manual will be available for inspection at the Superintendent's office. All policies will also be available online through the School District website, www.dover.k12.nh.us.~~

*Policy Updates:
Adopted October 10, 2005*

Legal References

RSA 91-A:4, Minutes and Records Available for Public Inspection

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SECOND READING TBD – REVISED

ADMINISTRATION GOALS

Proper administration of the schools is vital to a successful educational program. The general purpose of the administration ~~shall be~~ **is** to coordinate and supervise, under the policies of the School Administrative Unit and each School Board, the creation and operation of an environment ~~in which students learn most effectively~~ **that promotes effective student learning**. ~~Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning.~~ The School Board shall rely on its chief executive officer, the superintendent to provide ~~at the district level the~~ **this necessary** professional administrative leadership demanded by such a far reaching goal. Vision, initiative, resourcefulness, and wise leadership—as well as consideration and concern for staff members, students, parents, and others—are essential for effective administration.

The superintendent, each principal, and all other administrators shall have the authority and responsibility necessary for his/her **their** specific administrative assignment. Each ~~shall likewise~~ administrator **will** be accountable for the effectiveness with which ~~their~~ administrative assignment is carried out. The School Board ~~shall~~ **will** be responsible for specifying requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent ~~shall~~ **will** be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration ~~shall be~~ **are**:

1. To manage the district's various departments, units, **budgets**, and programs effectively.
2. To provide professional advice and counsel to the School Board and ~~to advisory groups established by Board action~~ **its advisory committees**. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement ~~the~~ **and** management functions ~~to that~~ **to** assure the best and most effective learning programs, through achieving such ~~sub-goals~~ as (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary **in order** to the establishment and operation of **provide** learning programs that better meet ~~more~~ learner needs; (c) coordinating cooperative efforts ~~at to~~ **to** improvement of learning programs, facilities, equipment, and materials; (d) ~~providing access to the decision-making process for~~ **encouraging** improvement ideas **and decision-making among** of staff, students, parents, and others; and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

Legal References:

N.H. Code of Administrative Rules, Sections Ed.302; 303; 304; 306.10(a)(6)

Policy Updates:

Adopted October 10, 2005

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THIRD READING – REVISED

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.~~

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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~~

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~~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.~~

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- ~~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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Employees may be entitled to family and medical leave under the federal Family and Medical Leave Act of 1993 ("FMLA") and/or under RSA 189:73 when they meet the eligibility requirements of these laws. This policy sets forth several rules that must be applied uniformly to all employees who may be eligible for family and medical leave. This policy is not intended to expand the District's obligations beyond the requirements of the FMLA and/or RSA 189:73. As used in this policy, "family and medical" means leave available under either or both the federal and state laws.

1. Employee Eligibility under Federal FMLA

Employees are eligible for the federal FMLA if they have been employed by the District for at least twelve (12) months, have worked at least 1,250 hours in the twelve (12) months immediately preceding the requested leave, and are employed at a worksite where the District employs at least 50 employees within a 75-mile radius.

2. Employee Eligibility under RSA 189:73

Employees are eligible for family and medical leave under RSA 189:73 if they have been employed by the District for at least twelve (12) months and have worked at least 900 hours in the twelve (12) months immediately preceding the requested leave.

Employees who meet RSA 189:73's eligibility criteria will be provided with family and medical leave under the same terms and conditions as leave provided to employees for leave under the federal FMLA. As permitted by law, family and medical leave under RSA 189:73 will be used concurrently with leave provided under the federal FMLA.

3. FMLA Eligibility Periods

There are two types of eligibility periods under the federal FMLA as described below.

a. 12-Month Period for Birth, Adoption, or Foster Care; Serious Health Condition Purposes; Qualifying Exigency.

