



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #2
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, February 10, 2025
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. Special Session, January 6, 2025
 - 2. Regular Meeting, January 13, 2025
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Fern Nault – Data Coordinator – Dover High School – Retirement (Estimated July 31, 2025)
 - b. Valerie West – Dean of Instruction – Dover High School – Resignation (January 31, 2025)
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DPA Nominations
 - b. Non-Union Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** February Donations
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:**
 - 1. BBBF: Student Board Members – Revised Policy – First Reading
 - 2. EBCA: Crisis Prevention and Emergency Response Plans – Revised Policy – First Reading
 - 3. EH: Public Access to School District Records – Revised Policy – First Reading
 - 4. EH-R: Administrative Procedures for Public Access to District Records “Right to Know Requests” – Revised Policy – First Reading
 - 5. EH-F1: Waiver of Electronic Communication Record Charge Form (“Right to Know Requests”) – New Policy – First Reading
 - 6. IC: School Year and School Year Calendar – Revised Policy – First Reading
 - 7. IGE: Parental Objections to Specific Course Material – Revised Policy – First Reading
 - 8. IHAM: Health Education and Exemption From Instruction – Revised Policy – First Reading
 - 9. JLCJA: Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Revised Policy – First Reading
 - 10. JLF: Reporting Suspected Child Abuse or Neglect – Revised Policy – First Reading



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11. JLP: Parental Notification of and Involvement in Student Welfare – New Policy – First Reading

L. POLICY ADOPTION:

1. EBCH: Chemical Safety and Chemical Hygiene Plan - New Policy - Second Reading
2. IKF: High School Graduation Requirements - Revised Policy - Second Reading
3. JJIB: Interscholastic Athletics - Revised Policy - Second Reading
4. JLCA: Physical Examinations of Students - New Policy - Second Reading
5. JLCA-R: Family Physician's Report of Physical Examination - New Policy - Second Reading
6. JLCEA: Use of Automated External Defibrillator(s) - Revised Policy - Second Reading

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. Job Description Revision – Family Outreach Coordinator – Social Worker

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, February 10, 2025

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. Special Session, January 6, 2025
2. Regular Meeting, January 13, 2025

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Fern Nault – Data Coordinator – Dover High School – Retirement (Estimated July 31, 2025)
 - b. Valerie West – Dean of Instruction – Dover High School – Resignation (January 31, 2025)
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
 - a. DPA Nominations
 - b. Non-Union Nomination
6. **Extended Travel (Student Trips):** None
7. **Donations:** February Donations

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 policies. First Reading is an opportunity for the Board to provide feedback.

1. **BBBF - Student Board Members – Revised Policy – First Reading:** Revised in response to HB1235 which repealed the requirement formerly found in RSA 194:23-f that student board members attend "all" school board meetings. Also added a parenthetical to paragraph D.1 explaining what "confidential" means as used in 194:23-f, IV(a).
2. **EBCA - Crisis Prevention and Emergency Response Plans – Revised Policy – First Reading:** Revised to include reference to new chemical safety and chemical hygiene sample policy EBCH.
3. **EH: Public Access to School District Records – Revised Policy – First Reading:** September 2024, revisions generally intended to reflect that EH-R should now require Board approval as a "procedural policy" due to contemporaneous revisions to EH-R in response to 2024 amendments to 91-A:4 relative to fees for electronic communications.
4. **EH-R: Administrative Procedures for Public Access to District Records "Right to Know Requests" – Revised Policy – First Reading:** The catalyst for the revision is passage of HB1002 (amending RSA 91-A:4). **See Endnote #1 for further information on the amendment.** However, the revisions to this sample also include re-formatting and re-arranging for flow, addition of captions and other edits, in addition to revisions responsive to HB1002, which (a) puts into law the long recommended practice of contacting a requester to try and simplify

complicated or overly-broad requests, (b) allows additional charges for certain requests that result in extensive electronic communications - subject to certain exceptions, and (c) requires an estimation of costs to be made at the same time as the initial response to a request if the request will not be satisfied within the allotted 5 days, the appropriateness of allowing public bodies to charge for electronic communication records and requiring fee waivers in case of the requestor's financial hardship.

5. **EH-F1: Public Access to School District Records – Request for Waiver of Electronic Communication Record Charge – New Policy – First Reading:** This new form is only relevant if the Board chooses to adopt optional section 8 of EH-R(1) as described in the note above for that sample procedural policy. The form is described in paragraph 8.c of sample EH-R(1).
6. **IC: School Year and School Year Calendar – Revised Policy – First Reading:** Revised to include reference to the requirement under newly enacted RSA 288:4, III, that schools use the state designated names for certain holidays and changed the reference from "vocational schools" to CTE centers.
7. **IGE: Parental Objections to Specific Course Material – Revised Policy – First Reading:** Revised to reflect updates to NH RSA 186:11, IX-c due to HB1312.
8. **IHAM: Health Education and Exemption From Instruction – Revised Policy – First Reading:** Revised to reflect updates to 186:11, IX-c due to HB1312 regarding curricula requiring parental notification.
9. **JLCJA: Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Revised Policy – First Reading:** Revised to reflect passage of SB379 which, in part, amended RSA 200:40-c, adding a requirement that sports injury plans include a requirement that all school sponsored sports activities for any of grades 6-12 be supervised by a person trained in CPR. The amended statute also includes requirements that for schools which have AEDs, the AED's will be maintained per the manufacturer's instructions, and that at least one AED be readily accessible. Finally, references to footnotes have been changed to endnotes.
10. **JLF: Reporting Suspected Child Abuse or Neglect – Revised Policy – First Reading:** Sample JLF was revised after consultation with representatives of DCYF and the Granite State Children's Alliance: to improve reporting and record requirements; to provide a mandate for annual training as now required by RSA 189:13-a, XII and sample policy GBCE; and to reflect new sample reporting form JLCF-F(1).
11. **JLP: Parental Notification of and Involvement in Student Welfare – New Policy – First Reading:** This new sample policy was created in response to passing of HB 1312, which, among other things, created new paragraph IX-e RSA 186:11, and requires a policy relating to disclosure/disclosure to parents of information concerning a student's mental, emotional or physical health.

L. POLICY ADOPTION:

Superintendent's Comment: I recommend the Board adopt the following policies.

1. **EBCH – Chemical Safety and Chemical Hygiene Plan – New Policy - Second Reading:** NHSBA created this policy (a) to satisfy a requirement in NH Ed 320.02(b)(3) that districts have a policy to minimize the use of toxic chemicals, and provisions prohibiting employees from bringing their own cleaning products or pesticides into school buildings, and (b) to include information regarding the requirement under Ed 320.02(b)(8) that districts create a chemical hygiene plan with elements as described in that section of Ed 320.02.
2. **IKF - High School Graduation Requirements – Revised Policy – Second Reading:** Revised to reflect HB1066, which amended RSA 193:26-a to remove the 2021 requirement that students complete a FAFSA as a graduation requirement. RSA 193:26-a, now only requires school districts to provide information to students eligible for graduation as to how to obtain and properly complete the free FAFSA application. Revision also included placing the early graduation language into a separate section.
3. **JJIB – Interscholastic Athletics: Revised Policy – Second Reading:** Replaced in its entirety and retitled to expand beyond simply discussing interscholastic teams, and to improve connectivity with other NHSBA samples (e.g., JJA, JJIC, JJJ, etc.). As most districts or schools have different or additional district or school policies, procedures or handbooks regulating participation in athletics, extra care should be taken to ensure that the suggested revisions in this sample are consistent with those policies/procedures.

4. **JLCA: Physical Examinations of Students – New Policy – Second Reading:** Outlines the district's requirements for student physical examinations to ensure the health and safety of all students and it mandates when children need to provide written evidence of a complete physical examination. Students with health concerns may be referred for further evaluation, and physical examinations are required annually for participation in school athletic teams. The policy also ensures parental notification and opt-out options for non-emergency exams performed using federal funds, in compliance with state and federal regulations.
5. **JLCA-R: Family Physician's Report of Physical Examination – New Policy – Second Reading:** This policy is the medical form to be used that complies with Policy JLCA.
6. **JLCEA – Use of Automated External Defibrillator(s) – Revised Policy – Second Reading:** This policy was reclassified as "Priority/Required", and revised in response to passage of SB379, which, among other things, amended provision in RSA 200:40-c relating to location and maintenance of AEDs (the required maintenance provision was already in paragraph 3 of the earlier version of KFD).

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. **Job Description Revision – Family Outreach Coordinator – Social Worker:** Revisions have been made to the job description. The Co-CIA Directors will be available to answer any questions.

SUPERINTENDENT'S REPORT:

Summary of key activities and events that transpired during January 2025.

WEEK OF JANUARY 6: The SAU Directors and Cabinet meetings focused on updates, coordination, and action items, while the School Board's Special Session adopted the FY26 budget. The Leadership Team Meeting addressed topics such as budget preparation, supervision and evaluation, and updates on tools and websites. I presented the Working Genius at the DMHA Full Community Meeting and participated in the DMHA Steering Committee for planning efforts. A review of the equity hiring toolkit was conducted with district leaders, and the Professional Development Committee discussed improving practices, monitoring effectiveness, and updates to the Master Plan. I attended the Southeasters meeting and met with Josh Wyatt to review recommended policy changes. Additional activities included monthly updates with key staff, dean check-ins, and school visits across the district.

WEEK OF JANUARY 13: The SAU Directors Meeting covered topics such as the March 14 Professional Development Day, 2025-26 Open House schedule, Panorama Survey feedback, and the PowerSchool breach. The weekly SAU Cabinet and School Board meetings focused on updates and coordination. The Leadership Team Meeting explored Continuous Improvement processes, while the Elementary Principal Learning Guidance Team collaborated on supporting elementary education. Meetings with Maggie Fogarty addressed support for immigrant families, and the monthly SEED meeting highlighted the organization's growing support for innovative educator ideas. The Full-Leadership Team assessed the Guiding Coalition's progress, and the Strafford Learning Center and YMCA Advisory Board meetings provided updates on programs and operations. Other activities included check-ins with deans and staff, and attending events such as the WPS CLIF Family Literacy Night, DMS Fifth Grade Band and Chorus Concert, and recognition of the DHS Marching Band and Spirit Team by the City Council.

