



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #3
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, March 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. Regular Meeting, February 10, 2025
- G. **SUPERINTENDENT'S REPORT**
- H. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Joan Breault – Dover Middle School – School Counselor – Resignation (06/30/25)
 - b. Amber Hendrix – Dover Middle School – Paraeducator – Resignation (03/21/25)
 - 3. **Leaves of Absence:**
 - a. Susan Manha – Dover Middle School – 7th Grade Science Teacher – (2025-2026 School Year)
 - 4. **Job Shares:**
 - a. Kim Dube and Kayleigh Cassidy-Ketchen - Grade One - Frances G. Hopkins Elementary School at Horne Street
 - b. Betsy Breen and Kristen Dunham - Grade Three - Frances G. Hopkins Elementary School at Horne Street
 - c. Jillian Cote and Kerry Siebersma - Special Education - Frances G. Hopkins Elementary School at Horne Street
 - 5. **Nominations:**
 - a. DAA Nomination (2025-2026)
 - 6. **Extended Travel (Student Trips):**
 - a. Dover High School Career Technical Center NJROTC – Maine Maritime Academy, Castine, Maine – March 21-23, 2025
 - 7. **Donations:** None
- I. **STUDENT REPORT**
- J. **FINANCIAL REPORT**
- K. **POLICIES – CHANGES – PROPOSALS:**
 - 1. JEB-E: School Entrance Requirements District Screening (Early Entrance to Grade 1) – Withdraw Policy - First Reading
 - 2. JH: Attendance, Absenteeism and Truancy – Revised Policy – First Reading
 - 3. JLMC: Dover School District SAU 11 Workplace Violence Prevention Policy – Revised Policy – First Reading



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L. POLICY ADOPTION:

1. BBBF: Student Board Members – Revised Policy – Second Reading
2. EBCA: Crisis Prevention and Emergency Response Plans – Revised Policy – Second Reading
3. EH: Public Access to School District Records – Revised Policy – Second Reading
4. EH-R: Administrative Procedures for Public Access to District Records “Right to Know Requests” – Revised Policy – Second Reading
5. EH-F1: Waiver of Electronic Communication Record Charge Form (“Right to Know Requests”) – New Policy – Second Reading
6. IC: School Year and School Year Calendar – Revised Policy – Second Reading
7. IGE: Parental Objections to Specific Course Material – Revised Policy – Second Reading
8. IHAM: Health Education and Exemption From Instruction – Revised Policy – Second Reading
9. JLCJA: Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Revised Policy – Second Reading
10. JLF: Reporting Suspected Child Abuse or Neglect – Revised Policy – Second Reading
11. JLP: Parental Notification of and Involvement in Student Welfare – New Policy – Second Reading

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. Youth Risk Behavior Survey (YRBS) Supplemental Component
2. Bid Waiver Requests
 - a. Institute of Multi-Sensory Education (IMSE) Comprehensive Orton-Gillingham Training
 - b. Veeam Backup Essentials
3. Bellamy Academy Tuition Increase
4. Dover School District Fiscal Year 2026 Revised Budget

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, March 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. Regular Meeting, February 10, 2025

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Joan Breault – Dover Middle School – School Counselor – Resignation (06/30/25)
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3. **Leaves of Absence:**
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 - c. Jillian Cote and Kerry Siebersma - Special Education - Frances G. Hopkins Elementary School at Horne Street
5. **Nominations:**
 - a. DAA Nomination (2025-2026)
6. **Extended Travel (Student Trips):**
 - a. Dover High School Career Technical Center NJROTC – Maine Maritime Academy, Castine, Maine – March 21-23, 2025. **Superintendent:** I request the Board waive the timeline for approval and take action to approve this opportunity for the NJROTC Cadets. Please note this will not establish a past practice for future requests.
7. **Donations:** None

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

K. POLICIES – CHANGES – PROPOSALS:

Superintendent's Comment: The Board's Policy Review Committee completed a review of the following policies. **A reminder the first reading is an opportunity for board members to provide feedback as well as request revisions in the policies.**

1. **JEB-E: School Entrance Requirements District Screening (Early Entrance to Grade 1) – Withdraw Policy - First Reading:** Policy JEB-E of the Dover School District outlines the criteria for early entrance into first grade.
2. **JH: Attendance, Absenteeism and Truancy – Revised Policy – First Reading:** After a detailed review of Policy JH, the Attendance Committee made the revisions presented.

3. **JLMC: Dover School District SAU 11 Workplace Violence Prevention Policy - Revised Policy – First Reading:** The current policy code for this policy falls under the category of student policies (J). It is recommended to change the code to fall under the category for staff related policies (E). The title of the policy is being changed to better represent the policy.

L. POLICY ADOPTION:

Superintendent's Comment: The following policies have been reviewed by the Policy Committee. I recommend the Board adopt the following policies.

1. **BBBF - Student Board Members – Revised Policy – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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.
10. **JLF: Reporting Suspected Child Abuse or Neglect – Revised Policy – Second 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 – Second 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.

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. **Youth Risk Behavior Survey (YRBS) Supplemental Component:** The survey committee is scheduled to administer the 2025 YRBS survey. They believe they can still offer the survey on March 21 with the 10-day notification required under Policy ILD despite changes in the survey and a request from community partners.

In recent days they have received two special notifications. The CDC recently updated the 2025 survey and will be resending the survey to the school to replace an earlier shipment. The revised questionnaire is also available on the DHHS website at: <https://www.dhhs.nh.gov/programs-services/population-health/health-statistics-informatics/youth-risk-behavior-survey>.

Secondly, their partner at the police department is requesting they add a supplementary set of archived YRBS questions so they may continue to report on their grant. Vicki Harris has vetted conversations with the Bureau of Drug and Alcohol Services and the project officer at the CDC. They have both approved going down this path to collect the data required for grants. A copy of the additional archived questions is attached. **Superintendent Recommendation:** I recommend the Board approve the additional questions for the YRBS survey.

2. **Bid Waiver Requests**

- a. **Institute of Multi-Sensory Education (IMSE) Comprehensive Orton-Gillingham Training – Superintendent Recommendation:** I recommend the Board approve the Bid Waiver Request because this is an identified provider for the service.
- b. **Veeam Backup Essentials:** To support the growth of the District, we request a waiver of the bidding process to purchase a Veeam backup system. The district has an ongoing relationship with BulletProof, a Veeam Premier Partner, ensuring optimal pricing. This solution will enhance backups for both our physical and Office365 environments, addressing recent cybersecurity concerns. The Technology Department has evaluated competitor quotes to confirm we are receiving the best pricing. **Superintendent Recommendation:** I recommend the Board approve the bid waiver request for Veeam Backup Essentials.

3. **Bellamy Academy Tuition Increase – Superintendent’s Recommendation:** I recommend the Board approve the request for the increase in the Bellamy Academy Tuition.

4. **Dover School District Fiscal Year 2026 Revised Budget – Superintendent’s Recommendation:** I commend Michael Limanni, CFO, for his continual work and refinement of the FY26 budget. Due to his efforts, the Revised FY26 Budget request does not exceed the revenue cap. Mr. Limanni provides a full explanation in the agenda materials. The budget is inclusive of the following Tier 1 Positions:

TIER 1 - Fiscal Year 26 (Recommended to Board)			
LOCATION	REQUEST	FTE	TOTAL AMOUNT
DMS	Restoration 5.0 FTE Regular Classroom Teachers	5.00	\$502,000.45
SAU	Human Resources Director (Replacing Asst. Superintendent Position) and added Administrative Assistant	1.00	\$65,150.68
District	School Psychologist (District Wide)	1.00	\$123,305.73
Student Services	Social Workers	2.00	\$246,611.46
Student Services	Administrative Assistant – Elementary Student Services	1.00	\$92,994.12
Teaching & Learning	Adjustment of Teaching and Learning Administrative Assistant (from Title I Grant to 25% General Fund)	0.25	\$24,043.65
Student Services	OT - DMS/DHS (Move one day from grant to local funding)		\$15,852.32
Student Services	Out-of-District and Charter/Private Special Educator/Case Manager	1.00	\$100,400.09
Tier 1 Total			\$1,170,358.50

I recommend the Board approve the Revised FY26 Dover School District Budget.

SUPERINTENDENT'S REPORT:
Summary of key activities and events that transpired during February 2025.

WEEK OF FEBRUARY 3: The Leadership Team convened to discuss topics such as crowd management, class absorption form, strategic plan review, DTU survey, late bus notifications, CRDC data, and other updates. Collaboration with the Teaching and Learning Department and elementary principals focused on assessments and grading, emphasizing the roles of formative and summative assessments. Meetings with Board Chair Robin Trefethen and Vice Chair Carolyn Mebert were held, alongside participation in a Title IX webinar hosted by Drummond Woodsum. Facility discussions were held that reviewed potential road construction, confirming no impact on the middle school playfield. Attendance at the Statewide Weather Briefing ensured preparedness for a forecasted storm. Monthly conferences with various administrators were conducted, and the Dover High School Art Show showcased student creativity.

WEEK OF FEBRUARY 10: The SAU Directors convened their weekly meeting, addressing topics such as Preschool ELD Screening, Share 306 Workday, NHED Technical Advisory, the March 14 Professional Development Agenda, DTU Survey, Clever Update, Cyber Security Incident Update, Phone/Intercom RFP, Incident IQ Tutorial, and the SRO – 4/10 Event. I attended the regular School Board meeting and participated in the Elementary Principal Learning Guidance Team session alongside the Teaching and Learning Department and elementary principals. This meeting covered action items from the previous gathering, discussions on scheduling for the 2025-2026 academic year, STAR Assessment for Grade one's spring administration, preschool ELL screening protocols, 2025 Kindergarten Registration, and the Related Arts PLC. Additionally, I was present at the DMHA Full Community Meeting, where Travis Bickford delivered a presentation on School Counseling Services. I attended the monthly Southeasters meeting via Zoom, which focused on updates and addressing current challenges. Furthermore, I held monthly update meetings with two administrators.

WEEK OF FEBRUARY 17: Christine Boston, Michael Limanni and I met for our weekly SAU Cabinet meeting where we discussed informational updates, coordination efforts, and action items. The Leadership Team convened to celebrate achievements and deliberate on topics such as the Strategic Plan, Domain Migration, Classroom Absorption Memorandum of Understanding, and other pertinent updates. I participated in the New Hampshire Department of Education's monthly update for public school leaders, gaining insights into statewide educational developments. To prepare for the budget presentation to the city, Christine Boston, Michael Limanni, Board Chair Robin Trefethen, Vice Chair Carolyn Mebert, and I conducted a comprehensive review of the Fiscal Year 2026 budget. Additionally, Christine Boston and I held our bi-weekly meeting with the Board Chair and Vice Chair to ensure alignment on district priorities. I attended the monthly SEED meeting and collaborated with Michael Limanni and Chris Parker on a podcast highlighting key aspects of the FY26 budget. The Full-Leadership Team met to discuss and review the Wonder Protocol to assess mid-year data. I attended the Strafford Learning Center Board of Directors monthly meeting, where discussions encompassed program updates, enrollment figures, and fiscal reports. I presented the proposed Dover School District Fiscal Year 2026 Budget to the City Council and conducted monthly update meetings with two district administrators.

WEEK OF FEBRUARY 24: The district held its Winter Recess this week. I enjoyed vacation days as well, although, I did attend the City Council Public Hearing on the FY26 Budget.

PRINCIPALS REPORT
Update on Progress of School Goals

Dover High School: School Goal - Improve student attendance from 89.47% in 23-24 to the pre-pandemic level of 94%.

As part of the district's effort to improve student attendance, we have targeted chronic absenteeism and class cutting at the high school. As of March 4, 2025, our attendance has improved to 91.17% despite high levels of student illness in December, January, and February.

While providing clarity and communicating attendance procedures to staff and students, we have focused on teacher communication and attendance hearings to target student absenteeism. On top of the normal referral process of

notifying the administration for unexcused absences and class cuts, teachers are emailing families directly when students are not in class to add a layer of communication that is more personal. We are going to start this practice with students who are late to school as well. Attendance hearings are held at the school level for students with the highest levels of absenteeism. These meetings include the parents/guardians and focus on what support the student needs both inside and outside of the building to get to school and any programming changes that might help the student be more successful.

Dover Middle School: Our primary goal this year has been to implement tier two interventions for support with essential standards in Language Arts and Math. We spent the fall and early winter becoming familiar with the new curriculums and learning more about what will happen during the Learning Academy time frame. Intervention groupings were formed during PLCs in February and on March 3rd we began our first cycle. Some students are receiving intervention in math or language arts. These rooms are staffed with additional personnel to assist with instruction. Other students are receiving enrichment in social studies or science. The past two days have gone smoothly, and we will switch groups in two weeks. We have only had two days of Learning Academy so far, so its impact is hard to gauge as of this writing, but we are hopeful it will have a positive impact on academic achievement.