Eligible employees may use up to twelve (12) weeks of unpaid family and medical leave during a 12-month period for the following qualifying reasons:

1. Birth and care of the newborn child of the employee;
2. Placement with the employee of a child for adoption or foster care;
3. Care for an immediate family member (spouse, child, or parent) with a serious health condition;
4. Medical leave when the employee is unable to perform the essential functions of their job because of their own serious health condition; or
5. Qualifying exigencies leave for an employee whose spouse, child, or parent is a regular member of the Armed Forces on covered active duty deployed to a foreign country or a reserve member of the Armed Forces (including National Guard) on

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covered active duty deployed to a foreign country under a call or order to active duty in a contingency operation.

The 12-month period used to determine employee eligibility for family and medical leave for the purposes described above shall be a rolling twelve-month period measured backward from the date requested leave will be used (but not earlier than the effective date of the FMLA).

b. 12-Month Period for Military Caregiver Leave

Eligible employees may use up to 26 weeks of unpaid family and medical leave during a single 12-month period to care for a spouse, child, parent, or next of kin of an eligible service member or veteran with a serious injury or illness. The 12-month period for military caregiver leave is calculated separately from the 12-month period for family and medical leave taken for qualifying reasons (as outlined above in Section 3(a)). The 12-month period for military caregiver leave is calculated from the first day that the leave is taken for this purpose. Any military caregiver leave that is not taken within this specific 12-month period is forfeited.

The military caregiver 12-month leave period may overlap with the District's regularly designated family and medical leave period and, in certain circumstances, may impact the employee's eligibility to take family and medical leave for other qualifying reasons.

4. Limitations on FMLA Leave

Leave will be granted as required by the FMLA. Leave may be taken for childbirth, adoption, or foster care placement of a child only within twelve (12) months of that childbirth, adoption, or placement. Unless specifically permitted, FMLA leave for these purposes must be taken on a full-time basis. If both spouses are employed by the district, they are limited to a combined total of twelve (12) weeks of FMLA leave for childbirth, adoption, or foster care placement. Intermittent leave will be granted to the extent medically necessary and required by law.

5. Notice by Employee

Employees requesting leave shall provide at least 30 calendar days' notice to the District whenever the need for such leave is foreseeable. If the employee is unable to provide thirty (30) calendar days' notice for either foreseeable or unforeseeable leave, then the employee must provide such notice as is practicable. If the employee is requesting leave for a scheduled medical treatment with less than thirty (30) calendar days' notice, the employee shall provide such notice as is practicable or at least two (2) business days of when an employee knows of need for the leave.

When the district has reason to believe that an employee is or will be absent for an FMLA-qualifying purpose, the district may request the appropriate information from the employee to determine the employee's eligibility for family and medical leave.

An employee on FMLA leave must report to the district's business office every thirty (30) calendar days regarding the employee's status and intent to return to work upon conclusion of the leave.

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6. Coordination with Other Leave

When leave is taken that qualifies both as protected family and medical leave (under the FMLA and/or RSA 189:73) and as sick or personal leave under any employment contract, collective bargaining agreement, or district policy, the employee must use family and medical leave and the other type of leave concurrently.

7. Fitness for Duty Certificate

An employee on FMLA leave for their own serious health condition may be required to submit a fitness-for-duty certification from the employee's health care provider indicating the employee is able to return to work and perform all of the essential functions of the position.

8. Employment Benefits and Protection

Except as permitted by law, at the end of an authorized family and medical leave, an employee will be reinstated to their former position or to a position equivalent in pay, benefits, and other terms and conditions of employment.

At the election of the employee and at the employee's expense, 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 is otherwise provided to the employee. However, if the employee is financially unable to pay their 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 ensure 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.

Benefits will continue to accrue during the employee's family and medical leave.

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SECOND READING – NEW POLICY

EDUCATION OF CHILDREN IN FOSTER CARE

It is the Board's intent to remove barriers to the identification, enrollment and retention in school of children who are in foster care. All staff shall take reasonable steps to ensure that children in foster care are not segregated or stigmatized and that educational decisions are made in the best interests of those students.