WEEK OF JANUARY 20: Monday was observed as Martin Luther King Day with no school. I attended NHED updates for educational leaders and facilitated a high school discipline hearing. Meetings included updates with the Board Chair and Vice Chair, a Policy Review Committee session to prepare policies for the February 10 Board Meeting, and the Educational Council's initial review of staff survey results. The JBC discussed proposals for the DHS Athletic Complex,

and the Equity Vision Keepers Committee held its first meeting, with 16 members reviewing progress. The NHLI MTSS Council focused on leadership structure and communication, while a meeting with Mark Fougere explored a potential new real estate development. Additional activities included check-ins with deans, monthly conferences, and attending fourth-grade choral concerts at FGH, WPS, and GES, where students displayed great enthusiasm. Dover High School held its second annual Reset Day, and school visits included Garrison, Woodman Park, Dover Middle, and Dover High School.

WEEK OF JANUARY 27: The weekly SAU Cabinet meeting with Christine Boston and Michael Limanni was held, and a DLT Leadership meeting focused on improving the Supervision and Evaluation Model. I also met with a team to review the draft of SMART Goals for the Strategic Plan, aimed for a presentation to the Board in March, covering a five-year period starting with 2025-2026. Additionally, I met with Christine Boston and Kiley Hemphill to discuss potential immigration issues, and we had a two-hour school delay on January 29 due to snow. The Curriculum Advisory Council held its monthly meeting, addressing various curriculum topics, and I also visited all schools.

PRINCIPALS REPORT

Initiatives and Special Projects

Dover High School: At Dover High School, Student Services students and mentors are running a coffee service. The equipment for this program was provided by a SEED grant. This program is designed to help students develop skills that transfer to the workplace and allow them to pursue employment opportunities. It allows students to develop skills in the areas of planning, writing, mathematics, and interpersonal communication.

The Dover Regional Career Technical Center is currently conducting its Comprehensive Needs Assessment (CNA), a report required every four years to evaluate and enhance its CTE programs. The CNA report examines several key areas, including program performance, labor market alignment, equity and access, stakeholder input, and program improvements. The assessment reviews student outcomes such as graduation rates, credential attainment, and post-secondary placements to measure program effectiveness. Additionally, it analyzes regional labor market data to ensure CTE offerings align with workforce demands, helping students prepare for in-demand careers.

A significant focus of the CNA is evaluating equity and access to ensure all student populations have opportunities for success in CTE programs. The assessment also incorporates feedback from stakeholders — students, parents, educators, industry partners, and community members — to gauge the relevance and impact of current offerings. Based on these findings, the report will outline recommendations for program enhancements, addressing any gaps and expanding opportunities for students. This comprehensive evaluation will help shape the future direction of CTE at Dover, ensuring that programs remain responsive to student needs and industry expectations.

Dover Middle School: A project that the students are working on right now is re-assembling our time capsule to be opened in 2050. We opened the one constructed in 1999 last Friday and saw all the components the first students to inhabit the building left for us. This led to great conversation and the students are going to refill the time capsule and we will seal it behind the wall again-- to be opened in another 25 years. One important piece we learned is that we should tag each item with why it was selected. Some of the items were labeled and it was helpful to learn about why it was selected. Others were left to our best guess! Each homeroom will be working together to select objects, and we will seal it back up before February break.

Frances G. Hopkins Elementary School at Horne Street: Frances G. Hopkins Elementary School has begun to implement the Multi-Tiered Systems of Support (MTSS) for academics and behavior. In addition to onboarding the new ELA curriculum Amplify CKLA, our MTSS Building Coordinator has been working with grade level Professional Learning Communities, using collective efficacy to meet the learning needs of all students at the grade level. We are learning to administer and use the data gained from the DIBELS assessments to target specific skill needs for students. This approach is already leading to early student growth in both DIBELS and STAR assessments. We will continue to develop and refine as we work with both the assessment and system.

To support students with behavior, academics, socio-emotional and health needs, our Site Intervention Team (SIT) meets weekly to review student progress, data, and plans. The team works to address both individual student needs

and identify trends to address grade level or schoolwide needs and makes recommendations to the Guiding Coalition. The Guiding Coalition then takes action on community needs such as adjusting SSIS (Social Skills Intervention Systems) or moving school resources.

Garrison Elementary School: Garrison's Guiding Coalition is continuing our work with learning and implementing the RTI @ Work model. The team is meeting twice per month and tackling a few different tasks currently. The team has been working on our book study of Taking Action and using that book study to run our staff meetings. Our guiding coalition has been working with all staff to increase our knowledge of the system and to work to find what areas are most in need of learning and work here at GES. Our next meeting will be to examine our winter benchmark screening from mClass and STAR. Preliminary views show that our students have made growth since the fall, and we will dig deeper into that information.

Woodman Park School: For the 2024-2025 school year, in addition to K-4 grade levels implementing Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS) for academics and behavior, intervention/enrichment times during whole grade level 'Learning Academies', and a new Language Arts curriculum (Amplify CKLA), they have been utilizing the newest edition of the mathematical program of Bridges. Elementary Instructional Coach Chera Alibrandi has been training the Woodman Park School K-4 grade level teachers during monthly staff meetings, in small groups, and individually with the newest components of Bridges. She has highlighted the differences between the former and new edition while reinforcing key program components. Chera has helped the teachers unpack the various Bridges assessments in use, analysis, and determining student growth and has demonstrated how to modify the Bridges curriculum to enhance Tier II instruction and the workshop/centers model for deeper mathematical understanding. The teachers have greatly enjoyed working with Chera in enhancing their mathematical practices.

Dover Adult Learning Center: Digital Resilience for the American Workforce (DRAW)

Michelle Lebs, DALC's Digital Literacy Teacher & Technology Integrator has been selected to lead a team to participate in the next cohort of DRAW. DRAW is a national training offered by OCTAE (Office of Career, Technical and Adult Education) and designed to strengthen digital resilience and workforce readiness in adult education. By participating in this initiative, we aim to address critical digital skill gaps among adult learners and gain tools, resources, and training to foster digital resilience and advance workforce development.

DRAW runs from January to June 2025. By the end of the DRAW training, participants will be able to:

- Distinguish between digital literacy, digital skills, and digital resilience.
- Strategize to support learners' development of digital resilience.
- Develop and carry out an individualized professional learning plan that makes use of DRAW resources.
- Design and deliver lesson plans that effectively integrate digital literacy and digital resilience into instruction.

The DALC team will interact with colleagues around the country and receive:

- Statewide peer learning
- Cross- state peer learning
- Support for professional development (PD) and program leads

Teaching the Skills that Matter (TSTM)

TSTM is a research-based training from OCTAE that is conducted on a nation scale. Donna Vittands, DALC High School Equivalency Teacher applied and was accepted. This one comes with a 3-day training in Washington DC for Donna! It requires the support of the program's director, so she and Executive Director, Deanna Strand attended a kick off meeting on January 16, 2025.

The TSTM project is designed to provide training and technical assistance to teachers in adult basic skills education classes, targeting skills that matter in the areas of civics education, digital literacy, financial literacy, health literacy, and workforce preparation, with approaches that work.

TSTM focuses on developing nine central skills:

- Adaptability and willingness to learn
- Communication
- Critical thinking
- Interpersonal skills
- Navigating systems
- Problem solving
- Processing and analyzing information
- Respecting difference and diversity
- Self-awareness

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

TO: DOVER SCHOOL BOARD

DATE: February 10, 2025

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
Perron, Alanna	Paraprofessional	Dover High School	Michael Miller	\$16.09	G2, Step 1
Soris, Barbara	Paraprofessional	Woodman Park School	Vanessa Calabrese	\$29.21	G4, Step 7

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

TO: **DOVER SCHOOL BOARD**

DATE: February 10, 2025

MEMORANDUM: Nomination and Election of Non-Union Employees

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

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Eichelberger, Yvette	Noon Aide	Woodman Park School	Laura Blagovich	\$12/hr	

Donation Request List for Approval
February 10, 2025 - School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
DHS CTC	Sam Shearer	\$2,900	2010 Volkswagen Routan	To support the Automotive Technology program.

Dover School District Monthly Financial Report

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

FROM: Michael Limanni, CFO

DATE: February 10, 2025

RE: Condition of *School* Accounts

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

Business Office Update:

City Council is scheduled to begin public deliberations on the FY2026 budget starting February 12th.

General Fund Expense Highlights:

Little has changed since the December report with specialized transportation, homeless transportation, and severances being the lead items exceeding the budget. In the next two months, we will begin making budget transfers to cover these overages from areas of savings in our wage and benefit lines.

Account 2700, SUPPORT SERVICES – Student Transportation, remains a significant budget overage with out of district SPED transportation exceeding the \$2.275M budget by \$265,998 and homeless transportation exceeding the \$88,400 budget by \$425,979. These losses are partially offset by low fill rates for substitute coverage, and District vacancies reflected in the 1100 and 1200 function codes.

Account 2900, SUPPORT SERVICES – Other, reflects a budget overage from the payout of severances due to staff resignations over the summer months. This number is expected to rise over the next couple of months as we settle a pair of late resignations.