Elementary Schools Report: A shared goal between the three elementary schools has been to increase student attendance while decreasing 'chronically absent' students. 'Chronically absent' is defined as missing over 10% of the school year. The three Elementary Deans of Students have been coordinating communication and strategies across the schools. The school counselors, nurses, and the Dover Police Department school resources officers have also been key teammates when working with the chronically absent students and families. The topic of absences is a part of weekly individual school leadership meetings and at least once a month during a Guiding Coalition meeting. Elementary students are dependent on adults at home to help support their attendance at school. Phone calls, letters, emails, and meetings with families are ongoing to help provide ideas, resources, and actions for students to be present at school. Solidifying the relationship between the frequently absent student and a school educator, like the classroom teacher or guidance counselor, has been a strategy that has been used. Honest conversations with the families about barriers to success, linking families with supportive neighbors or community resources, and coordinating with the other school levels if there are older siblings on strategies have had instances of better student attendance. Attendance directly impacts overall student social and academic success. The belief of, "*Attend today. Achieve tomorrow*", is one that the elementary schools share and strive to use while guiding families to better student attendance at school.

Job Share Proposal

For Kim Dube and Kayleigh Cassidy-Ketchen

Kim Dube and Kayleigh Cassidy-Ketchen wish to propose a 50/50 job share teaching position at Frances G. Hopkins Elementary School at Horne Street for the 2025-2026 school year. We first connected in 2014 while co-teaching the same kindergarten summer school class in Somersworth. In 2018 and 2021, we collaborated on the same grade level team in Dover. For the last two school years, we have been in a successful job share position in our first grade classroom. We have created a trusting relationship that encourages one another to take risks, reflect, and grow. We are eager to collaborate again in ways that will benefit one another, our students, their families, and the school community.

We are strong candidates for a job share position because we are fully committed to maintaining a teaching partnership that fosters a supportive learning community. We are deeply invested in our students' well being and growth. We will prioritize the communication, collaboration, and consistency needed to support their academic, social, and emotional needs. Job sharing will allow us to collaborate closely with another professional and maximize our individual strengths. We will use the opportunity to grow as educators and improve our school community. Job sharing will also encourage us to have a healthy personal and professional life balance so that we can be at our best both at home and at school.

We have included specific details of our plans and their benefits in this proposal. We are incredibly grateful for your consideration!

Job Share Proposal Details

For Kim Dube and Kayleigh Cassidy-Ketchen

Schedule:

Mrs. Dube and Ms. Cassidy will work ½ days Monday-Friday allowing for consistency in the curriculum and in the classroom. Mrs. Dube will work mornings and Ms. Cassidy will work afternoons, with the option to swap halfway through the year.

Mrs. Dube and Ms. Cassidy will both work their hours on professional development days.

We will both attend the first 2 days of school for the whole day with the intention of establishing a consistent classroom community with two equal teachers.

We will both attend open house and conferences to develop strong relationships with families.

We will alternate after school staff meetings to participate equally in the school community.

We will make every effort to substitute in each other's absences. We will keep track of absences and adjust our schedule accordingly to ensure we work an equal amount of time.

Communication:

In our teaching partnership, we will prioritize frequent and clear communication regarding curriculum planning, classroom management, student growth, parent communication, and special events. We will collaborate in person and through email and notes. We will dedicate as much time as needed to maintain a consistent classroom environment where all students feel valued and are given support to grow.

To maintain effective communication with families, we will collaborate on newsletters and include each other in all emails. We will both hold meetings with parents as necessary.

Classroom Management:

We will work together to develop a vision for what our shared classroom will look like, sound like, and feel like to our students. We have discussed our philosophies, styles, and expectations and will use them to establish common management techniques,

ensuring that they align with the Responsive Classroom approach supported by our school community. These techniques will include expectations and routines. We will remain consistent in our procedures and behavior plans, conferring and adjusting them as needed.

Curriculum & Assessment:

We will plan curriculum together, as well as with our grade level team. We will rely on each other's observations and strengths to make decisions that are responsive to our students' needs and our collaborative goals for them. We will work closely to navigate new curriculum and share feedback for instructional improvement. Daily planning will be the individual responsibility of each teacher and will be accessible to each other in a shared Google Drive folder.

We will record and review our informal and formal assessments of student progress. Report cards will be written in consultation as each teacher will grade students in the subjects she teaches and check to ensure agreement.

Insurance: Ms. Cassidy will enroll in the school insurance.

Job Share Proposal Benefits

For Kim Dube and Kayleigh Cassidy-Ketchen

Benefits for Students and their Families:

- An additional teacher who provides care and support
- Another meaningful connection and dependable relationship
- Two professionals with varied experiences and skills
- An opportunity to experience two styles that compliment one another and embrace each other's strengths
- More ideas to increase student engagement and growth
- A chance to know students better and monitor their progress more closely
- Increased enthusiasm and energy from teachers

Benefits for School Community:

- Two resources for experiences and ideas that contribute to collective goals
- More time, energy, and creativity to invest in the growth of the school community
- An additional professional opinion on student progress for staff consideration
- More consistency due to decreased absences and the need for substitutes

Benefits for Job Share Teachers:

- An opportunity to learn from another teacher and make professional growth
- Increased time to learn and implement new curriculums and teaching methods
- More collegial support
- Increased motivation and accountability because of the commitment to a thriving teaching partnership
- A healthier balance between professional and personal lives that allows teachers to be more successful in their school role
- A more positive outlook

Job Sharing Proposal- Betsy Breen and Kristen Dunham

We wish to propose to continue our elementary job share teaching position at the Frances G. Hopkins Elementary School at Horne Street for the 2025-2026 school year. Mrs. Betsy Breen and Mrs. Kristen Dunham are both currently teaching third grade in a 50/50 split at the Frances G. Hopkins Elementary School at Horne Street.

Our proposal would continue the schedule that we have successfully implemented for the past five school years, where Mrs. Breen teaches Monday, Tuesday, while Mrs. Dunham teaches Thursday and Friday. Wednesdays would be alternated each week between the two teachers. We propose to continue our established practice of both attending all of the professional development days, as well as both attending the first day of school, open house, and conferences. Our goal will continue to be consistency in the classroom routines. A teaching partnership will be established from the very first communication with students and families. A daily communication log will be used as well as regularly scheduled telephone calls, emails, and personal contact to ensure smooth transitions for the students. We truly believe that we are strong candidates to continue our job share position as we have had a very successful four years together, and have maintained a successful and consistent classroom during the many challenges of the past school years.

Throughout the proposal we have outlined main ideas of the benefits for the students, the school, and teachers involved as determined by our extensive research and personal experiences with job sharing. We have also broken down how we will run our classroom together and keep consistency. We are dedicated teachers, eager to continue our collaborative work together. We feel our strengths will continue to complement each other and are confident we can build upon our successful job share experiences that we gained since our first year together in 2020. We will continue to maintain a stable and consistent partnership and classroom community that will provide a beneficial situation for all involved. Our main focus will continue to be supporting student growth and achievement in all areas. Thank you for your consideration of this proposal.

Yours truly,
Betsy Breen and Kristen Dunham

Advantages for Students

- Energy and enthusiasm level of teachers is much higher.
- Wealth of ideas provides an enriched classroom.
- Teachers have their own individual areas of strength (children benefit from both).
- Children are exposed to two points of view and two different styles.
- Similar philosophies concerning classroom expectations and standards of behavior.
- Complementary teaching styles and management systems.
- A “fresh face” stimulates pupils.
- Enhanced student assessment – able to compare with another professional.
- Students that need extra adult support each day, have two more adults they can depend on.

Advantages for the School

- Two sources for ideas and opinions with regard to staff and school matters.
- More time can be used outside of the school day to help come up with fresh ideas.
- Two professional opinions on a child’s progress are available to parents and staff.
- Combined teaching experience of two professionals.
- Make it possible to incorporate a broader range of expertise within a single position.
- Reduced tendency toward burnout.
- Less need for substitutes- we will act as each other’s sub, providing consistency to students

Advantages for Teachers

- A happier and more positive outlook towards the job.
- An opportunity for professional and personal growth.
- A better balance between professional and personal lives with young children at home.
- Necessary appointments can be scheduled for days off.
- Keeping up-to-date with current trends in teaching.
- Collegial support.
- Professional Development opportunities to learn from another colleague.

Advantages for Parents

- Two teachers to bounce ideas off of.
- Two people are monitoring to make sure a student does not fall through the cracks.
- More flexibility in times to meet when two schedules can be consulted.

Job Share Proposal Nuts and Bolts
Mrs. Betsy Breen and Mrs. Kristen Dunham

Communication:

We will be communicating with each other on a frequent basis to discuss all aspects of teaching including planning, student needs and progress, parent communication, and school events. Professional days will be attended by both partners. There will be one partner in attendance at each staff meeting, at that partner will inform the other in detail of what happened. We will be keeping a professional journal and contacting each other by phone and in person regularly. We will dedicate as much time as needed outside of the classroom to establish and maintain a consistent and collaborative classroom environment where all students can thrive and be successful.

Curriculum Planning:

We will plan the year's curriculum together and with our grade level team. We plan to meet extensively over the summer to plan the year's big picture, set up our classroom, and make sure our expectations/routines are established. Consistent educational goals for the students will be kept through cooperative planning and collaborative discussions. Daily planning will be the individual responsibility of each teacher and will be available in case of illness. We will continue to work with our grade level team and collaborate with lesson plans, our daily schedule, and student assessments. We will create a shared folder in Google where all of our classroom documents will be saved and accessible for each partner, and we will use one template for our weekly plans. We will work closely together to navigate and understand any new curriculum and will rely on each other's strengths to support one another both within and outside of the classroom.

Parent Meetings/Communication and Report Cards:

We will keep records of student progress. Report cards will be written in consultation with each other. Both teachers will hold formal and informal meetings with parents as necessary, but will both be in attendance at official conferences in December. Parents will have an opportunity to meet both teachers at the beginning of the school year. We will divide the class in half for report cards to fill out behavior areas, and swap to check to make sure we are in agreement. Each teacher will fill out their academic area of expertise on the report card. All email correspondence to parents and other staff will be sent to and from both teachers.

Classroom Management:

We will continue to work closely together to develop common management techniques. We have had extensive conversations about our teaching philosophies, expectations and styles and feel that we hold similar beliefs. We have successfully implemented an agreed upon system for classroom routines and expectations for the past two school years. FGH at Horne Street also follows a Responsive Classroom approach and has adopted a school wide system to support common expectations for all students. Grade levels at FGH at Horne Street also work closely together as teams and we believe that the established school environment is one that is collaborative by nature. We will continue to have common signals and routines in the classroom. Consistent behavioral expectations for the children will be established. We will confer on strategies used to develop appropriate behavior plans and strategies for individual students. We believe our classroom procedures, routines and expectations are closely aligned. We are entering into this job share proposal with the understanding and expectation that we will meet as many times as needed beyond the school day to ensure the success of our students and establish a consistent classroom environment.

Special School Events/Meetings/Workshops/Snow Days:

In order to best support our students and continued growth as educators, we will both attend professional development days. We will work out amongst each other how to evenly distribute any additional days that may be attended by either partner. We understand that we will only be paid for 94 days of the year each. We will keep a journal that will mark when each of us works an extra day, or misses a day, to see where we need to cover each other. If there is a snow day, the person that missed the snow day, will make it up at the end of the year even if it is not on their specific work day. We will both attend the first day of school in order to develop routines and expectations together, and so that students see us as equals. We will both attend Open House, conferences, and special school events.

Insurance:

Neither teacher would require the school insurance. Mrs. Breen and Mrs. Dunham both have insurance outside of the Dover School Department.

Special Education Job Share Proposal

Frances G. Hopkins Elementary School at
Horne Street

2025-2026



Jillian Cote & Kerry Siebersma
February 2025

Dear Superintendent Harbron & Dover School Board Members,

Below is a detailed proposal for a special education job share position at Frances G. Hopkins Elementary School at Horne Street. We appreciate your time and consideration in reviewing this request and look forward to your response.

Overview

Jillian Cote and Kerry Siebersma would like to propose a job share for the special education case manager position at FGH with a 50/50 split for the 2025-2026 school year. We have been sharing this position for the past five years and have been successful in fulfilling all job responsibilities and meeting the needs of students and families at FGH. Before our job share position, we worked together as FGH special educators, with Kerry filling a long-term substitute position while Jillian was on family leave.

Over the course of the last five years job sharing, we have worked together to meet the needs of our students, fellow educators, and FGH families. Our teamwork and dedication to our role as special educators has resulted in improved collaboration, specialized instruction, increased communication and support for families, and excellent case management services. We share important fundamental principles such as strong relationships with families, open communication for both achievements and next steps, organization systems that ensure all student needs are met and goals and objectives are being evaluated and assessed, and our role in meeting student's unique, individual learning goals. We believe that working together in a job share model maximizes our individual strengths as educators who complement one another. Our years of experience combined with similar teaching styles and philosophies have resulted in highly effective instruction and special education services for the students at Frances G. Hopkins.

We are both greatly invested in FGH as educators, parents, and members of this community. We are enthusiastic and passionate about this model and how it has served our student population and school community. Each year that we have worked together, we've reflected on areas for improvement and growth, celebrated our successes, and learned from our mistakes as we grow together as educators. We view our position as being beneficial for students, teachers, administration, and families. It allows us to provide high quality instruction and effectively fulfill the many responsibilities involved in special education. We plan to continue to keep our students and their families as our number one priority and we are excited about for the opportunity to serve our student population in the next school year.

Details

Schedule

Jillian works Monday, Tuesday and Wednesday a.m.

Kerry works Wednesday p.m., Thursday, and Friday.

This schedule has worked well for teachers and students and provides the most consistency with instruction and services.