A. Definition.

Under guidance issued jointly by the New Hampshire Department of Education (NHED) and the New Hampshire Department of Health and Human Services (NH DHHS), and for the purposes of this policy, “foster care” shall mean “24-hour substitute care for children placed away from their parents or guardians for whom the child welfare agency has placement and care responsibility. This includes children in foster family homes, shelters, relative foster homes, group homes and residential facilities, regardless of whether the foster care facility is licensed or whether payments are made by the state.” To the extent required under applicable law, a child in foster care under this policy also includes children whom an appropriate child welfare agency indicates are awaiting a foster care placement. (Note: children awaiting foster care may also qualify as homeless under policy JFABD)

The district shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed. The coordination requirements apply to both situations (i) when a student who is a resident of the district is placed in foster care in another district, or (ii) when a student residing in another district is placed foster care in a home within this district.

The Superintendent is responsible for providing any required assurances to applicable state and federal agencies that the district is complying with applicable requirements related to ensuring the educational stability of children in foster care; and for reasonably monitoring compliance with such assurances.

B. District Point of Contact with Child Welfare Agencies.

The Superintendent shall designate a staff member to serve as the district’s point of contact (the “Foster Care POC”) between the New Hampshire Division of Children, Youth and Families (“DCYF”), NHED, other districts, and other child welfare agencies. The main duty of the Foster Care POC is to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care, pursuant to applicable state and federal statutes, regulations and guidance. Additionally, the Foster Care POC shall work with the Superintendent or designee to monitor regulations and guidance related to this policy that may be issued by applicable state and federal agencies (e.g., DCYF, NHED, and the U.S. Department of Education).

The district shall provide training opportunities and other technical assistance to the

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Foster Care POC and other appropriate district staff regarding the district's obligations to students in foster care.

C. Best Interest Enrollment Determinations, Disputes and Enrollment.

Generally, a student in foster care will remain in their school of origin, unless there is a determination that it is not in the student's best interest. The Foster Care POC shall assist DCYF or any other child welfare agency to make a "best interest determination" education decision, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in their school of origin or to enroll in a new school. Unless local procedures are established in accordance with state and federal law, the district will use the model procedures prepared jointly by the NHED and DCYF.

If the determination is that the best interest of a child is not to remain in the school of origin, and instead be placed within a new school within this district, the child in foster care shall be immediately enrolled in the new school ("receiving school"), even if any documents or records otherwise required for enrollment are not immediately available.

If there are disputes regarding a determination regarding the best interest determination for a child in foster care, it is expected that DCYF and the separate school districts, both sending and receiving, will work collaboratively at the local level to resolve the issue. Should there be no resolution, RSA 193.12, V-b, requires the Department of Health and Human Services to request in writing that the two Superintendents involved resolve the dispute. If the residency dispute remains unresolved after 10 days after such request, the Department of Health and Human Services shall request that the Commissioner of the Department of Education determine the residence of the child for purposes of school enrollment.

If a school within the district is a receiving school, such receiving school shall accept the student's certified coursework as if it had been completed at the receiving school. To the extent such coursework is not aligned with the curriculum, the awarded credit may be elective, but it must be counted toward required credits for advancement or graduation.

D. Transportation.

When the district is notified that a student in foster care needs, or may need, transportation to a district school, the Foster Care POC will take steps to establish an individualized plan that addresses transportation to maintain the student in their school of origin will be arranged, provided and funded for the duration of time that the student in foster care is attending their school of origin.

In establishing such a plan, the Foster Care POC and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the district, acting in collaboration with DCYF and/or other departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. Out of district transportation of children in

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foster care shall be provided in accordance with DCYF's or other child welfare agency's authority to use child welfare funding for school of origin transportation.