DOVER SCHOOL DISTRICT
Condition of Accounts - January 2025

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 27,064,936	\$ 12,338,428	\$ 14,726,509	\$ 13,502,505	\$ 1,224,003
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,042,845	\$ 10,065,716	\$ 10,977,129	\$ 9,151,122	\$ 1,826,007
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,050,303	\$ 1,455,165	\$ 1,595,138	\$ 1,477,372	\$ 117,766
1400	OTHER EDUCATIONAL PROGRAMS	\$ 781,967	\$ 355,643	\$ 426,324	\$ 332,752	\$ 93,572
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 276,853	\$ 162,594	\$ 114,260	\$ 109,725	\$ 4,535
2100	SUPPORT SERVICES - Students	\$ 5,725,471	\$ 2,656,068	\$ 3,069,403	\$ 2,840,678	\$ 228,725
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,138,542	\$ 1,020,856	\$ 1,117,686	\$ 823,194	\$ 294,492
2300	SUPPORT SERVICES - General Admin.	\$ 1,866,113	\$ 1,120,782	\$ 745,331	\$ 650,094	\$ 95,237
2400	SUPPORT SERVICES - School Admin.	\$ 3,526,520	\$ 2,071,721	\$ 1,454,799	\$ 1,451,250	\$ 3,550
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,735,309	\$ 3,752,126	\$ 1,983,183	\$ 1,959,990	\$ 23,194
2700	SUPPORT SERVICES - Student Transportation	\$ 5,062,156	\$ 2,531,729	\$ 2,530,427	\$ 3,237,063	\$ (706,637)
2800	SUPPORT SERVICES - Centralized Services	\$ 2,082,365	\$ 1,429,092	\$ 653,273	\$ 441,486	\$ 211,787
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ 199,899	\$ (167,604)	\$ 8,072	\$ (175,676)
5200	FUND TRANSFERS OUT	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000
6900	SCHOOL DEBT - Principal & Interest	\$ 6,222,124	\$ 1,746,969	\$ 4,475,155	\$ 4,474,386	\$ 770
TOTAL GENERAL FUND EXPENDITURES:		\$ 84,642,799	\$ 40,906,786	\$ 43,736,013	\$ 40,459,688	\$ 3,276,324
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,784,697	\$ 1,033,477	\$ 751,220	\$ 805,079	\$ (53,860)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 11,929,207	\$ 5,066,777	\$ 6,862,430	\$ 1,122,310	\$ 5,740,120
Summarized Condition of District Expenditures:		\$ 98,356,703	\$ 47,007,041	\$ 51,349,663	\$ 42,387,078	\$ 8,962,585

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Est. Remaining	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ 11,808	\$ (11,808)	\$ -	\$ (11,808)
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 86,962	\$ 29,988	\$ 56,974	\$ -	\$ 56,974
01321.3390	TUITION - BARRINGTON	\$ 3,223,640	\$ 756,484	\$ 2,467,156	\$ -	\$ 2,467,156
01321.3390	TUITION - NOTTINGHAM	\$ 1,750,071	\$ 633,130	\$ 1,116,941	\$ -	\$ 1,116,941
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 8,000	\$ 4,680	\$ 3,320	\$ -	\$ 3,320
01321.3390	TUITION - BELLAMY ACADEMY	\$ 410,970	\$ 177,761	\$ 233,209	\$ -	\$ 233,209
01322.3390	TUITION - SPED AIDES	\$ 366,365	\$ 131,574	\$ 234,791	\$ -	\$ 234,791
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 178,019	\$ -	\$ 178,019	\$ -	\$ 178,019
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ 55,000
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 11,635	\$ 18,365	\$ -	\$ 18,365
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 51,660	\$ 52,340	\$ -	\$ 52,340
01980.3599	MISC REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -
01990.3599	OTHER LOCAL REVENUE DW	\$ 10,000	\$ 10	\$ 9,990	\$ -	\$ 9,990
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 11,408,214	\$ 4,563,286	\$ 6,844,928	\$ -	\$ 6,844,928
03210.3700	SCHOOL BUILDING AID	\$ 383,462	\$ 191,731	\$ 191,731	\$ -	\$ 191,731
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,535,212	\$ -	\$ 1,535,212	\$ -	\$ 1,535,212
03241.3700	CTE TUITION AID	\$ 431,092	\$ 465,151	\$ (34,059)	\$ -	\$ (34,059)
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ 2,133	\$ 867	\$ -	\$ 867
03290.3700	OTHER RESTRICTED STATE AID	\$ 23,303	\$ 50,038	\$ (26,735)	\$ -	\$ (26,735)
04210.3599	INDIRECT COST ALLOCATION	\$ 171,000	\$ 146,572	\$ 24,428	\$ -	\$ 24,428
04220.3599	ABE ALLOCATION	\$ 43,000	\$ -	\$ 43,000	\$ -	\$ 43,000
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 52,403	\$ 147,597	\$ -	\$ 147,597
05251.3918	FUND TRANSFERS IN	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ 250,000
TOTAL GENERAL FUND REVENUE:		\$ 20,671,310	\$ 7,280,043	\$ 13,391,267	\$ -	\$ 13,391,267
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,784,697	\$ 596,871	\$ 1,187,826	\$ -	\$ 1,187,826
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 11,897,605	\$ 4,902,535	\$ 6,995,070	\$ -	\$ 6,995,070
Summarized Condition of District Revenue:		\$ 34,353,612	\$ 12,779,450	\$ 21,574,163	\$ -	\$ 21,574,163

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,671,310	\$ 7,280,043
State Wide Property Tax:	\$ 6,937,255	\$ 7,120,667
Local Property Tax:	\$ 57,034,234	\$ 51,759,299
*TOTAL GF Revenue:	\$ 84,642,799	\$ 66,160,009
TOTAL GF Expenditure:	\$ (84,642,799)	\$ (81,366,475)
Ending GF Fund Balance:	\$ 0	\$ (15,206,466)
TOTAL FS Revenue:	\$ 1,784,697	\$ 596,871
TOTAL FS Expenditures:	\$ (1,784,697)	\$ (1,838,557)
Ending FS Fund Balance:	\$ -	\$ (1,241,685)
TOTAL Other SR Fund Revenue:	\$ 11,897,605	\$ 4,902,535
TOTAL Other SR Fund Expenditures:	\$ (11,929,207)	\$ (6,189,087)
Ending Grant Fund Balance:	\$ (31,602)	\$ (1,286,552)

DOVER SCHOOL DISTRICT	POLICY CODE: BBBF
DATE OF ADOPTION: FEBRUARY 12, 2024	Page 1 of 2

FIRST READING - REVISED

STUDENT SCHOOL BOARD MEMBERS

A. General Policy.

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

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

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

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

~~Eligible student members must be entering the tenth, eleventh, or twelfth grade.~~ Student-members will be chosen by a majority vote of the high school student body under procedures for nomination and election established by the student government of the high school, ~~and in accordance with RSA 194:23-f.~~

C. Responsibilities of Student Government.

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

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

D. Student-Member Expectations.

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

1. Attend all School Board meetings except when there are discussions and procedures involving subjects which are confidential under RSA 91-A (i.e., non-public sessions held in accordance with 91-A:2 and 3);
2. Represent all high school students within the District;
3. Present to the School Board specific proposals and ideas from the high school student body, and when appropriate, place proposals on the School Board agenda in accordance with Board procedures;
4. Serve as a liaison between students and the principal, other faculty, student government advisors, appropriate outside agencies, District staff, and the Board;
5. Keep the student body informed of Board business and actions;

DOVER SCHOOL DISTRICT	POLICY CODE: BBBF
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6. Comply with all Board policies relative to students and Board members, when applicable, and;
7. **To the best of their ability, attend New Hampshire School Boards Association training sessions relative to Student-members.**

E. Oversight.

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

Policy History

Policy Adopted: December 12, 2022

Revised: February 12, 2024

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

FIRST READING - REVISED

CRISIS PREVENTION AND EMERGENCY RESPONSE PLANS

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

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

Each Emergency Operations Plan will address hazards as including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities.

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

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

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

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

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

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

In order to avoid plan/policy conflicts, the District's Crisis Plan will reference applicable sections of other pertinent plans rather than restate (e.g., crisis communications should be addressed in the District Communication Plan, EG, emergencies relating to hazardous chemicals use should be addressed in the Chemical Hygiene Plan, EBCH).

- C. Coordination.**

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

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

Policy History:

Policy Adopted: February 11, 2019

Policy Updated: April 13, 2020

Policy Updated: November 8, 2021

Policy Updated: December 12, 2022

DOVER SCHOOL DISTRICT	POLICY CODE: EH
DATE OF ADOPTION: FEBRUARY 10, 2020	PAGE 1 OF 1

FIRST READING - REVISED

PUBLIC ACCESS TO SCHOOL DISTRICT RECORDS

The Superintendent is hereby designated the custodian of all "District records", which term shall have the same meaning as "governmental records" as that term is defined in the state's Right to Know law, RSA 91-A:1-a. Without limiting that meaning, District records shall include Board or Board committee minutes, documents, writings, letters, memoranda, e-mails, images, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.).

The Board has adopted procedural policy EH-R, to serve as the minimum requirements for procedures governing all requests by the public to inspect or obtain copies of school district records (i.e., "governmental records") and the District's responses to those requests. The Superintendent shall ~~should~~ develop additional written administrative procedures to ensure appropriate implementation of this policy and procedural policy EH-R. ~~concerning all requests by the public to inspect or obtain copies of school district records (i.e., "governmental records").~~ The Such administrative procedures shall conform in all respects to the Right to Know law. The written procedures should contain provisions clearly indicating personnel responsible for processing any request for District records, ~~as well as the cost for providing requested copies. No fee or expense shall be charged other than as allowed under RSA 91-A:4.~~

The Superintendent shall review such procedures annually and make such changes as are required as a result of legislative changes to the Right to Know or other applicable law or regulations, or as they may deem appropriate. Any changes to the written procedures should be provided to all appropriate personnel and to the School Board.

All District records shall be retained, deleted or destroyed in accordance with Board policy EHB, and Administrative Procedures EHB-R. Minutes of School Board meetings, and materials used to prepare the same, shall also be made available in accordance with Board policy BEDG.

The Superintendent or designee is authorized to contact the District's attorney for any matter related to requests for public records and/or the development of the written procedures required under this policy.