Communication

We are aware that student needs arise at any point throughout the week, which may require us to be flexible with scheduling and be accessible to team members and administration on any given day. We have been committed to meeting the needs of students and their families, even on days that we are not scheduled to be at school.

We have established a system for constant communication with one another. Scheduled co-planning time will continue to take place every Wednesday during our overlap time. Bi-weekly team meetings address district wide special education topics and allow both of us time to collaborate with our FGH team. .

We both agree that communication and flexibility is imperative for this model to be successful, and we plan to work together to be in constant communication via text/phone call and be available should situations arise.

Instructional Planning

We understand that this model requires an extensive amount of collaboration and careful planning together. We plan to meet during the summer, front load planning, and work together throughout the first several days of school. This allows us to transition new students and first graders into their classrooms and routines as well as begin implementation of IEP services and specialized instruction. We pencil in a year at glance to map out learning goals and instructional content and then try to be planned out at least one month in advance. Direct service delivery and interventions are planned and implemented around student's individual goals and objectives.

Dividing our Caseload/IEP Meetings/Progress Monitoring & Data

We are flexible about how our caseload is divided and anticipate changes that may need to be made throughout the year. We have made great efforts to ensure that colleagues and families are comfortable and confident in both of us being knowledgeable and familiar with all students on our caseload, all IEPs, goals, services, and schedules. We work together to create a balanced caseload and consider several different factors that include students' individual levels of need, student grade level, teacher team/classroom placement (our goal is to have one case manager per classroom/teacher).

To maintain an equal workload, we will also consider dates of student triennial evaluations and alternate incoming referrals. With a smaller group of students, the case manager has a strong focus on each student, a deeper connection with families, and we are better equipped to manage and fulfill all case management responsibilities including paperwork requirements, evaluation process, reports, communication, and meetings. In addition to reviewing all student files and IEPs prior to the start of school, both case managers have access to the entire

caseload in NHSEIS. This allows us to address needs that arise with knowledge of student files and access their electronic records.

School Events/Meetings/Snow Days

Both Kerry and Jillian will attend the first week of school, parent-teacher conferences, transition meetings, and district wide special education meetings. Snow days will be calculated and shared 50/50 at the end of the school year.

Insurance

Only one teacher would receive school insurance- Jillian.

Advantages of Job Sharing

For Students

- Enthusiastic, energetic, and focused teachers with two sets of skills, talents, backgrounds, and experiences.
- Two educators collaborating to plan and deliver instruction leads to new ideas and methods of delivery as well as learning activities to increase student engagement.
- Job share model encourages student flexibility in working with several adults while maintaining consistency in teaching style, daily schedule/expectations and classroom management.
- More eyes on students, multiple perspectives and increased awareness of student functioning, progress, and any areas of concern. With two teachers attending to students and sharing observations, needs will be better met and reduce the risk of anyone falling through the cracks.
- Case management services improve due to more manageable caseloads and increased attention to each student's file, IEP, and individual needs in and out of the classroom.

For Teachers/Staff at FGH

- Two special educators are better than one. Teachers and staff have access to more resources for collaboration, sharing of ideas, and answers to questions. Having multiple perspectives is beneficial for all.
- Increased support for classroom teachers and specialists. One primary case manager for each classroom- higher quality collaboration and time with each student's case manager. The smaller case load allows for focus and attention to student needs on a more detailed, intense level.
- Improved staff morale because of more manageable caseloads and flexible schedule. Enthusiastic case managers with more creativity, focus, and energy. This will optimize instruction and student learning.
- Potential for reducing need for substitutes. For planned absences, we will do our best to cover one another as best we can with the goal of providing consistency for students.

Any absences covered by case managers will be tracked and made up to maintain a 50/50 share.

For Parents/Guardians

- A deeper connection with primary case manager due to a smaller case load.
- Benefits of improved instruction with two enthusiastic and energetic teachers.
- Although each student and family will have a single, primary case manager as their contact, all families will have access to both special educators for questions, ideas, and concerns.
- A case manager who can complete all responsibilities in an effective manner and confidently work to meet the needs of their child.

For Job Sharing Special Educators

- Increased energy, creativity, and balance between work and personal life.
- Less burn out and improved performance in all areas.
- More balance and competency in fulfilling the many roles involved in the special educator position. We will be better able to meet the numerous responsibilities and requirements involved in special education.
- Smaller, more manageable caseloads will improve services.
- Team model allows for greater professional dialogue, sharing of ideas and broadening skills together.

In our experience over the past five school years, job sharing has provided a team approach that maximizes our individual strengths and talents. This has improved instruction and service delivery for students, parents, and teachers. The job share position has been a positive experience for us, our students, families, and our colleagues. We hope to continue this position for the upcoming school year and look forward to building on the positive aspects experienced over the past four years.

Thank you for your time in reviewing this request and we hope that you will consider this proposal to continue the special education job share position for the 2025-2026 school year.



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

To: Dover School Board
From: William R. Harbron, Superintendent
Date: March 10, 2025
Re: Nomination of Dover High School Dean of Student Services

It is with pleasure that I nominate Robin Lyndes as the Dover High School Dean of Student Services.

Ms. Lyndes is currently employed in the District as the Dean for Bellamy Academy.

Ms. Lyndes start date in her new position will be July 1, 2025 with a salary of \$106,766.86 for the 2025-2026 school year, with no additional stipends and/or contractual obligations. This is in keeping with policy GCBD.

The District looks forward to her leadership and expertise in her new role as Dean of Students.

From: Senior Naval Science Instructor, Dover High School
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form
(b) IJOAA – Extended Travel
(c) IJOA – Permission Slip

Subj: Request for Approval of Out of State – Overnight Field Trip to Maine Maritime Academy

I. Per references (a) and (b), Commander Nicholas Price, the Senior Naval Science Instructors (SNSI) for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Maine Maritime Academy. As per reference (b), please find the following for the preliminary approval

1. What is the educational purpose of the field trip? The trip will have the following components:
 - a. Campus visit showing life in the Cadet Corps, Educational opportunities and career opportunities as a maritime officer.
 - b. Leadership development
2. No travel agency is being used.
3. Dates of the trip – Mar 21-23, 2025
4. Itinerary
 - Fri, Mar 21. Leave DHS at 9:00 AM . Arrive Maine Maritime Academy 2:00 PM, Lunch, Campus tour and load gear into Academy Gym, Dinner, Team Building exercises, Movie.
 - Sat, Mar 22. Helicopter display, STEM activities, Team Building at campus gym facility.
 - Sun, Mar 23. Clean, breakfast, load bus and depart MMA, arrive at DHS 3-4:00 PM.
5. Cost per student will be \$20.00 (lunch Friday, Sunday)
6. Only those cadets that are in good standing academically (60%) will be allowed to attend.
7. Please see attached reference (c) IJOA, Permission Slip.
8. Insurance coverage will be the same as with any regular school field trip.
9. Awaiting approval from CTC Director, Principal, and Superintendent
10. Frontline request was entered on 2/20/24.
11. There is no financial benefit for this trip.
12. There is no cost to the district for this trip.

N. R. Price
SNSI, Dover NJROTC, Dover, NH

From: Senior Naval Science Instructor, Dover High School
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form
(b) IJOAA – Extended Travel
(c) IJOA – Permission Slip

Subj: Request for Final Approval of Out of State – Overnight Field Trip to Maine Maritime Academy

I. Per references (a) and (b), Commander Nicholas Price, the Senior Naval Science Instructors (SNSI) for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Maine Maritime Academy. As per reference (b), please find the following for the final approval:

1. Group Requesting Approval: Dover High School NJROTC
2. Destination: Maine Maritime Academy, Castine, ME
3. Contact Person (s): Commander Nicholas Price, the Senior Naval Science Instructors (SNSI)
4. Dates of Travel: March 21-23, 2025
5. Number of Students Traveling: 30 from DHS
6. Number of Chaperones: 1
7. Adult/Student Ratio: 1:30

Please Circle appropriate response:

Permission Forms submitted to Principle: ☒ Yes ☐ No

Student Code of Conduct Contracts, inc. Standards of Behavior submitted to Principle: ☒ Yes ☐ No

Telephone Contact Notification submitted to Principle: ☒ Yes ☐ No

List of all students and chaperones submitted to the school and Supt's office: ☒ Yes ☐ No

All Chaperones completed criminal background check: ☒ Yes ☐ No

N. R. PRICE
SNSI, Dover NJROTC, Dover, NH



Leadership Challenge Weekend 25'

March 21st - 23rd

We are excited to once again offer JROTC units throughout Maine and New Hampshire a weekend dedicated to camaraderie and leadership development. Participants will face both physical and mental challenges through various activities designed to promote teamwork and enhance leadership skills.

We have partnered with our Regiment of Midshipmen, who have played a crucial role in planning an engaging weekend with the support of the Maine National Guard. Each activity is aimed at fostering strategic thinking, developing effective communication skills, and providing emerging leaders with opportunities to take on leadership roles.

The weekend will feature:

- Inspirational speakers and leadership panels
- Challenge activities that encourage teamwork and self-reflection
- An opportunity to experience a UH-60 Blackhawk helicopter on Saturday (weather permitting)
- Participation in the Maine National Guard Chamberlain Challenge
- Water survival training (TBD) or open swim

There is no cost incurred for JROTC units to participate, other than their own transportation to and from Maine Maritime Academy.

While on campus, you will be staying in our fieldhouse on supplied camp cots. Separate sleeping areas and specific shower times will be provided for male and female youth and adults. All meals will be provided throughout Saturday, as well as breakfast on Sunday.

Schedule of Events

Friday, April 19th	Dinner is NOT provided
1700-1800 – Check-in	Fieldhouse - Setup/Stow Gear
1810 – Leader’s meeting	BIW Lecture Hall
1830 – Opening Ceremony	Athletic Field Arrange into Squads Midshipmen take Charge
1900 – March to Movie	Delano Auditorium
2045 – Movie/Leadership Discussion	Delano Auditorium
2115 – March to Fieldhouse	Fieldhouse
2130 – Hygiene 2200 – Lights Out	Visiting Locker Rooms, Fieldhouse
Saturday, April 20th	
0515 – Reveille	
0530 – Morning PT	Athletic Field
0630 – Hygiene	Fieldhouse
0730 – Muster and Colors	Leavitt Lawn
0800 – Breakfast	Mess Deck, Alfond Student Center
0845 – Form up and Transit	Leavitt Lawn to Ft. George
0900 – ME National Guard UH60 Blackhawk	Ft. George
0900 – Inspirational Speaker Alexander L. Clifford, Command Sergeant Major, Maine Army National Guard	Ft. George
0930-1200 – Challenge Stations	30 Minute Round Robin Style
1215 – Lunch	Mess Deck, Alfond Student Center
1300-1630 – Challenge Stations	30 Minute Round Robin Style
1700 – Dinner	Mess Deck, Alfond Student Center
1800 – Muster and Colors	Leavitt Lawn

1830 – Evening Challenges and Activities	Fieldhouse
2000 – Pool Activities/Alt. Station Available	Bok Pool
2130 - Hygiene	Visiting Locker Rooms, Fieldhouse
2200 – Lights Out	
Sunday, April 21st	
0630 – Reveille	
0645 – Hygiene/Pack up	Fieldhouse
0745 – Muster and Colors	Leavitt Lawn
0800 – Breakfast	Mess Deck, Alfond Student Center
0900 – Leadership Panel	Delano Auditorium
0930 – Closing Ceremony	Delano Auditorium
1000 – Departure	

Maine Maritime Academy – JROTC Leadership Challenge Weekend

March 21-23, 2025

Assumption of Risks, Release of Liability and Medical Authorization Form

(Please print)

Name of Cadet/Adult Instructor _____

Address _____

City, State and Zip _____

Phone # _____

Date of Birth _____ Email _____

Emergency Contact Person Name _____

Emergency Contact Person Relationship _____ Phone # _____

I desire my child to participate in the upcoming Maine Maritime Academy Leadership Challenge Weekend. I understand from my own inquiry about the physical demands and inherited risks associated with this program; that such demands include physical and mental stresses, and that such risks can include serious, even fatal, injuries.

My child has no health-related reasons or problems that preclude or restrict my child's participation in the program. I have disclosed to the Academy any physical, mental, and emotional conditions or problems, permanent or temporary, including special dietary and medication needs, or the need for visual or auditory aids that might impair my child's ability to participate in the program. I otherwise declare that my child is in excellent health, and that my child can participate safely in the program without restrictions or concerns.

I therefore agree to assume all the risks related to the program and, accordingly, agree to release, discharge, and hold harmless to the fullest extent of the law the Academy and all of their respective agents, employees, and officers from any and all liability, demand, costs, or damages, including attorney fees, arising from participation in this program. I also authorize attending personnel to administer any necessary medical attention that may be required because of my child's participation.

I understand that prior to signing this Form, I have the right to consult with an adviser, family member or attorney of my choice.

Please sign below only if you read, understand, and agree to all of the above terms and conditions.

Thank you.

Self (if over 18) or Parent/Guardian Signature _____ Date _____

Maine Maritime Academy Photo Release

I hereby assign and grant to Maine Maritime Academy, as well as their authorized representatives, the right and permission to use and publish any photographs, film, videotapes, electronic representations and/or sound recordings made by me or my child at Klondike Derby, and I hereby release MMA and all employees, volunteers, related parties, or other organizations associated with the activity from any and all liability from such use and publication. I further authorize the reproduction, sale, copyright, exhibit, broadcast, electronic storage, and/or distribution of said photographs, films/videotapes, electronic representations and/or sound recordings without limitation at the discretion of MMA, and I specifically waive any rights to any compensation I may have for any of the foregoing.