If there are disputes regarding the provision or funding of transportation, the school district Foster Care POC and child welfare agency representative will contact their respective supervisor and superintendent to resolve the dispute. To the extent feasible and appropriate, the districts involved should ensure that a child remains in their school of origin while the disputes are being resolved to minimize disruptions and reduce school transitions.

*Policy Updates:
Adopted*

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SECOND READING – REVISED

STUDENT RECORDS AND ACCESS – FERPA

- A. **General Statement.** It is the policy of the School Board that all ~~school~~-district personnel will follow the procedures outlined herein as they pertain to the maintenance of student records. Furthermore, it is the policy of the School Board that all ~~school~~ district personnel will follow the provisions of the Family Educational Rights Privacy Act (FERPA) and its corresponding regulations.
- B. **“Education Record”.** For the purposes of this policy and in accordance with FERPA, the term “educational record” is defined as all records, files, documents, and other material containing information directly related to a student; and maintained by the ~~school~~-district; or by such other agents as may be acting for the ~~school~~-district. Such records include, but are not limited to, completed forms, printed documents, handwriting, videotape, audiotape, electronic or computer files, film, print, microfilm and/or microfiche. Educational records do not include records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
- C. **“Directory Information”.** For the purposes of this policy, and in accordance with the provisions of FERPA and New Hampshire RSA 189:1-e, the term “directory information” means:
- Students' name(s), address(es), telephone number(s), and dates of enrollment;
 - Parents'/guardians' name(s) and address(es);
 - Students' grade levels, enrollment status and dates of attendance;
 - Students' photographs;
 - Students' participation in recognized school activities and sports;
 - **Athletic team member w**~~Weight and height of members of athletic teams;~~
 - Post-high school plans; and
 - Students' diplomas, certificates, awards, and honors received.

Except for elements of a student's directory information which the student's parents/guardians or an eligible student has notified the district not to disclose, the district may release or disclose student directory information without prior consent of the student's parents/guardians/eligible students. Within the first three weeks of each school year, the district will provide notice to parents/guardians/eligible students of their rights under FERPA and that the district may publish directory information without their prior consent. Parents/guardians/eligible students will be given until the third Friday in September to notify the district in writing of any or all directory information items that they refuse to permit the district to release or disclose. Notice from a parent/guardian/eligible student that any or all directory information shall not be released will only be valid for that school year and must be re-issued each school year.

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

E. FERPA Definition of "Parent/Guardian". For the purposes of this policy, the term parent/guardian shall mean and include a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian, and all their plural or singular forms.

E.F. Annual Notification/Rights of Parents/Guardians and Eligible Students. Within the first three weeks of each school year the district will publish a notice to parents/guardians and eligible students of their rights under State and Federal law and this policy. The district will send a notice listing these rights home with each student. The notice will include:

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

F.G. Procedure To Inspect Education Records. Parents/guardians or eligible students may inspect and review that student’s education records. In some circumstances, it may be more convenient for the record custodian to provide copies of records.

Since a student’s records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student’s school, so that they may be inspected at one site. If parents/guardians and eligible students wish to inspect records where they are maintained, school principals will determine if a review at that site is reasonable.

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

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

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

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

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

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

If the principal believes that the record should not be changed, they shall:

- a. Provide the requester a copy of the questioned records at no cost;

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- b. Ask the parent/guardian/eligible student to initiate a written appeal of the denial of the request for the change, which will be forwarded to the Superintendent;
 - c. Forward the written appeal to the Superintendent; and
 - d. Inform the parents/guardians/eligible student that the appeal has been forwarded to the Superintendent for a decision.
2. Second-level Decision. If the parent/guardian/eligible student wishes to challenge the principal's decision to not change the student record, they may appeal the matter to the Superintendent. The parent/guardian/eligible student shall submit a written request to the principal asking that the matter be appealed to the Superintendent. The principal will forward the appeal to the Superintendent.