Policy Adoption: February 10, 2020

DOVER SCHOOL DISTRICT	POLICY CODE: EH-R
DATE OF ADOPTION: FEBRUARY 10, 2020	PAGE 1 OF 5

FIRST READING - REVISED

ADMINISTRATIVE PROCEDURES FOR PUBLIC ACCESS TO SCHOOL DISTRICT RECORDS PROCEDURES FOR PUBLIC ACCESS TO DISTRICT RECORDS "RIGHT TO KNOW REQUESTS"

- ~~1. These procedures will apply to all requests to inspect or obtain copies of "District records", which term shall have the same meaning as "governmental records" as that term is defined in the state's Right to Know law, RSA 91-A:1-a. Without limiting that meaning, District records shall include board or board committee minutes, and any other documents, writings, letters, memoranda, e-mails, images, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.).~~
- ~~2. All requests for access to or copies of District records should be made through the SAU office. Any board member or staff member who receives a request from a member of the public to see, receive or otherwise inspect any District record(s) ("Right to Know request") should immediately communicate that request to the SAU office.~~
- ~~3. Individuals making Right to Know requests are encouraged to discuss their requests with the school administration to insure the request is stated in a manner that will focus on the records desired and avoid being unnecessarily overbroad. Carefully tailored requests often can be fulfilled more promptly and help avoid resources being expended to retrieve and prepare material which exceeds what is actually being sought. Members of the public are encouraged to make their requests in writing and to include a specific description of the desired record(s). Right to Know requests for District records will not be denied if such request is not in writing. If the person making the request refuses to put the request in writing, the staff member receiving the request shall put the request in writing and shall provide the person with a copy.~~
- ~~4. Records requested under the Right to Know law which are not exempt under RSA 91-A:5 (or otherwise) will be made available immediately when such records are so available for such release. If such records are not immediately available, if a determination needs to be made if such records exist, or if a determination needs to be made whether such records are exempt from public disclosure, the Superintendent will, within five (5) business days of the request, respond to the requestor, in writing, acknowledging receipt of the request and providing a statement of the time reasonably necessary to determine whether the request shall be granted or denied. The Superintendent or designee may contact the person making the request if the request is unclear or will be time consuming or onerous to fulfill to determine if the person will clarify the request or agree to narrow the request. Any clarification or narrowing of the request shall be documented in writing and a copy of the re-formed request provided to the person making the request.~~
- ~~5. Records will be reviewed in their entirety by either the Superintendent or his/her designee before they are released in order to ensure that no confidential or exempted information is disclosed. District legal counsel may be consulted as necessary.~~

DOVER SCHOOL DISTRICT	POLICY CODE: EH-R
DATE OF ADOPTION: FEBRUARY 10, 2020	PAGE 2 OF 5

- ~~6. Records exempted from disclosure by RSA 91-A:5 or other law will not be disclosed. If a member of the public requests records that are determined to be exempt from disclosure under RSA 91-A:5 or other law, the Superintendent will respond to the requestor, in writing, including a statement of the specific exemption authorizing the withholding, and a brief explanation of how the exemption applies to the record(s) withheld.~~
- ~~7. The School District will charge a fee of per page for copying/photocopies of records when the person requests a paper copy. No cost or fee shall be charged for the inspection or delivery, without copying of records, whether in paper, electronic, or other form.~~
- ~~8. Electronic records may be provided via e-mail or on a portable storage device (thumb drive), if the requestor so requests and if such records can practically be delivered electronically. To protect the integrity of the District's computer system, a thumb drive for this purpose must either be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District.~~
- ~~9. All District records shall be retained, deleted or destroyed in accordance with Board policy EHB and administrative procedure EHB-R. Minutes of school board meetings shall also be made available in accordance with Board policy BEDG.~~

This procedural policy applies to all requests to inspect or obtain copies of "District records", which term shall have the same meaning as "governmental records" as that term is defined in the state's Right to Know law, RSA 91-A:1-a. Without limiting that meaning, District records shall include Board or Board Committee minutes, and any other documents, writings, letters, memoranda, e-mails, images, digital communications, or other information of any kind kept or maintained by the District in any physical form (written, visual, electronic, digital, etc.). The Superintendent is authorized to issue and enforce additional procedures as the Superintendent deems appropriate.

- 1. Board and Staff Member Responsibilities. All requests for access to or copies of District records should be made through the Superintendent's office. Any Board member or staff member who receives a request from a member of the public to see, receive or otherwise inspect any District record(s) ("Right to Know Request") should immediately communicate that request to the Superintendent for processing under policy EH and these procedures.**
- 2. Written Requests Encouraged. To help ensure common understanding between the requester and the staff responsible for responding to a request, persons making requests for records are strongly encouraged to submit their requests in writing and include a specific description of the desired record(s). A written request can greatly assist in minimizing confusion or misunderstanding exactly what is being requested.**

However, although written requests are preferred, a request will not be denied simply because it is not in writing. If the person making the request is unwilling or unable to put the request in writing, the staff member receiving the request shall reduce the request to writing and shall provide the person with a copy.

DOVER SCHOOL DISTRICT	POLICY CODE: EH-R
DATE OF ADOPTION: FEBRUARY 10, 2020	PAGE 3 OF 5

3. Clarification, Refinement & Modification of Requests. Carefully tailored requests can often be fulfilled more promptly and help avoid resources being expended retrieving and preparing material which exceeds what the requester is actually seeking. The Superintendent, designee or staff responsible for responding to a request may contact the person making the request if the request is unclear or will be time-consuming or onerous to fulfill to determine if the person will clarify the request or agree to narrow the request. Staff responsible for responding to the request may suggest to the requestor reasonable modifications to the scope or language of the request, but the requester is not required to accept them. Any modification, clarification or narrowing of the request agreed upon by the requester shall be documented in writing and a copy of the re-formed request provided to the person making the request.
4. Record Availability. Records requested under the Right-to-Know law which are not exempt under RSA 91-A:5 (or otherwise) will be made available immediately when such records are so available for such release. If such records are not immediately available, if a determination needs to be made if such records exist, or if a determination needs to be made whether such records are exempt from public disclosure, the Superintendent or designee will, within five (5) business days of the request, respond to the requestor, in writing. The response shall acknowledge receipt of the request, provide a statement of the time reasonably necessary to determine whether the request shall be granted or denied, and include an itemized estimate of the cost of making the record available. Records will be reviewed in their entirety by either the Superintendent or designee before they are released in order to ensure that no confidential or exempted information is disclosed. District legal counsel may be consulted as necessary.
5. Exempt Information and Redaction. Information exempt from disclosure by RSA 91-A:5 or other law will not be disclosed. The Superintendent may authorize District staff to consult with the District's legal counsel when questions regarding application of exemptions to certain records or information arise.

In some instances, records containing information exempt from disclosure may reasonably be redacted in order to make the remainder of the record accessible.

If a member of the public requests records that are determined to include information exempt from disclosure, the Superintendent or designee will respond to the requestor, in writing, including a statement of the specific exemption authorizing the withholding, and a brief explanation of how the exemption applies to the record(s) or information withheld.

Records will be reviewed in their entirety by either the Superintendent or designee before they are released to ensure that no confidential or exempted information is disclosed.

6. Copy Fees. The School District will charge a fee of fifty cents (\$0.50) for copying/photocopies of records when the person requests a paper copy. This fee reflects the actual cost of producing the copy(ies). No cost or fee shall be charged for the inspection or delivery, without copying of records, whether in paper, electronic, or other form. Any costs associated with mailing copies - if available - must be paid for in advance of mailing.

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Electronic records may be provided on a portable storage device (thumb drive), if the requestor so requests and if such records can practically be delivered electronically. To protect the integrity of the District's computer system, a thumb drive for this purpose must either be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District.

7. Electronic Records. Electronic records (including electronic communications as defined in Section 8) may be provided on a portable storage device (thumb drive), if the requestor so requests and if such records can practically be delivered electronically. To protect the integrity of the District's computer system, a thumb drive for this purpose must either be provided by the requestor in unopened manufacturer's packaging or purchased at cost from the District.
8. Charges for Certain Electronic Communications. In addition to the copying fees permitted under paragraph 6, the District may charge a reasonable fee prior to disclosing certain electronic communications as set forth in this Section.
 - a. Definitions. For purposes of this policy, the terms below will have the definitions provided.

"Individual electronic communication" includes the communication itself as well as the responses and attachments to each communication, under a single subject line. However, text or chat message threads regarding the same topic shall be considered an individual electronic communication unless the thread exceeds 50 individual messages, at which point each additional group of 50 messages will be a separate individual electronic communication.

"Media requestors" means organizations or individuals who publish information in accepted digital, print, or broadcast formats and to standards generally recognized by professional news organizations that do not serve primarily as a platform to promote the interest and/or opinions of a special interest group, government, individual or cause.
 - b. Digital Communication Charges. The District will charge a fee of one dollar (\$1.00) per individual electronic communication, regardless of whether the records are delivered in hard copy or electronically, subject to the following:
 - i. No charge shall be issued for the first 250 individual electronic communications.
 - ii. Multiple requests from any person or entity to the same public body within a 30-day time period (measured from the date of the first request) shall be considered a single request (i.e. in the aggregate);
 - iii. The charge shall be paid prior to any copies of electronic communications exceeding the first 250 individual electronic communications (as described above).
 - c. Waiver of Digital Communication Charges. Waiver of digital communication charges is available as set forth below. It is up to the person or entity making the records request to apply for and establish the waiver using District policy EH-F(1)

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Waiver of Electronic Communication Record Charge Form ("Right to Know Requests") ("Waiver Request Form"). The Waiver Request Form may be filed at any time, but it is required after the requester receives the cost estimate for the charges and before the requested records are copied and made available). The waiver is available to requestors falling into one or more of the following categories:

- i. Any individual who can establish indigency as established by the federal poverty line (published each year by the Federal Department of Health and Human Services). For purposes of establishing indigency, individuals may use:
 1. copies of documentation submitted to or received from state or federal benefits agencies dated within 9 months;
 2. other documents or evidence satisfactory to the Superintendent or designee.
- ii. A media requestor or authorized representative of a media requester (satisfactory evidence of the status must be produced with the Waiver Request Form).
- iii. Any individual or entity who can establish that the disclosure of requested information requesting information is likely to contribute significantly to public understanding of the operations or activities of the District, its officials, and its schools, and is not primarily in the commercial interest of the requestor. For purposes of meeting the criteria, the requestor must complete the pertinent section of the Waiver Request Form. In deciding whether the fee should be waived under this criteria, the Superintendent or designee will consider the following factors:
 1. The subject of the request must concern identifiable operations or activities of the District, with a connection that is direct and clear, not remote or attenuated.
 2. The disclosable portions of the requested records must be meaningfully informative about government operations or activities to be "likely to contribute" to an increased public understanding of those operations or activities. Information that is already in the public domain, in either the same or a substantially identical form, would not contribute to such understanding.
 3. The disclosure must contribute to the understanding of a reasonably broad audience of persons interested in the subject, as opposed to the requestor's individual understanding.
 4. It should appear likely that the public's understanding of the subject will be enhanced to a significant extent by the disclosure.