Self (if over 18) or Parent/Guardian Signature _____ Date _____

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

FIELD TRIP REQUEST - FY: 2025

Date: 2/20/25

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

Teacher Requesting the Trip: Nicholas Price

Destination of Field Trip: Maine Maritime Academy, Castine, ME

Date of Field Trip: Mar 21-23 Time of Departure: 9:00 am Time of Return: 4:00 pm, Mar 23

Number of Students: 30 Cost Per Student: \$20

Number of Adults Going: 1 Method of Transportation: Bus

LIST ALL CHAPERONES: Nicholas Price

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

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

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

Non-participating teachers will be notified two weeks prior to the trip: Yes ☒ No ☐

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

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

What is the educational purpose of the field trip?

Teamwork and leadership training, campus visit

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

Safety Brief, Operational Risk Management planning, student planning

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

Debrief, develop lessons learned, document for next year

Approval of Appropriate Administrator (AC, CTC Director:) _____

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

_____ Trip Approved

_____ Trip Disapproved

Reason for Denial: _____

Principal's Signature: _____

Date: _____

Revised 11/2020

DOVER SCHOOL DISTRICT	POLICY CODE: IJOA
DATE OF ADOPTION: AUGUST 10, 2015	PAGE 1 OF 2

School: _____

DOVER SCHOOL DISTRICT
FIELD TRIP NOTIFICATION AND PERMISSION FORM

Dear Parents & Guardians,

Your child's class will be participating in a school sponsored activity away from school. The information for this activity is as follows. ****Please note that no child will be allowed to attend a trip without a signed permission slip.****

Please sign and return to your child's teacher by: _____.

Description of Activity:

Purpose of Activity:

Destination: _____ Transportation Provided By _____

Date: _____ Departure Time: _____ Return Time _____

Cost: _____ Please make check payable to: _____

We Need Chaperones for this Trip: YES NO

_____ I understand I must complete fingerprinting for a criminal records check at least three (3) weeks in advance of the field trip at the SAU 11 office before attending this trip.

_____ I have completed the fingerprinting for a criminal records check at the SAU 11 office.

Recommended clothing, equipment, supplies, etc.:

School/Field Trip Permission Form

I/we have been informed as to the nature of the activity and acknowledge that there are always certain risks for those who participate. We realize that all efforts will be made by the teachers and chaperones to ensure the safety of the students, but understand that the school cannot assume responsibility for unreasonable accidents and/or injuries. I/we agree that our child must adhere to all safety rules and regulations, as well as all instructions from the adults. Failure to do so may result in exclusion from this or other activities. If there is important information, medical or otherwise, that the school staff should know, I/we agree to provide it to the nurse and/or teachers before the trip. I/we understand the risks and requirements for our child to participate and give our consent to attend the trip to:

I hereby give permission for my child to be transported to a hospital or other emergency medical facility and to receive emergency medical treatment. Emergency contact phone number: _____

Student Name: _____ **Teacher Name:** _____ **Grade:** _____

Trip Date & Destination: _____

Parent/Guardian Signature: _____ **Date:** _____

Home # _____ **Work #** _____ **Cell #** _____

In case of an emergency and you cannot be reached, whom do you want us to call?

Name: _____ **Home #** _____ **Work #** _____ **Cell #** _____

Dover School District Monthly Financial Report

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

FROM: Michael Limanni, CFO

DATE: March 10, 2025

RE: Condition of *School* Accounts

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

Business Office Update:

The District's leadership team spent the last two months reviewing their FY2026 budget proposal to find reductions that could bring us closer to the school's portion of funds restricted by the City's tax cap. You will find a detailed memo explaining both the revenue and expense related revisions proposed to put us into a tax capped position.

General Fund Expense Highlights:

Little has changed over the last month 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 \$337,771 and homeless transportation exceeding the \$88,400 budget by \$449,114. 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.

General Fund Revenue Highlights:

We are expecting revenue from SPED Aid and SPED differentiated aid (part of the adequacy formula) represented in the "Other Restricted State Aid" line to exceed the budget estimate by approximately \$140,000. Also, CTE Tuition Aid, and out of state Tuition Revenue are expected to come in \$100,000 more than estimated.

The District's NHED calculated cost per pupil for the 2024 fiscal year was published on January 7th, coming in significantly higher at \$18,159.97. This will impact tuition revenue from Barrington and other NH LEAs in both the current fiscal year and the next.

DOVER SCHOOL DISTRICT
Condition of Accounts - February 2025

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 27,064,936	\$ 14,376,098	\$ 12,688,839	\$ 11,569,912	\$ 1,118,927
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,042,845	\$ 11,512,032	\$ 9,530,813	\$ 7,711,442	\$ 1,819,370
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,050,303	\$ 1,693,539	\$ 1,356,764	\$ 1,267,509	\$ 89,255
1400	OTHER EDUCATIONAL PROGRAMS	\$ 781,967	\$ 478,811	\$ 303,156	\$ 224,907	\$ 78,249
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 276,853	\$ 183,437	\$ 93,417	\$ 88,882	\$ 4,535
2100	SUPPORT SERVICES - Students	\$ 5,725,471	\$ 3,077,142	\$ 2,648,329	\$ 2,403,696	\$ 244,633
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,138,542	\$ 1,145,586	\$ 992,956	\$ 705,611	\$ 287,345
2300	SUPPORT SERVICES - General Admin.	\$ 1,866,113	\$ 1,251,876	\$ 614,238	\$ 520,051	\$ 94,187
2400	SUPPORT SERVICES - School Admin.	\$ 3,526,520	\$ 2,340,930	\$ 1,185,589	\$ 1,173,562	\$ 12,027
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,735,309	\$ 3,959,845	\$ 1,775,464	\$ 1,773,073	\$ 2,391
2700	SUPPORT SERVICES - Student Transportation	\$ 5,062,156	\$ 3,092,030	\$ 1,970,126	\$ 2,772,191	\$ (802,065)
2800	SUPPORT SERVICES - Centralized Services	\$ 2,082,365	\$ 1,494,965	\$ 587,399	\$ 371,446	\$ 215,954
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ 207,971	\$ (175,676)	\$ -	\$ (175,676)
5200	FUND TRANSFERS OUT	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000
6900	SCHOOL DEBT - Principal & Interest	\$ 6,222,124	\$ 1,754,739	\$ 4,467,385	\$ 4,474,386	\$ (7,001)
TOTAL GENERAL FUND EXPENDITURES:		\$ 84,642,799	\$ 46,569,000	\$ 38,073,799	\$ 35,056,667	\$ 3,017,132
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,784,697	\$ 1,361,262	\$ 423,435	\$ 477,029	\$ (53,594)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 11,976,777	\$ 5,356,713	\$ 6,620,064	\$ 998,028	\$ 5,622,036
Summarized Condition of District Expenditures:		\$ 98,404,273	\$ 53,286,975	\$ 45,117,297	\$ 36,531,723	\$ 8,585,574

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Est. Remaining	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ 15,181	\$ (15,181)	\$ -	\$ (15,181)
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 86,962	\$ 47,443	\$ 39,519	\$ -	\$ 39,519
01321.3390	TUITION - BARRINGTON	\$ 3,223,640	\$ 2,240,058	\$ 983,582	\$ -	\$ 983,582
01321.3390	TUITION - NOTTINGHAM	\$ 1,750,071	\$ 1,031,371	\$ 718,700	\$ -	\$ 718,700
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 8,000	\$ 7,800	\$ 200	\$ -	\$ 200
01321.3390	TUITION - BELLAMY ACADEMY	\$ 410,970	\$ 267,802	\$ 143,168	\$ -	\$ 143,168
01322.3390	TUITION - SPED AIDES	\$ 366,365	\$ 197,361	\$ 169,004	\$ -	\$ 169,004
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 178,019	\$ 140,649	\$ 37,370	\$ -	\$ 37,370
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 55,000	\$ 65,921	\$ (10,921)	\$ -	\$ (10,921)
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 14,230	\$ 15,770	\$ -	\$ 15,770
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 68,835	\$ 35,165	\$ -	\$ 35,165
01980.3599	MISC REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -
01990.3599	OTHER LOCAL REVENUE DW	\$ 10,000	\$ 1,780	\$ 8,220	\$ -	\$ 8,220
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 11,408,214	\$ 7,985,750	\$ 3,422,464	\$ -	\$ 3,422,464
03210.3700	SCHOOL BUILDING AID	\$ 383,462	\$ 191,731	\$ 191,731	\$ -	\$ 191,731
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,535,212	\$ 1,581,805	\$ (46,593)	\$ -	\$ (46,593)
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	\$ 83,132	\$ (59,829)	\$ -	\$ (59,829)
04210.3599	INDIRECT COST ALLOCATION	\$ 171,000	\$ 169,972	\$ 1,028	\$ -	\$ 1,028
04220.3599	ABE ALLOCATION	\$ 43,000	\$ 31,539	\$ 11,461	\$ -	\$ 11,461
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 87,230	\$ 112,770	\$ -	\$ 112,770
05251.3918	FUND TRANSFERS IN	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ 250,000
TOTAL GENERAL FUND REVENUE:		\$ 20,671,310	\$ 14,696,872	\$ 5,974,438	\$ -	\$ 5,974,438
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,784,697	\$ 839,557	\$ 945,140	\$ -	\$ 945,140
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 11,945,174	\$ 5,242,439	\$ 6,702,735	\$ -	\$ 6,702,735
Summarized Condition of District Revenue:		\$ 34,401,181	\$ 20,778,868	\$ 13,622,313	\$ -	\$ 13,622,313

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,671,310	\$ 14,696,872
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	\$ 73,576,838
TOTAL GF Expenditure:	\$ (84,642,799)	\$ (81,625,667)
Ending GF Fund Balance:	\$ 0	\$ (8,048,829)
TOTAL FS Revenue:	\$ 1,784,697	\$ 839,557
TOTAL FS Expenditures:	\$ (1,784,697)	\$ (1,838,291)
Ending FS Fund Balance:	\$ -	\$ (998,734)
TOTAL Other SR Fund Revenue:	\$ 11,945,174	\$ 5,242,439
TOTAL Other SR Fund Expenditures:	\$ (11,976,777)	\$ (6,354,741)
Ending Grant Fund Balance:	\$ (31,602)	\$ (1,112,301)

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FIRST READING - WITHDRAW

~~SCHOOL ENTRANCE REQUIREMENTS~~ ~~DISTRICT SCREENING~~ ~~Early Entrance to Grade 1~~

The screening plan will consist of the following components:

~~PALS (Phonological Awareness Literacy Screening)~~

- ~~Students must score the minimum sum score of 74 in the following 5 areas for early entrance into grade 1:~~

<u>Topics</u>	<u>Minimum Accepted Score</u>
○ Rhyme	9-10
○ Beginning Sounds	9-10
○ ABC Lower	24-26
○ Letter Sounds	20-23
○ Spelling	12-17

~~Social Skill Survey~~

- ~~To be completed by the parent and teacher of the child's kindergarten program~~

SOCIAL SKILLS

<u>1. Follows your directions</u>	<u>Always Sometimes Seldom</u>
<u>2. Makes friends easily</u>	<u>Always Sometimes Seldom</u>
<u>3. Controls temper in conflict situations with adults and peers</u>	<u>Always Sometimes Seldom</u>
<u>4. Says nice things about him or herself when appropriate</u>	<u>Always Sometimes Seldom</u>
<u>5. Initiates conversations with others</u>	<u>Always Sometimes Seldom</u>
<u>6. Volunteers to help peers with classroom tasks</u>	<u>Always Sometimes Seldom</u>
<u>7. Is aggressive towards people or objects</u>	<u>Always Sometimes Seldom</u>
<u>8. Shows anxiety about being with a group of children</u>	<u>Always Sometimes Seldom</u>
<u>9. Shows sympathy to other children, tries to help and comfort them</u>	<u>Always Sometimes Seldom</u>
<u>10. Pays attention well, listens to others</u>	<u>Always Sometimes Seldom</u>
<u>11. Easily distracted by other things going on</u>	<u>Always Sometimes Seldom</u>
<u>12. Asks for help when needed</u>	<u>Always Sometimes Seldom</u>
<u>13. Shares toys or other possessions – may have occasional arguments</u>	<u>Always Sometimes Seldom</u>
<u>14. Responds well to correction – stops misbehaving</u>	<u>Always Sometimes Seldom</u>

What are your child's strengths?

Do you have any behavior or learning concern?

Does your child have allergies or any other medical concerns? If yes, please explain.

Can your child toilet independently?

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DATE OF ADOPTION: OCTOBER 3, 2016	PAGE 1 OF 4

FIRST READING – REVISED POLICY

ATTENDANCE, ABSENTEEISM AND TRUANCY

Absences

The Board requires that school-aged ~~children~~ **students** enrolled in the District attend school in accordance with all applicable state laws and Board policies. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for ~~students~~ **them** to achieve academic standards and consistent educational progress.