The Superintendent shall, within ten (10) business days after receiving the appeal:

- a. Review the request;
- b. Discuss the request with other school officials;
- c. Make a decision to make the requested correction to the educational record;
- d. Schedule a meeting with the parents/guardians/eligible student if the Superintendent believes such a meeting would be necessary; and
- e. Notify the parents/guardians/eligible student of the Superintendent's decision on their request to correct the student's educational record.

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

If the Superintendent determines the records will not be corrected, they will notify the parents/guardians/eligible student in writing of their decision. Such letter will also notify the parents/guardians/eligible student of their right to an appeal hearing before the School Board.

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

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

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

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

The School Board's decision will be final, **except as otherwise provided by law.**

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

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

- ~~1. **School Officials With a Legitimate Educational Interest.** School officials with a legitimate educational interest may access student records. "Legitimate educational interest" refers to school officials or employees who need to know information in a student's education record in order to perform the employee's employment responsibilities and duties.~~
1. **School officials with a legitimate educational interest.** A school official may only access student records when the school official has a legitimate educational interest.
 - a. **"School officials" means persons employed or used by the district to perform institutional services and functions, and includes such persons as teachers, instructional aides, administrators, including health or medical staff, school resource officers, and third parties such as contractors, attorneys, consultants. Such third-party school officials may access student records provided such persons are:**

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- i. Under the district's direct control with respect to the use and maintenance of education records; and
 - ii. Prohibited from disclosing the information to any other party without the prior written consent of the parent/eligible student, or as otherwise authorized by law.
 - b. "Legitimate educational interest" includes performing a task or engaging in an activity related to (i) one's regular duties or professional responsibilities, (ii) a student's education, (iii) the discipline of a student, (iv) a service to or benefit for a student, (v) measures to support student success, and (vi) the safety and security of the campus.
2. *Other schools into which a student is transferring or enrolling*, upon condition that the student's parents/guardians be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. This exception continues after the date that a student has transferred.
 3. *Officials for audit or evaluation purposes.*
 4. *Appropriate parties in connection with financial aid.*
 5. *Organizations conducting certain studies for, or on behalf of the school district.* Student records or student information will only be provided pursuant to this paragraph if the study is for the purpose of: developing, validating or administering predictive tests; administering student aid programs; or improving instruction. The recipient organization must agree to limit access to the information and to destroy the information when no longer needed for the purpose for which it is released. **Additionally, any such studies must comply with the provisions of Board policy ILD.**
 6. *Accrediting organizations.*
 7. *Judicial orders or lawfully issued subpoenas*, upon condition that parents/guardians and the student are notified of all such orders or subpoenas in advance of compliance therewith by the district, except when a parent/guardian is a party to a court proceeding involving child abuse or neglect or dependency. The principal shall consult with the Superintendent and legal counsel as needed to ensure compliance with the judicial order and applicable law.
 8. *Health and safety emergencies.*

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

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

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

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

The record includes:

1. The name of the person who or agency which made the request;
- ~~2. The interest which the person or agency has in the information;~~
- ~~3. The date on which the person or agency made the request;~~
- ~~4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made; and~~
5. In the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.
- 6. Whether the request was granted and, if it was, the date access was permitted, or the disclosure was made;**
- 7. The date on which the person or agency made the request; and**
- 8. The interest which the person or agency has in the information.**

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

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

Policy Updates:

Adopted – December 14, 2015

Revised – November 13, 2023

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SECOND READING – NEW POLICY

WEBSITE ACCESSIBILITY AND GRIEVANCE

The district is committed to ensuring accessibility of its website for students, parents/guardians, and members of the community with disabilities. All pages on the district website will conform to the W3C Web Accessibility Initiative (WAI) Web Content Accessibility Guidelines (WCAG) 2.1 Level AA success criteria and conformance requirements, as specified in the federal rule published in 89 FR 31320. If there are differences between WCAG and the federal rule, the standards in the federal rule prevail.

The Superintendent is directed to establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third-party vendors and open sources.