DOVER SCHOOL DISTRICT	POLICY CODE: EH-F1
DATE OF ADOPTION:	PAGE 1 OF 2

FIRST READING – NEW POLICY

WAIVER OF ELECTRONIC COMMUNICATION RECORD CHARGE FORM ("Right To Know Requests")

This form should be used only when a person/entity is requesting a waiver of a charge for records of Individual Electronic Communications

Requestor Information:

Full Name: (Print) _____

Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____ Phone Number: (____) _____

Information Relating to Request for Electronic Communications:

Date of Records Request: _____

Records Requested: (General Description Only) _____

Estimated Charge Provided by Dover School District SAU #11: _____

Reason for Requesting Fee Waiver: (Please check the box(es) that apply to your situation)

- ☐ **Financial Hardship/Indigency.** This waiver is available to any individual who can establish indigency as established by the federal poverty line (published each year by the Federal Department of Health and Human Services). For purposes of establishing indigency, individuals may use:
1. copies of documentation submitted to or received from state or federal benefits agencies dated within 9 months;
 2. other documents or evidence satisfactory to the Superintendent or designee.
- ☐ **Media Requestor** (defined in EH-R and RSA 91-A:4, X). (Satisfactory evidence of the status must be produced at the time this form is submitted.)
- ☐ **Public Understanding.** The request serves the public interest rather than a commercial purpose and is likely to enhance public knowledge of the district's operations, officials, employees, or schools.

In deciding whether the fee should be waived under this criteria, the Superintendent or designee will consider the following factors:

DOVER SCHOOL DISTRICT	POLICY CODE: EH-F1
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1. The subject of the request must concern identifiable operations or activities of the District, with a connection that is direct and clear, not remote or attenuated.
2. The disclosable portions of the requested records must be meaningfully informative about government operations or activities to be "likely to contribute" to an increased public understanding of those operations or activities. Information that is already in the public domain, in either the same or a substantially identical form, would not contribute to such understanding.
3. The disclosure must contribute to the understanding of a reasonably broad audience of persons interested in the subject, as opposed to the requestor's individual understanding.
4. It should appear likely that the public's understanding of the subject will be enhanced to a significant extent by the disclosure.

Outline or provide any information relative to the above criteria (especially 3 & 4) which might assist the Superintendent/designee in making a determination relative to the potential contribution to public understanding of the operations or activities of the District, its officials, employees or schools.

(Please attach any documents that support your request for a waiver.)

CERTIFICATION

I hereby certify that the information provided in this request is true and correct to the best of my knowledge. I understand that providing false information may result in the denial of my request for a fee waiver.

Signature: _____ Date: _____

****For Office Use Only:****

Date Received: _____

Request Approved: ☐ Yes ☐ No

Approved By: (Print) _____

Notes: _____

Policy Adoption:

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

FIRST READING - REVISED

SCHOOL YEAR AND SCHOOL YEAR CALENDAR

A. School Year

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

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

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

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

B. School Closures

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

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

C. Distance Education During Inclement Weather

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

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

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

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

D. School Calendar

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

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

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, **applicable Career and Technical Education Centers.**

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

Policy History:

Policy Adopted: February 13, 2006

Policy Revised: December 12, 2022

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

FIRST READING - REVISED

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative instruction, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing. **Parent/Guardian names and any reasons given for an objection to material shall not be public information.**

The building principal and the parent/guardian must mutually agree to the alternative instruction. The alternative instruction agreed upon must meet state requirements for education in the particular subject area.

School District staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school, through approved independent study, or through another method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative instruction shall be borne by the parent/guardian.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the School Board.

Parents/guardians who wish for particular instructional materials to be reviewed for appropriateness, may submit a request for review in accordance with Board Policy KEC.

In accordance with the federal Protection of Pupil Rights statute, as a School District that receives federal Department of Education funds, **and NH RSA 186:11, IX-c**, the Superintendent shall develop procedures to allow a parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide ~~reasonable access to~~ **requested instructional material promptly (as is reasonable under the circumstances).** ~~within a reasonable period of time after the request is received.~~

NOTE regarding human sexuality and human sexual education: In addition to the protections under this policy, per RSA 186:11-e, **IX-c** and Board policy IHAM, parents/guardians are afforded additional affirmative rights with respect to instruction **or program** of human sexuality or human sexual education, **sexual orientation, gender, gender identity, or gender expression**, including, among other things, the right to receive a minimum of 2 weeks advance notice of all materials **any curriculum course material** to be used with respect to such instruction **or program. Such notice will be delivered via email, other direct written means, or phone call. As indicated in RSA 186:11, IX-c, no notice is required if the District employee is responding to a question from a student during class.**

Policy History:

Policy Adopted: November 13, 2017

Policy Revised: November 8, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: IHAM
DATE OF ADOPTION: DECEMBER 9, 2013	PAGE 1 OF 2

FIRST READING - REVISED

HEALTH EDUCATION AND EXEMPTION FROM INSTRUCTION

Consistent with state law and Department of Education requirements, health and physical education, including instruction about parts of the body, reproduction, sexuality education, human immunodeficiency virus (HIV) / acquired immunodeficiency syndrome (AIDS), and related topics, will be included in the instructional program. Sexuality education shall include instruction relative to abstinence and sexually transmitted infections.

Instruction or programming must be appropriate to grade level, course of study, and development of students and must occur in a systematic manner. The Superintendent will require that faculty members who present this instruction receive continuing in-service training, which includes appropriate teaching strategies and techniques.

~~Parents/guardians will have the right to inspect and review health and physical instruction materials which will be made reasonably accessible to parents/guardians and others to the extent practicable.~~

~~Parents/guardians who wish to review or inspect health and physical education materials may arrange a meeting with the Principal to review the materials.~~

Parents/guardians shall be notified not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction or program of human sexuality, human sexual education, sexual orientation, gender, gender identity, or gender expression. Such notice will be delivered via email, other direct written means, or phone call. The notice shall identify and provide contact information for the Principal or other staff member whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material. However, no notice is required if a District employee is responding to a question from a student during class.

In accordance with the federal Protection of Pupil Rights Amendment, as a School District that receives federal Department of Education funds, and also in accordance with NH RSA 186:11, IX-c, the Superintendent shall develop procedures to allow the parent/guardian of a student to inspect any instructional material used as part of the educational curriculum for the student. The procedures will provide access to the requested instructional material promptly (as is reasonable under the circumstances) to instructional material within a reasonable period of time after the request is received. Accordingly, the notice will identify and provide contact information for the Principal or other staff member whom a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

Opt-Out Procedure and Form

Parents/guardians, or students over eighteen years of age, who do not want their child to participate in a particular unit of health or sex education instruction for religious reasons or religious objections, are allowed to have their child opt-out of such instruction. (Note: Per RSA 186:11, IX-c, parents/guardians have additional opt-out rights under Board policy IGE.

Parents/guardians who do not want their child to participate in a particular unit of health or for religious reasons, must complete a Health and Sex Education Exemption /

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Objectionable Course Material Opt-Out Form. Opt-out Forms are available from either the health education teacher or the Principal. Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.

~~Parents/guardians who wish to have their child opt-out of such instruction are required to complete the district opt-out form and state the particular unit of curriculum in which the student is not to participate.~~

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment sufficient to meet state requirements for health education. The alternative assignment will be provided by the health or physical education teacher in conjunction with the Principal.

~~Parents/guardians who do not want their child to participate in a particular unit of health or physical education for religious reasons must complete a Health or Physical Education Opt-Out Form. Opt-~~

~~Out Forms are available from either the health education teacher or the Principal.~~

~~Opt-out requests must be submitted annually and are valid only for the school year in which they are submitted.~~

Legal References:

- ~~———— NH Code of Administrative Rules, Section Ed 306.40, Health Education Program~~
- ~~———— NH Code of Administrative Rules, Section Ed 306.41, Physical Education Program~~
- ~~———— RSA 186:11, IX-b, Health and Sex Education~~
- ~~———— Appendix IHAM R, Health or Physical Education Opt-Out Form~~

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FIRST READING - REVISED

EMERGENCY PLAN FOR SPORTS RELATED INJURIES and ADDITIONAL PROTOCOLS FOR ATHLETICS PARTICIPATION

A. Creation of Plan.

~~No later than August 1, 2022,~~ Ithe Superintendent or designee in consultation with each building Principal, the Athletic Director/~~Coordinator~~, district athletic trainer(s) and school nurse(s), shall ~~establish~~ **maintain** a "Sports Injury Emergency Action Plan" (at times referred to in this policy as the "Plan") for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

1. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
2. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
3. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
4. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
5. Identify the equipment and supplies and location thereof needed to respond to the emergency;
6. Identify the location, **which shall be consistent with the provisions of JLCEA** of any automated external defibrillators **(AED's)** and personnel trained in the use of the ~~automated external defibrillator~~ **AED**; and
7. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association, **and**;
8. **Require that all school sponsored sports activities for any of grades 6-12 be supervised by a person trained in CPR.**

B. Dissemination of Sports Injury Emergency Action Plan.

The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.

C. Additional Written Protocols and Procedures Required.

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~~No later than August 1, 2022,~~ **T**he Superintendent or designee in consultation with each building Principal, the Athletic Director/Coordinator, district athletic trainer(s) and school nurse(s), shall ~~develop~~ **maintain** written procedures and protocols as described below:

1. Hydration, Heat Acclimatization and Wet Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers' Association;
2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
 - a. injury or illness related to or involving any head, face, or cervical spine;
 - b. cardiac injury or diagnosis;
 - c. exertional heat stroke;
 - d. sickle cell trait;
 - e. asthma;
 - f. allergies; or
 - g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

3. Student Return to Play - Procedures governing a student to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

D. Annual Review and Update.

The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan.

The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy *EBCA*).