Attendance ~~shall be~~ **is** required of all students enrolled in the District during the days and hours that school is in session, ~~except that~~ **The** Principal **or designee** may excuse a student for **a** temporary absences when receiving satisfactory evidence of conditions or reasons that may reasonably cause the student's absence.

The Board considers the following to be excused absences:

1. Illness
2. Recovery from an accident
3. Required court attendance
4. Medical and dental appointments
5. Death in the immediate family
6. Observation or celebration of a bona fide religious holiday
7. Such other good cause as may be acceptable to the Principal **or designee**, or permitted by law

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

In the event of an illness, parent(s)/**guardian(s)** must call the school and inform ~~them~~ **the** District of the student's illness and absence. For other absences, parent(s)/**guardian(s)** must provide written notice or a written excuse that states ~~one of these reasons~~ for non-attendance. The Principal **or designee** may require parent(s)/**guardian(s)** to provide additional documentation **in that** supports ~~of~~ their written notice, including but not limited to doctor's notes, court documents, obituaries, or other documents supporting the claimed reason for non-attendance.

If **a** parent(s)/**guardian(s)** wishes for their child **student** to be absent for a reason not listed above **as an excused absence**, the parent(s)/**guardian(s)** must provide a written explanation of the reason for such absence, including why ~~their~~ **the** student will be absent and for how long ~~their~~ **the** student will be absent. The Principal **or designee** will make a determination as to whether the stated reason for the student's absence constitutes good cause and will notify the

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parent(s)/guardian(s) via telephone and/or writing of his/her their decision. If the Principal or designee determines that good cause does not exist, the parent(s)/guardian(s) may request a conference with the Principal to ~~again~~ further explain the reasons for non-attendance. The Principal may then reconsider his the initial determination. ~~However, at this juncture,~~ After reconsideration, the Principal's decision shall be final.

Family Vacations/Educational Opportunities

~~Generally, a~~ Absences other than for illness during the school year are discouraged. Family vacations that occur while school is in session are not ~~considered~~ excused absences. The Superintendent or designee may choose to excuse the absence with prior written notice received at least five (5) school days prior to the trip. Teachers will not be responsible for provision of academic work missed during this absence, regardless of whether the trip is excused or unexcused. The Superintendent or his/her designee may make an exception for educational trips and college visits, provided that the itinerary and learning experiences are outlined in writing and work to be completed is approved prior to the trip. Parents should notify the Superintendent either verbally or in writing prior to the trip.

Chronic Absenteeism

Chronic Absenteeism is defined as missing ten (10) percent or more of the school year due to an absence of any reason. These can include excused absences, unexcused absences, or suspensions.

Tuancy

Tuancy is defined as any unexcused absence from class or school. Any absence that has not been excused for any of the reasons listed above as an excused absence will be considered an unexcused absence.

Ten (10) half-days of unexcused absences during a school year constitutes habitual truancy. A half-day absence is defined as a student missing more than two hours of instructionala time and fewer than three and one-half (3 1/2) hours of instructional time.

Any absence of more than three and one-half (3 1/2) hours of instructional time shall be considered a full-day absence.

Four tardies that are less than half days, as defined above, are the equivalent of one absence.

The Principal, designee, or Truant Officer is hereby designated as the District employee responsible for overseeing truancy issues.

Intervention Process to Address Truancy

The Principal or designee shall ensure that the administrative guidelines on attendance ~~properly~~ address the matter of truancy by including a process that identifies students who are habitually truant, as defined above.

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When the Principal or designee identifies a student who is habitually truant or who is in danger of becoming habitually truant, ~~he/she~~ **they** shall commence an intervention with the student, the student's parent(s)/guardian(s), and other staff members as may be deemed necessary. The intervention shall include processes including, but not limited to:

1. Investigatesing the cause (s) of the student's ~~truant behavior~~ absences;
2. ~~The C~~onsidersation of, when appropriate, modificationing of his/her ~~their~~ educational program to meet particular needs that may be causing truancy, **when appropriate**;
3. Involvesing the parent(s)/guardian(s) in the development of a plan designed to reduce the truancy;
4. Seeksing alternative disciplinary measures, but still retainsing the right to impose discipline in accordance with the District's policies and administrative guidelines on student discipline; and
5. Determinationing ~~as to~~ whether school record-keeping practices and parental notification of the student's absences have an effect on the ~~child's~~ student's attendance.

Parental Involvement in Truancy Intervention

When a student reaches habitual truancy status or is in danger of reaching habitual truancy status, the Principal or designee will send the student's parent(s)/guardian(s) a letter which includes:

1. A statement that the student has become or is in danger of becoming habitually truant;
2. A statement of the parent(s)/guardian(s) responsibility to ensure that the student attends school; and
3. A request for a meeting between the parent(s)/guardian(s) and the Principal to discuss the student's truancy and to develop a plan for reducing the student's truancy.

Developing and Coordinating Strategies for Truancy Reduction

The Board encourages directs the administration to: ~~seek truancy prevention and truancy reduction strategies along the recommendations listed below. However, these guidelines shall be advisory only. The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.~~

1. ~~Coordinate truancy prevention strategies based on the early identification of truancy, such as prompt notification of absences to parents.~~ **Use the Multi-Tiered System of Supports (MTSS) and Early Warning Indicators (EWI) to address absenteeism through targeted interventions, support, and data-driven strategies. Truancy prevention strategies will include promptly notifying the parent(s)/guardian(s) of absences and identifying early signs of truancy and chronic absenteeism.**

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2. ~~Assist school staff to develop site attendance plans by providing development strategies, resources, and referral procedures.~~
3. **2.** Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance. **The Superintendent is authorized to develop and utilize other means, guidelines and programs aimed at preventing and reducing truancy.**

Parental Notification of Truancy Policy

~~Prior to adopting this policy, the Board will place the item on the agenda of a public school board meeting and will allow two weeks for public input as to the policy's provisions. Any public input shall be advisory only and final adoption as to the policy's provisions will remain solely with the Board.~~

Additionally, ~~t~~**The** Superintendent shall also ensure that this policy is included in or referenced in the student handbook and is distributed to parent(s)/**guardian(s)** annually at the beginning of each school year.

Legal References:

- ~~RSA 189:34, Appointment~~
- ~~RSA 189:35-a, Truancy Defined~~
- ~~RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil~~
- ~~RSA 193:8, Notice Requirements~~
- ~~RSA 193:16 Bylaws as to Nonattendance~~
- ~~NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism~~
- ~~NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism~~

DOVER SCHOOL DISTRICT	POLICY CODE: JLMC EBCJ
DATE OF ADOPTION: AUGUST 19, 2024	PAGE 1 OF 5

FIRST READING – REVISED POLICY

~~DOVER SCHOOL DISTRICT SAU 11~~ WORKPLACE VIOLENCE PREVENTION POLICY

PREVENTION OF STUDENT VIOLENCE IN THE WORKPLACE

This section of the Dover School District's Safety Program serves as the District's required plan to reduce violent acts and injuries caused by students against employees, volunteers, and visitors per RSA 281-A:64 and NH Lab 603.03(g).

Workplace violence is defined as any act or threat of physical violence that occurs at the worksite or is threatened to occur at the worksite. Although not necessarily a violent act, workplace violence for this policy includes student elopement. The District does not tolerate workplace violence.

Student violence that threatens the health and safety of employees, disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be the cause of suspension or other disciplinary action in accordance with Policy JLDDBA (Behavior Management and Intervention) and Policy JICD (Student Discipline and Due Process).

The District recognizes that violent acts by students may risk harming employees, volunteers, and visitors, which, like other safety issues, can be mitigated through appropriate protective measures. Employees shall notify their supervisor in writing if they become aware of a situation where violence has occurred, or that may be an early indicator of, or may lead to workplace violence. Employees should reference the District Organizational Reporting chart to understand the chain of reporting for violent incidents.

EDUCATION AND TRAINING PROTOCOLS:

The District's Annually Required Training will include a one-hour building-based training for all employees on handling potentially volatile student situations and reducing staff injury. This training will inform employees of the Student Support Team's functions, protocols, and how to request assistance from the team during or after a violent incident, de-escalation techniques, building and District reporting expectations and requirements as contained in the District Organizational Reporting chart, available resources, and how to follow the organizational reporting protocol. Other training may be provided to all staff as necessary in accordance with their collective bargaining agreement. District ~~Staff~~ will receive a copy of this policy ~~Policy JLMC (Dover School District SAU 11 Workplace Violence Prevention Policy).~~

The District has adopted the Crisis Prevention Institute (CPI) as the training model for managing violent student behaviors. In accordance with that training model, certain staff will receive further targeted training for de-escalation and student-on-staff violence prevention, as necessary.

CPI training (initial or annual recertification) will be provided to any staff who works with students who have shown aggression (e.g., elopement, biting, kicking, punching, throwing items) or who need de-escalation.

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Additional violence prevention training will be offered as needed based on staff feedback and classroom observation of students. This training will support staff in developing and implementing strategies to encourage positive student behavior in the classroom and help reduce the risk of injury to staff members.

RESPONSE PROTOCOLS:

Student Support Team

Each school will have a designated and appropriately trained Student Support Team as defined in Policy EBBCA (Employee Student Supervision Safety Policy), and by the building administration to respond if a student becomes physically unsafe, assaultive, aggressive, or elopes from the building. The Student Support Team is in addition to the building-level administration and will respond if building administration is unavailable or requested by building administration.

By the first day of school each year, building Principals are required to communicate with the Superintendent and Director of Student Services in writing of who is on their Student Support Teams. Serving on the Student Support Team is voluntary. Should they arise, additional duties that may apply to the Student Support Team are also voluntary.

Student Support Teams will be trained and certified in Crisis Prevention Institute (CPI) Non-Violent Crisis Intervention. Student Support Teams will follow all protocols and procedures in applicable School Board Policies, including but not limited to EBBCA (Employee Student Supervision Safety Policy), JKAA (Use of Restraints and Seclusion Policy), and JKAA-F (Staff Processing of Restraint Incident Form).

Following each activation of the Student Support Team, the building Principal and other staff, as appropriate, will meet with the Student Support Team to debrief the incident, evaluate the response, and, if needed, make any necessary adjustments to the Student Support Team's protocols or the specific plans related to the student. This debriefing will include Policy JKAA-F (Staff Processing of Restraint Incident Form), and a copy of the report will be sent to the Assistant Superintendent or their designee following the debriefing.

Following an escalated student-on-staff interaction, the staff members involved shall be provided at least fifteen minutes as outlined in Policy EBCA (Crisis Prevention and Emergency Response Plans) for purposes such as recovery, reporting the incident, seeking medical attention, and debriefing. Supervisors may extend this time or allow a staff member to return home for the rest of the day.

Students who are known to exhibit physically aggressive or assaultive behaviors and/or a tendency to elope from school buildings are required to adhere to the specific measures outlined below. The building Principal is responsible for ensuring these requirements are in place and adhered to within the school.

1. A team that will work collaboratively to provide a safe learning experience for the student, the staff, and contracted service providers working with the student, and others in the school building. If the student has an Individualized Education Plan (IEP), the student's IEP Team will serve in this role. If the student has a 504 plan, the 504 team will serve in this capacity.

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DATE OF ADOPTION: AUGUST 19, 2024	PAGE 3 OF 5

Both the IEP and 504 team will follow federal and state laws governing special education and 504 Compliance.

2. A Behavioral Intervention Plan (BIP). The BIP will include steps to minimize recognized behavior-related concerns, action steps to implement if there is an escalation of behaviors, and action steps to implement if there are imminent safety risks to the student, staff, and contracted service providers working directly with the student and others who may be in the area. Action steps will include a plan to communicate the need for assistance and the use of technology in doing so. If the student has an IEP, the BIP will follow federal and state laws governing special education and be included in the student's IEP.
3. All staff and contracted service providers working with a student who has been determined to require a 2-way radio under Policy EBBCA (Employee Student Supervision Safety Policy) will be assigned a communication device for the purpose of being able to communicate a need for assistance. Those assigned a device are required to wear it on their person throughout the school day and/or during any other time periods they are working with an assigned student who has a BIP that requires a 2-way radio under Policy EBBCA (Employee Student Supervision Safety Policy).
4. Appropriate staff-to-student support ratios will be determined by the IEP, 504, or BIP team specific for that student based on the information in the BIP. If warranted, the Student Support Team, in collaboration with the IEP, 504, or BIP team, may determine a second person assigned to a student, which may be a classroom teacher within a classroom setting and/or other staff sharing common areas of the school, but each staff member assigned to supervise the student will receive training specific to the student, access to all necessary educational records to understand the student's behavior, and shall have a specific protocol designed for how their supervision is to align with their other duties, such as classroom instruction. The building Principal must have a plan to address staff/contracted service provider absences.
5. After an incident of physical aggression and/or elopement, the established team will review the student's BIP and, if needed, amend it. Additionally, the building Principal will determine if any actions are needed based on District School Board Policies, including, but not limited to, Policy JICD (Student Discipline and Due Process).

Voluntary Reassignment

In cases where a staff member has experienced significant injury or trauma or has experienced severe, pervasive, and objectively offensive behavior involving a student, the Superintendent, in consultation with the appropriate association (DAA, DEOP, DTIPA, DTU), or other District employees, may provide the impacted employee the option to be reassigned within the school or District. The transfer will follow what is prescribed in the CBA for the respective association.

Nothing herein shall be construed to, limit, or impair the employee's rights under state or federal law.