A. Website Accessibility.

With regard to the district website and any official district web presence which is developed by, maintained by, or offered through third party vendors and open sources, the district is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any district programs, services, and activities delivered online.

All existing web content produced by the district, and new, updated and existing web content provided by third-party developers, will conform to Web Content Accessibility Guidelines (WCAG) 2.1 Level AA conformance, or updated equivalents. This Regulation applies to all new, updated, and existing web pages, as well as all web content produced or updated by the district or provided by third-party developers.

B. Complaints and Grievances Concerning Accessibility of District Websites.

A student, parent/guardian, or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA), Section 504 or Title II related to the accessibility of any official district web presence that is developed by, maintained by, or offered through the district, third party vendors and/or open sources may complain directly to a school administrator, or the school or district webmaster. To best assure timely processing and resolution of any complaint/grievance under this policy, the initial complaint or grievance should be made using a Website Accessibility Complaint/Request Form to be created under the direction of the Superintendent.

The Website Accessibility Complaint/Request Form may be submitted in hard copy or

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via email to the district's "Website Accessibility Compliance Coordinator". The Board designates the Technology Director as the Website Accessibility Compliance Coordinator. Notwithstanding the above, however, a verbal complaint or grievance may be made. Any district employee who receives such a verbal complaint or grievance, is directed to immediately refer the matter to the Website Accessibility Compliance Coordinator, who shall take such steps as are necessary to reduce the Complaint/Grievance to writing.

C. Investigation and Resolution of Complaints and Grievances.

Whether or not a formal complaint or grievance is made, once the district has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information. The Complainant should not have to wait for the investigation of the complaint to be concluded before receiving the information that they were unsuccessful in accessing.

The formal ADA non-compliance complaint, and the Website Accessibility Complaint/Request Form should include the following:

- Name
- Address
- Date of the complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired
- Contact information in case more details are needed (email and phone number)

The complaint or grievance will be investigated by the Website Accessibility Compliance Coordinator, or another person designated by the Superintendent. The student, parent/guardian, or member of the public shall be contacted no later than five (5) working days following the date the Website Accessibility Compliance Coordinator receives the information.

The procedures to be followed are:

- An investigation of the complaint shall be completed within fifteen (15) working days. Extension of the timeline may only be approved by the Superintendent.
- The investigator shall prepare a written report of the findings and conclusions within five (5) working days of the completion of the investigation.
- The investigator shall contact the Complainant upon conclusion of the investigation to discuss the findings and conclusions and actions to be taken as a result of the investigation.

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- A record of each complaint and grievance made pursuant to Governing Board Policy KEE shall be maintained at the district office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

Policy Updates:

Adopted –



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

FISCAL YEAR 2026 BUDGET GOALS - DRAFT – October 29, 2024

“The reason that we pitch in to pay for public education is that all of us benefit when all children – not just our own kids – are well-schooled and can access the knowledge needed to make their way successfully through life, ultimately ensuring the prosperity and security of the larger society.” - Michael Petrilli and Devon Nir in “The ‘À la Carte Education’ Accountability Conundrum” in Education Gadfly, September 26, 2024.

The Fiscal Year 2026 budget goals for the Dover School District are established to guide the district's funding priorities. The order in which the goals are listed do not indicate their level of priority.

These goals align the Dover School District’s commitment to student learning and achievement, staff development, and operational excellence.



Core Academic Programming Supported by Professional Learning Communities: The Dover School District will ensure that all students achieve success in mastering essential standards by maintaining appropriate educator staffing levels, including learning specialists. This approach will optimize educational resources, maximize instructional time, support the achievement of academic goals, and foster ongoing teacher collaboration and professional development.



Continually Improve Staff and Student Well-Being and Mental Health: The Dover School District will prioritize the staffing and resources needed to provide comprehensive support services that promote the well-being and mental health of both students and staff. These services are essential for creating a safe, supportive learning environment where students can thrive academically, socially, and emotionally.