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FIRST READING - REVISED

REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

~~Any school employee having reason to suspect that a child is being or has been abused or neglected shall immediately report his/her suspicions to the building Principal. The Principal shall then immediately notify the appropriate state officials at the New Hampshire Department of Health and Human Services. The Principal will then notify the Superintendent that such a report to Health and Human Services has been made.~~

~~A written report shall be made by the Principal within twenty four (24) hours. The report should contain the name and address of the child suspected of being abused or neglected, the person responsible for the child's welfare, the specific information indicating neglect/abuse or the nature and extent of the child's injuries (including any evidence of previous injuries), the identity of the person or persons suspected of being responsible for such neglect or abuse, and any other information that might be helpful in establishing neglect or abuse or that may be required by the Department of Health and Human Services.~~

~~The Board recommends all School District employees receive routine training or information on how to identify child abuse and neglect.~~

~~The Principal or Administrator of each school shall post a sign in a public area within the school that is readily accessible to students, in the form provided by the New Hampshire Department of Health and Human Services, Division for Children, Youth, and Families, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website.~~

Legal References:

~~NH Code of Administrative Rules, Section Ed 306.04(a)(10), Reporting of Suspected Abuse or Neglect~~

~~RSA 169-C:29, Persons Required to Report~~

~~RSA 169-C:30, Nature and Content of Report~~

~~RSA 169-C:31, Immunity from Liability~~

~~RSA 169-C:34, III, Duties of the Department of Health and Human Services~~

~~RSA 189:72, Child Abuse or Neglect Information~~

~~Revised: September 2017~~

~~Revised: May 2008~~

~~Reviewed: October 2004~~

~~Revised: July 1998, November 1999, October 2004~~

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A. Statutorily Mandated Reporting – All Persons.

Under New Hampshire law (RSA 169-C:29), every person who has “reason to suspect” that a child has been abused or neglected is required to report that suspicion to the Division of Children, Youth and Families of the New Hampshire Department of Health and Human Services (DCYF) or directly to the police. Under RSA 169-C:30, the initial report “shall be made immediately via telephone or otherwise.”

The requirement to report is not dependent on whether there is proof of the abuse or neglect, nor is it dependent upon whether the information suggests the abuse or neglect is continuing or happened in the past. Any doubt regarding whether to report should be resolved in favor of reporting. Failure to report may be subject to criminal prosecution and potential personal liability, while a report made in good faith is entitled to both civil and criminal immunity. Additionally, a “credential holder”, as defined in New Hampshire Department of Education Rule 501.02(h), who fails to report suspected abuse or neglect risks having action taken by the New Hampshire Department of Education against their credential. See N.H. Code of Conduct for Educators, Ed. 510.05 (e).

To report child abuse or neglect to DCYF, call 24/7, (800) 894-5533 or (603) 271-6562. In cases of current emergency or imminent danger, call 911.

1. The initial report should contain to the extent known:

- a. the name and address of the child suspected of being abused or neglected,
- b. the person responsible for the child's welfare,
- c. the specific information indicating neglect/abuse, or the nature and extent of the child's injuries (including any evidence of previous injuries),
- d. the identity of the person or persons suspected of being responsible for such neglect or abuse; and
- e. any other information that might be helpful in establishing neglect or abuse.

2. Modes of Reporting. When making a report to DCYF Central Intake, there are 3 modes of reporting that the Central Intake Service Provider will inform you about before you proceed to the actual report. The modes of reporting are:

- a. Disclosure Allowed – The Caller/Reporter provides all their identifying information to DCYF, and it may be provided to the child's family upon request.
- b. Disclosure NOT Allowed – The Caller/Reporter provides all their identifying information to DCYF; however, information is redacted in official paperwork provided to the child's family unless the case goes on to prosecution. At prosecution, identifying information in all reports become public record.
- c. Anonymous – The Caller/Reporter calls the (603) 271-6562 number, blocks their “Caller ID” when calling DCYF, and does not provide any of their

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identifying information (personal or organizational). If calling anonymously, be sure to get the "Report Number" from Central Intake for your call and document it on the District's reporting form. It is the only proof the caller/reporter made the report to DCYF.

3. Required reporting mode for school employees, volunteers, and contracted service providers. Notwithstanding that state law allows an anonymous mode of reporting to DCYF, it is the policy of the District that employees, volunteers, and contracted service providers who are making a report to DCYF regarding a child/family involved with the District make such report using the "Disclosure Allowed" or as "Disclosure NOT Allowed" modes. This will help ensure there is a legal record of the report being made on behalf of the District. If there are concerns about these reporting modes due to potential retaliation from the family or others, consult the Principal for support.

B. Additional provisions relating to school employees, volunteers, and contracted service providers.

Each school employee, designated volunteer, or contracted service provider having reason to suspect that a child is being or has been abused or neglected must also immediately report their suspicions to the building Principal or other building supervisor. This initial report may be made orally but must be supplemented with the District's completed DCYF Reporting Form as soon as practicable after the initial report, but in no event longer than one calendar day.

1. Request for Assistance in Making Initial Report.

The initial report to the Principal/building supervisor may be made prior to the report to DCYF/law enforcement, but only if:

When receiving a request for assistance in making a report, the Principal or other person receiving the request is without authority to assess whether the report should be made, nor shall they attempt in any way to dissuade the person from making the legally mandated report. Once the Principal/building supervisor receives the information, the law would impose a reporting requirement upon both the original reporter and the Principal.

- a. the initial report is made for the purpose of seeking assistance in making the mandated report to DCYF/law enforcement, and
- b. reporting to the Principal, etc. will not cause any undue delay (measured in minutes) of the required report to DCYF/law enforcement.

2. Principal's Action upon Receiving Report or Information of Report.

Upon receiving the report/request from the employee, volunteer, or any other person, the Principal/building supervisor shall immediately assure that DCYF/law enforcement is or has been notified, and then notify the Superintendent that such a report to DCYF has been made.

The Principal shall forward the original completed form to the Superintendent within twenty-four (24) hours if it is available. If the completed form is not yet

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available, then the Principal shall forward a written report including the relevant information, such as:

- the identity(ies) of the child(ren) and other persons directly involved in the report (suspected responsible parents or others);
- the identities of siblings or other children in the household of the child(ren) who is the subject of the report;
- information relating to the fact that a report was made to DCYF (e.g. the date, the mode, the person who made the report and the DCYF report number); and
- any other information requested by the Superintendent, law enforcement or DCYF.

The Principal will follow that initial report with the completed report, as soon as it is available from the original reporter. Such reports shall be maintained permanently in a separate file within the SAU office and not as part of any involved student's file.

3. Personal Notes of Reports.

Each person with knowledge of a report to DCYF (e.g., the original reporter, the Principal, the Superintendent, etc.) is encouraged to create and maintain personal notes reflecting the information they have relative to the nature of the report, as well as information pertaining to the fact of the report (e.g., the date, time, person making, and mode of the report), and the DCYF report number.

4. Additional Reporting Requirements.

Employees/contract providers are also reminded of the requirements to report any act of "theft, destruction, or violence" as defined under RSA 193-D:4, I (a), incidents of "bullying" per Board Policy JICK, and hazing under RSA 671:7. See also Board Policy GBEAB. A single act may simultaneously constitute abuse, bullying, hazing, and/or an act of theft, destruction, or violence.

C. Signage, Notification and District Reporting Form.

The Superintendent is directed to assure that the Principal or administrator of each school shall post a sign within the school that is readily visible to students, in the form provided by the Division for Children, Youth, and Families or available from the Granite State Children's Alliance, that contains instructions on how to report child abuse or neglect, including the phone number for filing reports and information on accessing the Division's website. Additionally, information pertaining to the requirements of section A of this policy shall be included in each student handbook or placed on the district's website. Finally, the Superintendent shall ensure that the District's DCYF Reporting Form is readily available to all staff members, either in hard copy form, or through the District's or school websites.

D. Training Required.

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The Superintendent shall assure that all District employees, designated volunteers and contracted service providers receive training (in-person or online) upon beginning service with the District, with biennial renewal training thereafter, on the mandatory reporting requirements, this policy, and the materials described in Board policy GBCE and RSA 189:13-a, XII.

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FIRST READING – NEW POLICY

PARENTAL NOTIFICATION OF AND INVOLVEMENT IN STUDENT WELFARE

Pursuant to New Hampshire RSA 186:11, IX-e, the District will not adopt policies, procedures, or student support forms that prohibit District personnel from answering questions from a parent/guardian about that parent's/guardian's student's mental, emotional, or physical health or well-being, sexuality, or a change in related services or monitoring, or that have the effect of encouraging a student to withhold from a parent/guardian such information.

District personnel will not discourage or prohibit parental/guardian notification of and involvement in critical decisions affecting that parent's/guardian's student's mental, emotional, or physical health or well-being.

The Superintendent is authorized to adopt procedures that permit District personnel to withhold any of the above information from a parent if a reasonably prudent person would believe that such disclosure would result in abuse, abandonment, or neglect of a student or other child as those terms are defined in RSA 169-C:3.

To the extent that any other School Board/District/school/class policy, procedure, rule or regulation, conflicts with the above, this policy shall supersede - but not otherwise impact - such policy, procedure, rule or regulation.

Policy Adoption:

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SECOND READING – NEW POLICY

CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

- A. Purpose. The Board's objective is to help ensure a healthy, clean, and safe learning and work environment for students, employees, and others present on school property. The policy accomplishes this in two ways. First, it establishes standards regarding the use and handling of toxic chemicals for cleaning and pest control. Second, it directs the creation of a chemical hygiene and safety plan (the "Plan") for managing hazardous substances on district property and responding to any emergencies resulting from hazardous substances. This Plan shall include all points where hazardous substances might be used and/or stored on district property, including, but not limited to, materials used in connection with: chemistry and other science labs, art rooms, shop classes, food services, facilities and groundskeeping, or custodial services.

"Hazardous substances" as used in this policy shall mean and include any material specifically designated as hazardous by state or federal law, or any other substance or mixture of substances which may be explosive, ignitable, corrosive, reactive, or toxic.

- B. Plan Preparation and Contents. The Board directs the Superintendent or their designee to prepare a Chemical Hygiene Plan that complies with all local, state, and federal laws and regulations which pertain to the proper management of hazardous materials. When necessary, the district shall contact the U.S. Environmental Protection Agency (EPA) and/or the New Hampshire Department of Environmental Services (NHDES) to obtain relevant information regarding hazardous substances.