PREVENTION PROTOCOLS:

All District schools will foster a positive and respectful culture through clear, school-wide behavior expectations that are communicated to staff and students.

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Access to counseling services and mental health support is available to students who may be experiencing emotional or behavioral issues through access to staff such as guidance counselors, social workers, school psychologists, and behavioral specialists.

In the Dover School District, MTSS-B teams are known as the Guiding Coalition (Tier I and Tier II) and the Site Intervention Team (Tier III). The Guiding Coalition meets regularly to review overall student behavioral and social/emotional trends, providing ongoing support to students and staff. Meanwhile, the Site Intervention Team primarily focuses on addressing the individual needs of students through a problem-solving process. Administration, along with the Guiding Coalition, will work directly with teachers to provide resources and training to support the specific needs of individual students.

REPORTING AND INVESTIGATION PROCEDURES:

Each school will have a process for reporting behavior incidents to build leadership. Incidents will be recorded in our behavior tracking software, and administrators will provide necessary follow-up, resources, and/or support. These resources and supports include items such as, but are not limited to, parent/guardian involvement, school resource officer support, Tier II/III interventions, behavioral intervention plan, referral to Site Intervention Team, increased supervision, and additional classroom support.

After any incident of physical aggression or elopement involving a student with a BIP, the building Principal will notify verbally and in writing, the Superintendent, Superintendent's designee, and Director of Student Services (if a staff member is involved and only for acts of physical aggression).

Individuals Impacted by Physical Aggression

Following a student's physical aggression, all involved individuals will provide (if able) a written account of what occurred. If an employee is injured, the school nurse will assess the employee to determine whether further medical attention is necessary. If an employee is injured at all, they must make a first report of injury to the nurse for purposes of Workers' Compensation.

If an employee is seriously injured or traumatized by a student's act of physical aggression, the employee may be permitted to leave school for the remainder of the school day on administrative leave. The building Principal will make such a decision, in consultation with the Superintendent's office, as necessary. The building Principal will ensure that all appropriate accident forms are completed and submitted appropriately.

All assaults committed by students against employees, volunteers, and visitors will be addressed in accordance with Policy JICD (Student Discipline and Due Process) and must be reported per RSA 193-D:4. District reports shall be made using the Impact Form and the Workers' Compensation Injury Report Form.

The victim should complete an Impact Form. Individuals who observe a violent or aggressive act may be required to report the incident.

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The completed Impact Forms should be signed by the building administrator, who shall report the incident to the SAU Office. The Impact Form will be shared with the Director of Student Services, who will initiate an investigation in collaboration with building leadership, if necessary.

This investigation will help to determine if any disciplinary action is needed for the student involved and if any support is needed for the victim. In addition, the Director of Student Services will also investigate to determine if additional support might be needed to prevent future incidents. The Director of Student Services or the building Principal is responsible for conveying any reports required by law or policy to the parents/guardians of the student(s) involved.

The Joint Loss Management Committee will routinely review this policy along with workplace violence, workers' compensation reports, and Impact Forms to review trends and provide ongoing support to students and staff. The review process may consider the following: whether the employee was exposed to a foreseeable hazardous condition; whether the employer was aware of any potential hazards; whether all safety rules and procedures were followed; whether the procedure and/or training was adequate; an analysis of potentially hazardous conditions, and a determination as to whether corrective action may be required.

In addition, the District-wide Leadership Team will review this same policy and data monthly during leadership meetings, including the Superintendent, Assistant Superintendent, Principals, and SAU Administrators.

The Superintendent or their designee will coordinate the training, investigation, and adherence to the implemented program to reduce violent acts and injuries caused by students.

*Policy Updates:
Adopted August 19, 2024*

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

SECOND 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;

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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. The district will reimburse the Student-member for their mileage to and from any Principal approved trainings. (as outlined in the travel policy)**

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

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

SECOND 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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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

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DATE OF ADOPTION: FEBRUARY 10, 2020	PAGE 1 OF 1

SECOND 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

SECOND 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.~~

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- ~~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.

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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.

Policy Adoption: February 10, 2020

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

SECOND 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:

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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:

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

SECOND 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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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

SECOND 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

SECOND 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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DATE OF ADOPTION: DECEMBER 9, 2013	PAGE 2 OF 2

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~~

DOVER SCHOOL DISTRICT	POLICY CODE: JLCJA
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 1 OF 2

SECOND READING - REVISED

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

A. Creation of Plan.

~~No later than August 1, 2022,~~ The 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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DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 2 OF 2

~~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*).

Policy Adoption: November 8, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: JLF
DATE OF ADOPTION: DECEMBER 11, 2017	Page 1 of 5

SECOND 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~~

DOVER SCHOOL DISTRICT	POLICY CODE: JLF
DATE OF ADOPTION: DECEMBER 11, 2017	Page 2 of 5

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

DOVER SCHOOL DISTRICT	POLICY CODE: JLF
DATE OF ADOPTION: DECEMBER 11, 2017	Page 3 of 5

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

DOVER SCHOOL DISTRICT	POLICY CODE: JLF
DATE OF ADOPTION: DECEMBER 11, 2017	Page 4 of 5

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.

DOVER SCHOOL DISTRICT	POLICY CODE: JLF
DATE OF ADOPTION: DECEMBER 11, 2017	Page 5 of 5

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.

DOVER SCHOOL DISTRICT	POLICY CODE: JLP
DATE OF ADOPTION:	PAGE 1 OF 1

SECOND 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:

Additional Questions for Supplemental YRBS 2025 Based on Grant Core Measures for DFC:

Demographics:

1. What is your sex?
 - a. Female
 - b. Male

2. In what grade are you?
 - a. 6th grade
 - b. 7th grade
 - c. 8th grade
 - d. 9th grade
 - e. 10th grade
 - f. 11th grade
 - g. 12th grade
 - h. Ungraded or other grade

30 Day Use:

3. During the past 30 days did you drink one or more drinks of an alcoholic beverage?
 - a. Yes
 - b. No
4. During the past 30 days did you smoke part or all of a cigarette?
 - a. Yes
 - b. No
5. During the past 30 days have you used marijuana or hashish? (e.g., smoked, vaped, edibles)
 - a. Yes
 - b. No
6. During the past 30 days have you used prescription drugs not prescribed to you?
 - a. Yes
 - b. No

Perception of Risk:

7. How much do you think people risk harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week?
 - a. No Risk
 - b. Slight Risk
 - c. Moderate Risk
 - d. Great Risk

8. How much do you think people risk harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day?
 - a. No Risk
 - b. Slight Risk

- c. Moderate Risk
 - d. Great Risk
9. How much do you think people risk harming themselves physically or in other ways if they use marijuana once or twice a week? (e.g., smoking, vaping, edibles)
- a. No Risk
 - b. Slight Risk
 - c. Moderate Risk
 - d. Great Risk
10. How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?
- a. No Risk
 - b. Slight Risk
 - c. Moderate Risk
 - d. Great Risk

Perception of Peer Disapproval:

11. How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?
- a. Not at all wrong
 - b. A little bit wrong
 - c. Wrong
 - d. Very wrong
12. How wrong do your friends feel it would be for you to smoke tobacco?
- a. Not at all wrong
 - b. A little bit wrong
 - c. Wrong
 - d. Very wrong
13. How wrong do your friends feel it would be for you to use marijuana? (e.g., smoking, vaping, edibles)
- a. Not at all wrong
 - b. A little bit wrong
 - c. Wrong
 - d. Very wrong
14. How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?
- a. Not at all wrong
 - b. A little bit wrong

- c. Wrong
- d. Very wrong

Perception of Parental/Guardian/Caregiver Disapproval

15. How wrong do your parents or guardians feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?

- a. Not at all wrong
- b. A little bit wrong
- c. Wrong
- d. Very wrong

16. How wrong do your parents or guardians feel it would be for you to smoke tobacco?

- a. Not at all wrong
- b. A little bit wrong
- c. Wrong
- d. Very wrong

17. How wrong do your parents or guardians feel it would be for you to use marijuana? (e.g., smoking, vaping, edibles)

- a. Not at all wrong
- b. A little bit wrong
- c. Wrong
- d. Very wrong

18. How wrong do your parents or guardians feel it would be for you to use prescription drugs not prescribed to you?

- a. Not at all wrong
- b. A little bit wrong
- c. Wrong
- d. Very wrong

Optional Core Measures (Heroin and Methamphetamine):

19. During the past 30 days have you used heroin?

- a. Yes
- b. No

20. During the past year have you used heroin?

- a. Yes
- b. No

STOP ACT

21. How much do you think people risk harming themselves (physically or in other ways) if they take one or two drinks of an alcoholic beverage nearly every day?

- a. No Risk
- b. Slight Risk
- c. Moderate Risk
- d. Great Risk

22. How do you feel about someone your age having one or two drinks of alcohol nearly every day?

- a. Strongly Disapprove
- b. Somewhat Disapprove
- c. Somewhat Approve
- d. Strongly Approve

Additional Questions for Evaluation

23. During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use?

- a. Yes
- b. No

24. Do you agree or disagree that students help decide what goes on in your school?

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

25. During the past 12 months, do you recall hearing, reading, or seeing a public message about avoiding alcohol or other illegal drugs?

- a. Yes
- b. No
- c. Not sure

26. During the past 12 months, did you ever try to quit using all tobacco products?

- a. I did not use cigarettes, electronic vapor products, smokeless tobacco, cigars, shisha or hookah tobacco, pipe tobacco, heated tobacco products, or nicotine pouches during the past 12 months
- b. Yes
- c. No

27. During your life, how often have you felt that you were able to talk to an adult in your family or another caring adult about your feelings?

- a. Never
- b. Rarely
- c. Sometimes

- d. Most of the time
- e. Always



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Kiley Hemphill, Co-Director of Curriculum, Instruction, and Assessment
DATE: March 10, 2025
RE: Request to Waive Bidding

IMSE Comprehensive Orton-Gillingham Training

For the Title I team at Woodman Park School to complete 30 hours of training in the Orton-Gillingham approach to reading intervention.	Title I: Not to exceed \$12,000
--	------------------------------------

Request to Waive Bidding

On January 23rd, the Title I team at Woodman Park School were registered to participate together in Orton-Gillingham training through Institute for Multi-Sensory Education (IMSE). The 30 hours of training is to begin in March and the 6 members of the team will participate together so that they can collaborate, share their learning, and discuss the applications they are using in their reading intervention groups with students. The total cost for the 6 staff members came to: \$9,000 which was paid for using an approved Title I activity.

On February 10th, we were fortunate enough to hire a Title I interventionist to replace Vanessa Calabrese, which had previously been an unfilled position. It is important that our new Title I interventionist participate in the 30 hours of Orton-Gillingham training with the rest of the team so that they all have the same foundation of expertise in the OG approach. In this way, students will be provided with consistent strategies and approaches, regardless of who their Title I interventionist is. Registering this additional staff member brought our total spending with IMSE to over the \$10,000 cap, which is the reason for the bid waiver request. A sole source letter from the Title I grant manager has already been secured and is provided.

Recommendation to the School Board:

Vote to waive bidding and approve the additional funds for the full Woodman Park Title I team (7 staff members) to participate in the IMSE Comprehensive Orton-Gillingham training.



New Hampshire

Department of Education

New Hampshire Department of Education ESEA Noncompetitive Procurement Request Process and Form

Bureau of Instructional Support

Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

The purpose of this document is to provide all stakeholders with information regarding the New Hampshire Department of Education (NHED), Office of ESEA Programs noncompetitive procurement process and subsequent request form.

Guidance

Per 2 CFR § 200.320 (C) there are specific circumstances in which noncompetitive procurement can be used. One or more of the following circumstances must apply;

1. The acquisition of property or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (currently \$10,000),
 - If the acquisition of a good or service is below \$10,000, the local education agency (LEA) does not need to compete.
2. The item is available only from a single source,
 - In the rare case that a good or service is only available from one source, then the LEA does not need to compete.
3. The public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation;
 - In order to be considered a public emergency, the state would have to be in a state of emergency i.e. due to a pandemic, natural disaster, etc.
4. The Federal awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the non-Federal entity;
 - In the event the LEA does not wish to seek quotes or formally bid and does not meet one of the other noncompetitive requirements, a request can be made to NHED by submitting a noncompetitive request form (see Appendix A).
 - Requests are handled on a case-by-case basis.
 - The LEA must receive a response to their request by NHED in order to move forward with noncompetitive procurement, unless one of the other requirements is met.
 - If the request is approved, the approval document must be uploaded in the Grants Management System (GMS) to the appropriate grant for which the request was made.
 - A request for use of noncompetitive procurement does not guarantee federal compliance nor is it a guarantee that the request will be approved. All procurement activities are subject to monitoring.
 - Noncompetitive justification must go beyond an established relationship with the vendor. The sole reasoning of an existing relationship with a vendor will result in the request being denied.
 - Acceptable noncompetitive justification includes, but is not limited to; continuity of services provided to students, service providers are limited based on geographical location, the vendor has a level of familiarity with the product that constitutes continued work, etc.
5. After solicitation of a number of sources, competition is determined inadequate.
 - In the event the LEA goes out to bid, but only receive one adequate response, the LEA may elect to select that vendor for goods or services without any further action.
 - The LEA does not need to seek out approval from NHED if this circumstance applies.