Provide Adequate Support Services: To ensure that educators can focus on delivering high-quality, responsive instruction tailored to student learning needs, the Dover School District will prioritize staffing and resourcing administrative support services. By adopting an agile approach, we will provide educators the flexibility to adapt to emerging student needs, enabling them to dedicate their time and expertise to fostering student engagement and achievement.



Invest in Professional Learning and Development: As a learning organization committed to continuous improvement, the Dover School District will allocate the necessary resources to support ongoing professional learning, development, and dedicated time for planning and interventions. This investment will enhance instructional practices and ensure that educators are equipped with the knowledge, skills, and time required to meet the evolving needs of our students effectively.



Maintain Safe and Inviting Facilities: The Dover School District will allocate the resources needed to maintain safe, clean, and welcoming school facilities that promote an optimal learning environment for both students and staff. Well-maintained infrastructure plays a vital role in supporting the well-being and success of the entire school community.

Short Goal Statements:

Core Academic Programming Supported by Professional Learning Communities: Ensure student success by maintaining educator staffing levels and fostering collaboration through professional learning communities.

Continually Improve Staff and Student Well-Being and Mental Health: Prioritize resources and staffing to provide comprehensive mental health and well-being support for students and staff.

Provide Adequate Support Services: Prioritize staffing and resourcing administrative support services to ensure educators can focus on delivering high-quality, responsive instruction that fosters student engagement and achievement.

Invest in Professional Learning and Development: Allocate resources for ongoing professional development, planning, and intervention to enhance instructional practices.

Maintain Safe and Inviting Facilities: Ensure resources for safe, clean, and welcoming school environments that support learning and well-being.

DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR

2025 – 2026 (DRAFT)

	M	T	W	TH	F
AUG/SEPT S = 21 T = 25	25	26	27	28	29
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

			1	2	3
OCTOBER S = 21 T = 22	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

	3	4	5	6	7
NOVEMBER S = 15 T = 16	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

	1	2	3	4	5
DECEMBER S = 16 T = 17	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

			1	2
JANUARY S = 18 T = 19	5	6	7	8
	12	13	14	15
	19	20	21	22
	26	27	28	29
				30

	M	T	W	TH	F
FEBRUARY S = 15 T = 15	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27

	2	3	4	5	6
MARCH S = 21 T = 22	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

			1	2	3
APRIL S = 18 T = 18	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

					1
MAY S = 18 T = 19	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

	1	2	3	4	5
JUNE S = 11 T = 11	8	9	10	11	12
	*15	**16	**17	**18	**19
	**22	23	24	25	26
	29	30			

S = Students In-Session: 174 Student Days. (180 days required for instruction, or equivalent number of hours, and an additional 5 days to make up for inclement weather.)
T = Teachers In-Session: 184 Teacher Days.

August 25 – August 28, 2025	Teacher Workshop
August 29 - September 1, 2025	Labor Day Recess
September 2, 2025	First Student Day
October 10, 2025	Teacher Workshop
October 13, 2025	Columbus Day
November 4, 2025	Teacher Workshop (Due to Municipal Elections) – Date is Tentative
November 11, 2025	Veterans' Day
November 26 – 28, 2025	Thanksgiving Recess
December 5, 2025	Teacher Workshop / K-8 Parent/Teacher Conferences / DHS Professional Development
December 24, 2025 – January 2, 2026	Holiday Recess
January 16, 2026	Teacher Workshop
January 19, 2026	Martin Luther King Jr. Civil Rights Day
February 23 - 27, 2026	Winter Recess (To include February 17 th Washington's Birthday) – Tentative
March 13, 2026	Teacher Workshop
April 27 – May 1, 2026	Spring Recess – Tentative
May 22, 2026	Teacher Workshop
May 25, 2026	Memorial Day
*June 15, 2026	Tentative - Last Student Day (half-day) and Last Teacher Day (full-day)
**	Make up Days for Inclement Weather