Additionally, the Plan shall address at least the following:

1. Identification and inventory of hazardous materials - describing a process by which hazardous substances will be identified and inventoried and may include a classification system for grouping hazardous materials for purposes of acquisition, storage, use, disposal, record-keeping, and emergency response.
2. General provisions outlining response of Hazardous Substance Emergencies, with such items as responsible personnel, required resources, decision making ladders, message-specific templates, parental notification, media plans, etc.; these provisions shall be incorporated into the District Crisis Prevention and Response Plan and site-specific Emergency Operations Plans prepared under Board Policy EBCA;
3. Special provisions for specific substances, e.g., and as pertinent:
 - a. Criteria for acquisition
 - b. Storage
 - c. Use

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- d. Disposal
- e. Incident prevention
- f. Special provisions relative to accidental release or other emergency;
- 4. Provisions to minimize the use of toxic chemicals for cleaning or pest control, including the prohibition of staff bringing cleaning products or pesticides onto district property without prior approval from the administration;
- 5. Procedures required for staff to obtain approval from school administration in order to bring cleaning products or pesticides onto district property;
- 6. Protocols and procedures relative to implementation of the Plan, including staff responsibilities by individual position and/or generalized;
- 7. Provisions relative to staff training, including such items as individualized and general training, who is responsible for ensuring training is conducted and updated, frequency, how and by whom training syllabi are established; additionally, employees receiving such training will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the generation of such substances;
- 8. Provisions proposing consequences and/or remedies for employees who fail to adhere to the Plan or established procedures;
- 9. Provisions relating to student training and proposed sanctions/remedies/interventions to be included in applicable Student Handbooks;
- 10. Protocols for reporting general (non-emergency) concerns regarding hazardous substances on district property.

See NH Ed 320, specifically Ed 320.02(b)(8), for additional guidance on chemical hygiene Plan content.

- C. Prohibition of Introduction of Cleaning Products or Pesticides by School Staff. No employee or designated volunteer may bring any cleaning products or pesticides onto district property without prior approval of the school administration, or as specifically provided in the Plan.
- D. Biennial Review and Update. The Superintendent and/or designee shall ensure that the Plan and all procedures and protocols adopted pursuant to this policy are reviewed every two (2) years and updated as necessary. Recommendations requiring Board policy changes should be brought to the Superintendent's attention who will then bring them to the attention of the Policy Review Committee. After review by the committee, changes will be presented to the Board as soon as reasonably practicable.

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SECOND READING – REVISED POLICY

HIGH SCHOOL GRADUATION REQUIREMENTS

Students generally earn a high school diploma through a combination of high school credit and/or proficiency or mastery of required district and graduation competencies. Methods for earning credit are discussed in Board Policy IK, while competencies are discussed in Board Policy ILBAA. This policy outlines the specific courses, competencies and other specific requirements before a student will receive a diploma or other graduation credential. The Board reserves the right to impose additional academic requirements necessary to graduate and/or receive a diploma.

A. Credit Requirements

1. Awarding of Credit. Credit will be awarded in accordance with Board Policy IK, Earning of Credit. Additionally, a unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with the district-specified curriculum and assessment standards. In some cases, course credit may also be awarded based on demonstrated mastery of the required competencies for the course. Assessment of mastery will be the responsibility of the principal, and will be in accordance with Board Policy ILBAA, High School Competency Assessments. Credit will be awarded only once for a specific required course with the same content during the secondary school experience.
2. Required Subjects and Credits. A minimum of twenty (20) credits are required to graduate and earn a high school diploma. The required subjects and credits for high school graduation (including the requirements of Ed 306.27, Table 306-2) are:

Arts education:	½ credit
Information and communications technologies:	½ credit
English:	4 credits
Mathematics:	3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)
Physical sciences:	1 credit
Biological sciences:	1 credit
US and NH history:	1 credit
US and NH government/civics:	½ credit
Economics, including personal finance:	½ credit
World history, global studies, or geography:	½ credit
Health education:	½ credit
Physical education:	1 credit
Open electives:	6 credits
Totals:	20 credits

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3. Alternative Credit Options. The Superintendent or Principal may approve the granting of credit earned through alternative methods outside of regular classroom-based instruction. Such alternative methods of instruction may include extended learning opportunities, distance education, alternative learning plans, or others approved by the Superintendent or designee. Awarding of credits to be applied toward high school graduation requirements will be determined by the high school Principal on a case-by-case basis. Such credit will be granted pursuant to the provisions of Board Policy IMBC, Alternative Credit Options and other applicable Board policies.

B. Required Graduation Competencies by Content Areas Credit(s)

In addition to the credits listed above required to graduate and earn a high school diploma, the district also requires students to demonstrate ~~mastery~~ **proficiency** in competencies from the following content areas (including the requirements of Ed 306.27, Table 306-3):

Arts education	<u>½ credit</u>
Information and communications technologies	<u>½ credit</u>
English	4 credits
Mathematics	<u>3 credits</u> (that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics, and data analysis)
Physical sciences	<u>1 credit</u>
Biological sciences	<u>1 credit</u>
US and NH history	<u>1 credit</u>
US and NH government/civics	<u>½ credit</u>
Economics, including personal finance	<u>½ credit</u>
World history, global studies, or geography	<u>½ credit</u>
Health education	<u>½ credit</u>
Physical education	<u>1 credit</u>
Open electives	<u>6 credits</u>
<u>Totals</u>	<u>20 credits</u>

C. Passage of Civics Exam

The district will develop a competency assessment of United States government and civics, consistent with pertinent and applicable law. This assessment will be administered to students as part of the high school course in history and government of the United States and New Hampshire. Students must attain a passing grade on this assessment to be eligible to receive a high school diploma or other graduation certificate.

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Effective for students graduating in ~~2024~~ **after June 30, 2023**, the district will also administer the 128 question civics (history and government) naturalization examination developed by the 2020 United States Citizen and Immigration Services ("U.S. Citizenship Test"). This exam may be modified for a student with a disability in accordance with the student's individualized education program. Students must earn a grade of 70 percent or better to be eligible to receive a high school diploma or other graduation certificate.

Under RSA 189:11, II, the Superintendent will submit the composite results of either the locally developed civics competency assessment or the U.S. Citizenship Test to the N.H. Department of Education.

D. Federal Student Aid Application

~~Effective for students graduating in 2024, as a requirement for receiving a high school diploma, each student who is at least 18 years of age or legally emancipated, or the parent/guardian of such a student who is under 18 years of age, shall either:~~

- ~~1. file a Free Application for Federal Student Aid (FAFSA) with the U.S. Department of Education; or~~
- ~~2. file a waiver on a form created by the N.H. Board of Education with the District indicating that the parent/guardian or, if applicable, the student, understands what FAFSA is and has chosen not to file an application.~~

~~The District shall provide to each student and, if applicable, the parent/guardian, any support or assistance necessary to comply with the requirement above.~~

~~The District shall award a high school diploma to any student who is unable to meet the requirement above if the student has met all other graduation requirements and the building Principal attests that the District has made a good faith effort to assist the student or parent/guardian in filing an application or waiver.~~

~~The Board supports early graduation as a means to earn a high school diploma (see Board policy IKFA. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if they determine that all state and local graduation requirements will be met, and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4 unit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.~~

The Superintendent shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 31 of a student's senior year, and shall include, but not be limited to:

- 1. Eligibility requirements for student financial aid that may be applied for using the FAFSA;**
- 2. Application timelines and submission deadlines; and**
- 3. The importance of submitting applications early, especially when student financial aid may be awarded on a first-come, first-served basis.**

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Before the start of each school year, the Superintendent will designate the personnel responsible for disseminating the information. The designee will provide a specific written outline for the Superintendent's approval of the proposed means of dissemination, which may include such things as in-class instruction, college information fairs or programs, family information sessions, individual or group sessions with school counselors, and information booklets.

Upon request of a student or a person authorized to act on behalf of the student, the Superintendent/designee shall ensure that either a physical or digital/online copy of a student's completed FAFSA is provided or is available to that student.

The Superintendent/designee shall ensure that any information shared under this section is handled according to applicable state and federal privacy laws, regulations, and administrative rules.

E. Alternative Learning Plans

As an alternative to satisfying the provisions of this policy and related State requirements, students may also graduate from high school and obtain either a high school diploma or its equivalent by participating in an alternative learning plan or program. The provisions of Board Policy IHBI, Alternative Learning Plans, shall apply in such an event.

F. Early Graduation

The Board supports early graduation as a means to earn a high school diploma (see Board Policy IKFA). Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if they determine that all state and local graduation requirements will be met, and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 4-credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.

District Policy History:

Policy Adopted December 14, 2015

Policy Revised January 10, 2022

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DATE OF ADOPTION: SEPTEMBER 11, 2006	PAGE 1 OF 1

SECOND READING – REVISED POLICY

INTERSCHOLASTIC ATHLETICS **SCHOOL SPONSORED ATHLETIC PROGRAMS**

The Board will offer interscholastic athletics subject to budgetary considerations. The purpose of interscholastic athletics is both educational and recreational. The athletic program should encourage participation by as many students as reasonably possible and should be carried on with the best interests of the participants as the first consideration. This should be done in conjunction with the academic program.

~~Participation in interscholastic athletics is subject to the rules adopted by the New Hampshire Interscholastic Athletic Association and other rules adopted by the Superintendent and the Principal.~~

The Board recognizes the value of athletic participation to the development of well-rounded students. Significant evidence exists to show that students who participate in extracurricular activities often perform better academically than those who do not. The Board promotes athletic participation in the belief that successful athletic programs promote individual and team potential by helping to develop high standards of competence, character, civility, and citizenship for student-athletes. The Board recognizes that in addition to promoting the physical and social well-being of participating students, athletic programs offered can be a potent factor in both establishing a positive school climate and nurturing strong community-school bonds.

It is the Board's policy, therefore, to provide opportunities for interscholastic athletic competition in a variety of sports as budgetary considerations allow. Such opportunities should encourage participation by as many students as reasonably possible and should be carried on with the best interests of the participants as the first consideration.

All school/district sponsored athletic programs shall require the approval of the Board and shall be administered by the Athletic Director subject to the supervision of the Superintendent. Different programs that the Board may from time-to-time approve, can include fully sponsored school teams, club teams, and/or intramural teams. Competitions offered as part of otherwise approved instructional programs do not require specific Board approval.