Per 2 CFR § 200.334 the request, form, supporting documentation, and NHED's response must be maintained for record retention purposes.



Request to Use Noncompetitive Procurement

This form shall be used in the event an LEA wishes to make a request to NHED for noncompetitive procurement and does not meet one of the other four circumstances according to 2 CFR 200.320 (C). This written request shall demonstrate due diligence to meet full and open competition requirements, supporting documentation, and a fully executed form. The submission of this form does not guarantee approval. Please submit the fully executed document with supporting documentation to your federal grant program contact.

District Name:	
SAU #:	
Grant Contact Name and Title:	
Grant Contact Email:	
Grant Contact Phone:	
Grant Name and Year:	Choose an item.
Grant Activity #:	

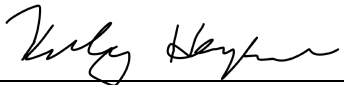
Grant Activity Narrative:

Please insert your activity narrative here that aligns with the activity number provided above.

The LEA must demonstrate the need for noncompetitive procurement by providing a narrative below:

Insert narrative here. Attach additional supporting documentation/narrative if additional space is needed.

I, on behalf of the LEA listed above, certify that the information provided in this document is true and understand that this request does not guarantee federal compliance and that all federal procurements are subject to monitoring.

	 	
Printed Name and Title	Signature	Date

NHED Use Only

I, on behalf of NHED, certify that I have reviewed the noncompetitive request above and have determined the LEA:

- ☒ Has made sufficient justification to not compete regarding the above-mentioned activity.
 - This document will be fully executed and returned to the LEA noting approval. The LEA must upload this document to GMS under the appropriate grant.
- ☐ Has not made sufficient justification to not compete regarding the above-mentioned activity.
 - This document will be fully executed and returned to the LEA noting it has been denied. The LEA must revise their justification or ensure that a competitive procurement process is met.

Christina Dotson - Educational Consultant	 	2/13/2025
Printed Name and Title	Signature	Date

For questions, please reach out to your federal program manager contact.



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Thomas Rup, Director of Technology
DATE: March 10, 2025
RE: Request to Waive Bidding

Veeam Backup Essentials Proposal

Source:	Bulletproof	MSRP	Line Total	MSRP Line Total
Veeam Backup Essentials + Production Support - Upfront Billing License - 5 Instance - 1 Year Quantity 4	\$381.33 ea	\$401.40 ea	\$1,525.32	\$1,605.60
Veeam Data Cloud for Microsoft 365 Flex - Subscription Upfront Billing - 1 Year Price Level 251+ User Quantity 750	\$29.92	\$31.50	\$22,440.00	\$23,625.00
Veeam Data Cloud Vault Foundation - Subscription Upfront - 1 Year Veeam Software Quantity 5	\$159.60	\$168.00	\$798.00	\$840.00
Total			\$24,763.32	\$26,070.60

Request to waive bidding:

To support the continued growth and development of the Dover School District population, we are requesting to waive bidding on a backup system provided by Veeam. The district has previously established an on-going relationship with BulletProof, the reseller for this service. Veeam has granted Bulletproof the Premier Partner Pricing for all Veeam products. This solution would back up the district's physical environment as well as the Office365 environment. Both environments are in need of a more robust backup solution. Recent Cybersecurity events have proven that the district needs to protect its investments in our data. The Technology Department has reviewed the pricing and technology against other competitor quotes to ensure that we are receiving the best pricing possible. Please references the attached quotes from other vendors to verify best possible pricing. We are asking for approval for the purchase of an annual subscription for Veeam Backup with an annual purchase price of \$24,763.32.

Dr. William Harbron, Ed.D.
Superintendent of Schools
w.harbron@dover.k12.nh.us

Michael Limanni
Business Administrator
m.limanni@dover.k12.nh.us

Dr. Christine Boston,
Ed.D. Assistant
Superintendent
c.boston@dover.k12.nh.us



BULLETPROOF

Quote: 779163-1315-00

307 Waverley Oaks Road Suite 201, Waltham, MA,
02452, USA Tel: 857-302-7725 Email:
rich.pomper@bulletproofsi.com

Email: t.rup@dover.k12.nh.us
Tel: 603-516-7458

Email: t.rup@dover.k12.nh.us
Tel: 603-516-7458

P.O. Number	Quote Date	Valid Until	Project Name
	9/18/2024	2 Months	Cohesity with hardware

Mfg Part No	Description	Quantity	Unit	Extended
SVC-DATAPROTECT	Backup DATAPROTECT SERVICE SUBSCRIPTION (1 TB). BACKUP AND RECOVERY ACROSS ON-PREM AND CLOUD WORKLOADS. SUBSCRIPTION PER BACKEND TB. COHESITY Notes: Cohesity Three Year Term	3	\$1,895.00	\$5,685.00
PS-JUMPSTART-SM	Labor INSTALL ONE CLUSTER (3-8 NODES) COHESITY SOFTWARE ONLY. CREATE BACKUP JOBS FOR UP TO 3 WORKLOADS - LIMITED SCOPE. SEE TERMS & CONDITIONS FOR ADDITIONAL DETAILS. PRICED PER SITE. SERVICE DAYS MUST BE CONSECUTIVE BUSINESS DAYS. PRE-BILLED AND EXPIRES 180 DAYS FROM PO. Cohesity	1	\$9,735.00	\$9,735.00
C5016-10G-SFP-4	Hardware C5016-SFP FOUR (4) NODE BLOCK (HARDWARE ONLY) Cohesity	1	\$22,225.00	\$22,225.00
CS-P-C5016-10G-SFP-4	Support PREMIUM (24X7) SUPPORT FOR C5016-10G-SFP-4; SUBJECT TO THE COHESITY SUPPORT MAINTENANCE TERMS AND CONDITIONS. Cohesity Notes: Cohesity Three Year Term	1	\$7,543.00	\$7,543.00
ADP-SFP-10G- SR	SFP SFP+ ADAPTER, 10G, SHORT-RANGE OPTICAL Cohesity	8	\$112.00	\$896.00
Subtotal:				\$46,084.00
Total:				\$46,084.00

All prices in US \$

Comments:

Payment Terms: Net 30 Days

Terms: This quote is based on current pricing and is subject to change after quote expiry date.

Dr. William Harbron, Ed.D.
Superintendent of Schools
w.harbron@dover.k12.nh.us

Michael Limanni
Business Administrator
m.limanni@dover.k12.nh.us

Dr. Christine Boston,
Ed.D. Assistant
Superintendent
c.boston@dover.k12.nh.us

Datto Backup Solution:

2 options, 1 yr commitment or 3 yr commitment:

With 1yr commitment, there's an upfront cost for the backup appliance plus monthlies and management by Bulletproof (with a minimum commitment term of 12 months).

With 3yr commitment, there's no upfront cost for the backup appliance but there are monthlies and management by Bulletproof (with a minimum commitment term of 36 months).

1 yr commitment

Datto Siris 5 6TB appliance: \$5200.00 (one time and upfront)

Plus:

S5-6 Time-Based Retention (1yr) monthly: \$1235.91 per month (12 months minimum)

3 yr commitment

Datto Siris 5 6TB appliance: included

Plus:

S5-6 Time-Based Retention (1yr) monthly: \$1064.80 per month (36 months minimum)



Quote: 779163-1613-00

307 Waverley Oaks Road Suite 201, Waltham, MA,
02452, USA Tel: 506-452-8558 Email:
scott.pyke@bulletproofsi.com

Email: t.rup@dover.k12.nh.us
Tel: 603-516-7458

Email: t.rup@dover.k12.nh.us
Tel: 603-516-7458

P.O. Number	Quote Date	Valid Until	Project Name
	2/13/2025	2/27/2025	License Option 2

Mfg Part No	Description	Quantity	Unit	Extended
P-ESSVUL-0I-SU1YP- 00	Veeam Backup Essentials + Production Support - Upfront Billing License - 5 Instance - 1 Year Public Sector - Veeam Universal License (VUL) Veeam Software Notes: MSRP: \$401.40	4	\$381.33	\$1,525.32
V-VDCFLX-0U-SU1YP- V3	Veeam Data Cloud for Microsoft 365 Flex - Subscription Upfront Billing - 1 Year Price Level 251+ User Veeam Software Notes: MSRP: \$31.50	750	\$29.92	\$22,440.00
V-VLTFDN-TB-SU1YP- CR	Veeam Data Cloud Vault Foundation - Subscription Upfront - 1 Year Veeam Software Notes: MSRP: \$168.00	5	\$159.60	\$798.00
Subtotal:				\$24,763.32
Total:				\$24,763.32

All prices in US \$

Comments:

Payment Terms: Net 30 Days

Terms: This quote is based on current pricing and is subject to change after quote expiry date.

Dr. William Harbron, Ed.D.
Superintendent of Schools
w.harbron@dover.k12.nh.us

Michael Limanni
Business Administrator
m.limanni@dover.k12.nh.us

Dr. Christine Boston,
Ed.D. Assistant
Superintendent
c.boston@dover.k12.nh.us



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members Dover School Board
CC: Dr. William R. Harbron, Superintendent of Schools
FROM: Michael Limanni, Chief Financial Officer
DATE: February 21, 2025
RE: Bellamy Tuition Rate Approval for FY2025-2026

See below for the calculated tuition rate for the Bellamy Academy at Dover School District:

	Elementary	Middle	High
Bellamy Academy	N/A	N/A	\$54,500

We have not raised tuition fees for Bellamy Academy for over 2 years. In reviewing tuition rates for similar programs in the area, we found that Portsmouth's Lister Academy is a good comparison, however it doesn't have the same access to the CTC programs that Bellamy has at Dover High School. Lister's tuition rate for the 2026 school year is \$54,200, and we believe this is well below the private placement market, and a great value for our students.

It is our recommendation that the Dover School Board vote to increase the tuition rate from \$48,925 to \$54,500 for the 2025-2026 fiscal year.



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Empowering all Learners

MEMORANDUM

TO: Members of the Dover School Board, Dr. William R. Harbron, Superintendent;
FROM: Michael Limanni, Chief Financial Officer
DATE: March 10, 2025
RE: Request to Approve and Adopt Changes: FY26 Budget Proposal

Over the course of the past two months, District administrators went back to the drawing board and reviewed their budgets for reductions to help bring the District's FY26 budget proposal within the City's tax cap. During this time, the business office reviewed new information from both the NHED, and the governor's office to update our 2026 revenue projections. As a result, we recommend that the board vote to modify the District's proposed budget to reflect \$1,751,005 in additional revenue, and \$860,149 in expenditure reductions for a tax capped operating budget of \$83,098,024 (\$89,226,448 including debt service). This represents a total appropriation of **\$94,862,186** which includes all special revenue funds including food services and federal grants.

The following are proposed modifications to the District's FY2026 revenue projections:

	Account Description	FY2025 ADJUSTED BUDGET	FY2026 ESTIMATED REVENUE	FY2026 REVISED REVENUE	\$ DIFF
R1	Tuition - Other NH Districts & Parents	\$ 86,962	\$ 102,000	\$ 105,923	\$ 3,923
R2	Tuition - Barrington	\$ 3,223,640	\$ 3,369,631	\$ 3,595,805	\$ 226,174
R3	Tuition - Nottingham	\$ 1,750,071	\$ 1,817,769	\$ 1,989,706	\$ 171,937
R4	Tuition - SPED Aides	\$ 366,365	\$ 189,000	\$ 311,255	\$ 122,255
R7	Tuition - Bellamy Academy	\$ 410,970	\$ 431,516	\$ 490,500	\$ 58,984
R10	Special Education Aid (Catastrophic Aid)	\$ 1,606,951	\$ 1,545,000	\$ 2,344,636	\$ 799,636
R13	Indirect Cost Allocation	\$ 171,000	\$ 180,000	\$ 107,520	\$ (72,480)
R16	Medicaid Distribution	\$ 200,000	\$ 50,000	\$ 250,000	\$ 200,000
R27	Local Property Tax	\$ 56,888,299	\$ 60,910,746	\$ 61,151,322	\$ 240,576
					\$ 1,751,005

Key Revenue Drivers:

1. NHDOE released the FY24 cost per pupil data on January 7th showing a significant increase in the high school cost per pupil of \$18,159.97 (\$16,846.78 in FY23). This impacts the Barrington, Nottingham, and "Other NH" tuition rates. In addition to this, the student count from Nottingham was increased from 91 estimated, to 98.
2. On February 13th, 2025 the Governor's operating budget was released. Page 1,190 shows \$49,917,000 allocated for Special Education Aid funding out of the Education Trust Fund. If funded at this level in

FY25, the District would receive a full reimbursement of capped expenses of \$2.344 million, so we feel it is justified to budget this capped amount in the 2026 school year which assumes that any increase over the FY25 reimbursement would be capped further.

Below represents the FY25 Funding allocation:

Total for State if fully funded:	\$ 50,273,602.00
Amount Funded:	\$ 33,917,000.00
% of Amount Per the formula:	67.5%
Dover's Current Allocation (FY25):	\$ 1,581,804.52
Dover Allocation if fully funded (100%):	\$ 2,344,635.75
Dover's % of total:	4.6638%
New Money at 100% of Funding:	\$ 16,356,602.00
Estimated Amount due to Dover (FY25):	\$ 762,831.23

3. While the FY26 indirect cost rate will not come out until April, we felt it was important to lower this with respect to the FY25 rate of 3.2%. We have historically left this at 4% as we conservatively approach our grant allocations so as not to demonstrate dramatic swings in the bottom-line appropriation.