Qualified personnel should be provided for coaching and supervising all athletic programs. All coaches, assistant coaches, and athletic trainers are required to have a passing Criminal History Background Check.

Participation in interscholastic athletics is subject to the rules adopted by the New Hampshire Interscholastic Athletic Association, other similar sponsoring organizations or leagues, other Board policies (e.g., JJA, JJJ, etc.), and any rules adopted by the Superintendent, the Athletic Director, the Principal, or a team coach.

*Policy History:
Adopted September 11, 2006*

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SECOND READING – NEW POLICY

PHYSICAL EXAMINATIONS OF STUDENTS

- A. General. Each child must have written evidence of a complete physical examination within one year of entering kindergarten or before their first entry into the Dover School District. Additionally, each child shall have written evidence of a physical examination within one year before entry into the fifth grade and before entry into the ninth grade.

Parents of students transferring to the district must present documentation evidencing of meeting the physical examination requirement prior to or upon first entry into the district's schools. Failure to comply with this provision may result in exclusion from school for the child.

- B. Conditional Enrollment. If an examination required under paragraph A above has not been performed within the preceding year, the school will accept documentation of an appointment for a physical examination within two months of enrollment, or other time deemed appropriate by the Superintendent.
- C. Homeless Students and Unaccompanied Youth. Pursuant to the McKinney-Vento Act and Board Policy JFABD, homeless students and/or unaccompanied youth may enroll and attend school while the Homeless Liaison works with the family/student to obtain examinations or documentation of the same.
- D. Special Examination. Pursuant to RSA 200:34 every child with a presenting problem and whom the school nurse deems to require further evaluation, may be referred by the school nurse, with the consent of the principal, to the parent/guardian(s) of said child for examination and evaluation by an appropriate practitioner. If the parent/guardian(s) fail or neglect to have said child so examined and fail to present the recommendations from said examiner within a reasonable period after the referral by the school, then said child may be examined by the school nurse or other qualified health care provider. In significant cases, the matter may be reported to DCYF pursuant to Board Policy JLF.
- E. Religious Exemption. No medical examination shall be required of a child whose parent/guardian objects thereto in writing on the grounds that such medical examination is contrary to their religious tenets and teachings.
- F. Participation on Athletic Teams. Prior to participation on a school athletic team, students must provide written documentation that they have passed a physical examination. Such exam must be completed at least once every school year. At the district's sole discretion, the school may schedule physical examinations with a single, qualified health care provider (i.e., physician, advanced registered nurse practitioner, or licensed physician's assistant). This requirement does not apply to students participating in intramural athletics.
- G. Parent/Guardian Notification - Certain Circumstances. Pursuant to the Protection of Pupil Rights Amendment, if the district utilizes federal money to perform physical examinations or screenings on students, the district will notify the parent/guardian(s) of such physical exams or screenings and will allow the parent/guardian(s) to "opt

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out" their child of any non-emergency, physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

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SECOND READING – NEW POLICY FORM

FAMILY PHYSICIAN'S REPORT OF PHYSICAL EXAMINATION

NAME: _____ DATE OF BIRTH: _____
 SCHOOL: _____ GRADE: _____
 PARENT/GUARDIAN NAME: _____

PHYSICAL EXAMINATION: The below is to be completed by a licensed health care provider only.
(other forms may be used at the discretion of the school nurse)

Physical Examination Date: _____ Height: _____ Weight: _____ /lbs.: _____

Remarks or Special Instructions: _____

Previous Diseases and Operations: _____

Is the child capable of carrying a full program of schoolwork, including physical education and athletics?
 Yes _____ No _____

Must the school program be modified to meet the needs of this child? Yes _____ No _____

If yes, by restriction of use of stairs: Yes _____ No _____

If yes, by special seating accommodations? Yes _____ No _____

Other: Yes _____ No _____ If yes, please specify: _____

Are Immunizations Complete? Yes _____ No _____ If no, please explain: _____

***A copy of the immunization record for the child named above, must be included with this form.**

 Medical Facility Name

 Written Name of Examining Health Care Provider

 Signature of Examining Health Care Provider

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SECOND READING – REVISED POLICY

USE OF AUTOMATED EXTERNAL DEFIBRILLATOR(S)

The Board has acquired/purchased an Automatic External Defibrillator(s) (AED) for use in emergency situations warranting its use. The use/administration/maintenance of the AED is subject to the following conditions:

1. Location of the AED(s)

The Superintendent, working with the building Principal and school nurse, shall select and approve the location(s) for the AED(s). **At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies and shall not be located in an office or be stored in a location that is not easily and quickly accessible.**

2. Authorized Employees/Training of Users

AEDs will only be administered by those employees designated by the Principal, in consultation with the school nurse. Employees will only be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use, provided by the school nurse or their designee, or from another source acceptable to the school nurse.

3. Maintenance

AEDs will be maintained by the school nurse, or their designee. Maintenance shall be done according to the AED manufacturer's specifications. The school nurse will maintain a record of all maintenance which has been performed on the AED(s).

4. Registration of AED(s)

In accordance with RSA 153-A:33, the school nurse, or their designee, shall register the AED(s) with the New Hampshire Department of Safety. ~~Registration forms are found at the New Hampshire Department of Safety Website, www.state.nh.us/safety/ems/.~~ **See sample registration forms in Appendix KFD-R or at:**

www.state.nh.us/safety/ems/aed_public_registry_packet.pdf

5. Incident Reporting

The school nurse, or their designee, shall report all instances of AED use with the New Hampshire Department of Safety. ~~Use incident report forms found at the New Hampshire Department of Safety Website, www.state.nh.us/safety/ems/.~~ **See sample incident report forms in Appendix KFD-R or at:**

www.state.nh.us/safety/ems/aed_public_registry_packet.pdf

6. Liability Limited

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The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION: JUNE 10, 2024	PAGE 1 OF 3

Job Title: Family Outreach Coordinator—Social Worker Services Counselor
Department: Dover School District, SAU #11
Reports To: Building Principal or their Designee

Summary:

The Family Outreach Coordinator—Social Worker Services Counselor is a vital member of our Title I community, dedicated to providing comprehensive support to families to enhance student success and well-being. This position requires a licensed social worker or school counselor who will work collaboratively with other school counselors, the dean of students, and the behavior specialist to offer wrap-around services to families. The ~~Coordinator~~ Family Services Counselor will assist families in developing essential parenting skills, ensuring school readiness, promoting positive discipline, and establishing effective home routines. Additionally, the role includes planning and hosting regular Title I family engagement events at both Woodman Park Elementary School and Dover Middle School, focused on academic achievement and positive social skill development.

Essential Duties and Responsibilities:

Essential duties and responsibilities include the following. Other duties may be assigned.

Family Support and Engagement:

- Collaborate with school counselors, the dean of students, and the behavior specialist to identify and support families in need of wrap-around services.
- Assist families in developing basic parenting skills, including strategies for improving school attendance, ensuring school readiness, implementing positive discipline techniques, and creating effective home routines.
- ~~Conduct home visits and provide~~ Provide individualized support to families as needed.

Program Development and Implementation:

- Plan, organize, and facilitate regular family engagement events at both Woodman Park Elementary School and Dover Middle School, which focus on building academic skills and promoting positive social behaviors.
- Develop and deliver workshops, information resources, and/or training sessions for families on topics such as homework assistance, literacy development, and social-emotional learning.

Communication and Collaboration:

- Serve as a liaison between the school and families, fostering open and effective communication to address concerns and celebrate successes.
- Coordinate with community resources and agencies to provide additional support services to families.
- Maintain accurate records of family interactions, support provided, and outcomes achieved.

Advocacy and Empowerment:

- Advocate for the needs of families within the school system and community.
- Empower families by providing them with resources, knowledge, and skills to support their children's education and development.
- Other duties as assigned by the building principal in accordance with the DTU contract.

Supervisory Responsibilities: None

Competencies:

- Strong understanding of child development, family dynamics, and community resources.
- Excellent communication, interpersonal, and organizational skills.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
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- Cultural competence and the ability to work effectively with families from diverse backgrounds, including culturally and linguistically diverse backgrounds.
- Excellent communication and interpersonal skills to work and collaborate effectively with a wide range of stakeholders, including students, families, community partners, teachers, administrators, and district leaders.
- Strong organizational and project management skills to manage multiple priorities and meet deadlines.
- Proficient in the use of technology to support program implementation and communication with stakeholders. Preferable experience with Infinite Campus, Google Suite, and Microsoft Suite software.

Qualifications:

- A deep commitment to supporting and collaborating with families in order to ensure student success and well-being.
- A collaborative and team-oriented approach to working with others.
- Strong interpersonal skills and the ability to build relationships based on trust, respect, and empathy.
- A passion for working with diverse populations and a commitment to equity and inclusion.

Education and/or Experience:

Qualified applicants must have completed an accredited graduate program, at least at the master's level, in social work, ~~or~~ school social work, **or school counseling** and must hold the appropriate licensure. The ideal candidate will have at least two years of experience in a related field, preferably in a school or community setting. Additionally, demonstrated experience in family support, community outreach, and program development is preferred.

Technology Skills:

To perform this job successfully, an individual should have experience in the following.

- Microsoft Office Suite: Word, Excel, PowerPoint, ~~and~~ Outlook, **and Teams**
- Google Workspace: Gmail, Google Drive, Google Docs, Google Slides, Google Sheets
- **Experience with video conferencing and virtual meeting platforms**

Certificates, Licenses, Registrations:

Qualified applicants must hold or be eligible to obtain one of the following licenses:

1. A valid School Social Worker **or School Counselor** license issued by the New Hampshire Department of Education; or
2. Licensed Independent Clinical Social Worker (LICSW) issued by the New Hampshire Board of Mental Health Practice.

Physical Demands:

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

Work Environment:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily **in-person or in virtual meetings**. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet to moderate.

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The School Board reserves the right to select personnel found to be qualified in their judgment but not meeting all criteria listed.

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

Note: This job description is intended to provide a general overview of the responsibilities of the position and is subject to change based on the needs of the school district and the school's Leadership Team.