4. While FY24 Medicaid revenue came in at only \$43,661, research supports that we should be receiving much more than this. In FY19, (the year just before COVID – but still post the changes made by the NHED to the documentation required for receiving this Federal reimbursement) Dover brought in \$564,157. This dropped significantly in FY20 to \$57,058 but rebounded to \$241,547 in FY22. The business office surveyed several school districts and found that given the eligibility requirements for the services we are currently receiving, we should be receiving much more than what we have been over the last 5 years. The Special Education department is actively reviewing their practices and will be approving an RFP for a new billing partner in the FY26 school year. Here are some quick notes on our research of surrounding districts:
 - Portsmouth: Lower student count with IEP’s eligible for Medicaid than Dover (F&R ADM 369.85 vs. 913.49; SPED ADM 416.64 vs. 700.69), and half the budget (\$9.8M in 2024 vs. Dover’s \$21.9M), they consistently receive over \$400K in Medicaid reimbursements year over year.
 - Somersworth: 2024 budget was approximately \$50M less than Dover’s, and they brought in \$125K in Medicaid reimbursements.
 - Timberlane: is facing \$6.6M in budget cuts going into their FY26 budget, they received \$450K in reimbursements in 2023; this dropped to \$83K in 2024 and was attributed to the retirement of the SPED admin assistant and turnover at the SPED director position.
 - Hampton: The business administrator pointed out that it took 2 years to bring back their reimbursements to where they are now, showed \$68K in FY24 revenue on a total budget of only \$23M compared to Dover’s \$91M total budget for the same year.
 - Rochester: In FY23 showed \$411K, \$363K in FY24, and in FY25 they have already been reimbursed for \$148K of the \$325 budgeted as of 2/26.

5. On February 26th, the City Finance Director revised the FY2026 amount allowed to be raised by taxes for the school district from \$60,910,746 to \$61,151,322 representing an increase of \$240,576 allowed in additional revenue under the City’s charter.

The following are proposed revisions to the District's proposed FY26 expenditures:

	Account Description	FY2025 ADJUSTED BUDGET	FY2026 BOARD PROPOSED	FY2026 REVISED BUDGET	
E1	(1100) Regular Education Programs	\$ 27,077,713	\$ 28,314,325	\$ 28,295,041	\$ (19,284)
E2	(1200) Special Education Programs	\$ 21,006,297	\$ 22,472,514	\$ 21,509,614	\$ (962,900)
E6	(2100) Support Services - Students	\$ 5,715,451	\$ 6,100,839	\$ 6,099,839	\$ (1,000)
E7	(2200) Support Services - Instructional	\$ 2,123,933	\$ 2,275,046	\$ 2,260,713	\$ (14,333)
E9	(2400) Support Services - School Administration	\$ 3,528,920	\$ 3,688,165	\$ 3,688,065	\$ (100)
E11	(2700) Support Services - Student Transportation	\$ 5,062,156	\$ 5,774,958	\$ 5,912,426	\$ 137,468
					\$ (860,149)

Key Expenditure Drivers:

1. Principals cut \$19,284 in books, furniture, equipment and supplies.
2. Special education reduced their out-of-district tuition expenditures by \$887,000, lowered PD costs by \$33,000, reduced equipment by \$5,000, and adjusted Medicaid billing to represent 6% of \$250,000 saving \$10,000.
3. Transportation was increased to reflect further increases in homeless transportation, and the missed cost of freshman orientation.
4. The curriculum department tightened their budget by approximately \$15,000 by representing cyclical costs that will be paid out of grants in FY26 to the planned net transfer (to and from) their capital reserve.

FY2026 SCHOOL BUDGET PROPOSAL

GENERAL FUND - REVENUE

Account Description		FY2025 ADJUSTED BUDGET	FY2026 ESTIMATED REVENUE	\$\$\$ INCREASE/(DECREASE)	% INCREASE/(DECREASE)
R1	Tuition - Other NH Districts & Parents	\$ 86,962	\$ 105,923	\$ 18,961	21.80%
R2	Tuition - Barrington	\$ 3,223,640	\$ 3,595,805	\$ 372,165	11.54%
R3	Tuition - Nottingham	\$ 1,750,071	\$ 1,989,706	\$ 239,635	13.69%
R4	Tuition - SPED Aides	\$ 366,365	\$ 311,255	\$ (55,110)	-15.04%
R5	Tuition - CTC-NH Districts	\$ 178,020	\$ 220,000	\$ 41,980	23.58%
R6	Tuition - CTC-Out of State Districts	\$ 55,000	\$ 35,000	\$ (20,000)	-36.36%
R7	Tuition - Bellamy Academy	\$ 410,970	\$ 490,500	\$ 79,530	19.35%
R8	Other Local Revenue - Districtwide	\$ 10,000	\$ 10,000	\$ -	0.00%
R9	School Building Aid	\$ 383,462	\$ 368,722	\$ (14,740)	-3.84%
R10	Special Education Aid (Catastrophic Aid)	\$ 1,606,951	\$ 2,344,636	\$ 737,685	45.91%
R11	CTC-Tuition Aid	\$ 431,092	\$ 465,000	\$ 33,908	7.87%
R12	CTC-Transportation Aid	\$ 3,000	\$ 1,500	\$ (1,500)	-50.00%
R13	Indirect Cost Allocation	\$ 171,000	\$ 107,520	\$ (63,480)	-37.12%
R14	ABE Allocation	\$ 43,000	\$ 25,000	\$ (18,000)	-41.86%
R15	Impact Aid	\$ -	\$ -	\$ -	0.00%
R16	Medicaid Distribution	\$ 200,000	\$ 250,000	\$ 50,000	25.00%
R17	Tuition - Preschool Program	\$ 8,000	\$ 8,000	\$ -	0.00%
R18	Tuition - Summer School, Elementary	\$ -	\$ -	\$ -	0.00%
R19	Tuition - Summer School, DHS	\$ -	\$ -	\$ -	0.00%
R20	Athletic Transportation, DMS	\$ 30,000	\$ 30,000	\$ -	0.00%
R21	Athletic Transportation, DHS	\$ 104,000	\$ 104,000	\$ -	0.00%
R22	School - Transfer from Capital Reserves, Facilities & SPED	\$ 250,000	\$ -	\$ (250,000)	-100.00%
R23	School - Transfer from Capital Reserves, Curriculum	\$ -	\$ -	\$ -	0.00%
R24	School - Transfer from Capital Reserves, IT	\$ -	\$ -	\$ -	0.00%
Total Non Tax Revenue		\$ 9,311,532	\$ 10,462,567	\$ 1,151,035	12.36%
R25	State Adequate Education Grant	\$ 11,505,714	\$ 10,263,591	\$ (1,242,123)	-10.80%
R26	Statewide Education Tax	\$ 6,937,255	\$ 7,348,968	\$ 411,713	5.93%
R27	Local Property Tax	\$ 56,888,299	\$ 61,151,322	\$ 4,263,023	7.49%
R27	Local Property Tax - Tax Capped Levy	\$ 55,059,960	\$ 61,151,323	\$ 4,263,024	7.49%
R27	Local Property Tax - Over/(Under) Tax Cap	\$ 1,828,339	\$ (0)		
Total Tax Revenue		\$ 75,331,268	\$ 78,763,881	\$ 3,432,613	4.56%
Total	Total Operating Revenue	\$ 84,642,799	\$ 89,226,448	\$ 4,583,648	5.42%

FY2026 SCHOOL BUDGET PROPOSAL

GENERAL FUND - EXPENSES

		FY2025 ADJUSTED	FY2026	\$\$\$	%
Account Description		BUDGET	BOARD PROPOSED	INCREASE/(DECREASE)	INCREASE/(DECREASE)
E1	(1100) Regular Education Programs	\$ 27,077,713	\$ 28,295,041	\$ 1,217,328	4.50%
E2	(1200) Special Education Programs	\$ 21,006,297	\$ 21,509,614	\$ 503,317	2.40%
E3	(1300) Career and Technical Education Programs	\$ 3,050,303	\$ 3,189,596	\$ 139,293	4.57%
E4	(1400) Co-Curricular Activities and Athletics	\$ 781,967	\$ 815,033	\$ 33,066	4.23%
E5	(1600) Adult/Continuing Education Programs	\$ 276,853	\$ 285,445	\$ 8,592	3.10%
E6	(2100) Support Services - Students	\$ 5,715,451	\$ 6,099,839	\$ 384,388	6.73%
E7	(2200) Support Services - Instructional	\$ 2,123,933	\$ 2,260,713	\$ 136,780	6.44%
E8	(2300) Support Services - General Administration	\$ 1,912,113	\$ 2,032,446	\$ 120,333	6.29%
E9	(2400) Support Services - School Administration	\$ 3,528,920	\$ 3,688,065	\$ 159,145	4.51%
E10	(2600) Support Services - Operation Maint/Plant	\$ 5,735,309	\$ 6,564,779	\$ 829,470	14.46%
E11	(2700) Support Services - Student Transportation	\$ 5,062,156	\$ 5,912,426	\$ 850,270	16.80%
E12	(2800) Support Services - Centralized Services	\$ 2,082,365	\$ 2,157,732	\$ 75,367	3.62%
E13	(2900) District-Wide Severances	\$ 32,295	\$ 32,295	\$ -	0.00%
E14	Fund Transfer to Special Revenue Funds - McConnell Ctr	\$ -	\$ -	\$ -	0.00%
E15	Fund Transfer to Athletics Capital Reserves	\$ -	\$ 20,000	\$ 20,000	0.00%
E16	Fund Transfer to Curriculum Capital Reserves	\$ -	\$ 110,000	\$ 110,000	0.00%
E17	Fund Transfer to Facilities Capital Reserves	\$ -	\$ -	\$ -	0.00%
E18	Fund Transfer to IT Capital Reserves	\$ 35,000	\$ 125,000	\$ 90,000	257.14%
E19	Fund Transfer to Instructional Equip. Capital Reserves	\$ -	\$ -	\$ -	0.00%
E20	Fund Transfer to Student Support Svcs. Capital Reserves	\$ -	\$ -	\$ -	0.00%
Total Operating Expenses		\$ 78,420,675	\$ 83,098,024	\$ 4,677,349	5.96%
E19	School Debt - Principal Payments	\$ 3,544,466	\$ 3,560,651	\$ 16,184	0.46%
E20	School Debt - Interest Payments	\$ 2,677,658	\$ 2,567,773	\$ (109,885)	-4.10%
Total Debt Service		\$ 6,222,124	\$ 6,128,424	\$ (93,701)	-1.51%
Total	Total General Fund Expenses, Operating and Debt Service	\$ 84,642,799	\$ 89,226,448	\$ 4,583,648	5.42%

FY2026 SCHOOL BUDGET PROPOSAL

SPECIAL REVENUE FUNDS

Account Description		FY2025	FY2026	\$\$\$	%
		Adjusted Budget	Estimated	INCREASE/(DECREASE)	INCREASE/(DECREASE)
SR1	School Cafeteria Fund (Fund 2800)	\$ 1,784,697	\$ 1,838,238	\$ 53,541	3.00%
SR2	Federal/State Grants (Funds 282X)	\$ 4,100,000	\$ 3,360,000	\$ (740,000)	-18.05%
SR3	Special Programs (Fund 295X)	\$ 175,000	\$ 175,000	\$ -	0.00%
SR4	Tuition Programs (Fund 3810)	\$ 125,000	\$ 125,000	\$ -	0.00%
SR5	Facilities Fund (Fund 3830)	\$ 137,500	\$ 137,500	\$ -	0.00%
Special Revenue Fund Totals		\$ 6,322,197	\$ 5,635,738	\$ (686,459)	-10.86%
Total School Appropriations		\$ 90,964,997	\$ 94,862,186	\$ 3,897,189	4.28%

FY2026 SCHOOL BUDGET PROPOSAL

GENERAL FUND - **REVENUE**

Account Description		FY2025 ADJUSTED BUDGET	FY2026 ESTIMATED REVENUE	\$\$\$ INCREASE/(DECREASE)	% INCREASE/(DECREASE)
R1	Tuition - Other NH Districts & Parents	\$ 86,962	\$ 105,923	\$ 18,961	21.80%
R2	Tuition - Barrington	\$ 3,223,640	\$ 3,595,805	\$ 372,165	11.54%
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R4	Tuition - SPED Aides	\$ 366,365	\$ 311,255	\$ (55,110)	-15.04%
R5	Tuition - CTC-NH Districts	\$ 178,020	\$ 220,000	\$ 41,980	23.58%
R6	Tuition - CTC-Out of State Districts	\$ 55,000	\$ 35,000	\$ (20,000)	-36.36%
R7	Tuition - Bellamy Academy	\$ 410,970	\$ 490,500	\$ 79,530	19.35%
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R11	CTC-Tuition Aid	\$ 431,092	\$ 465,000	\$ 33,908	7.87%
R12	CTC-Transportation Aid	\$ 3,000	\$ 1,500	\$ (1,500)	-50.00%
R13	Indirect Cost Allocation	\$ 171,000	\$ 107,520	\$ (63,480)	-37.12%
R14	ABE Allocation	\$ 43,000	\$ 25,000	\$ (18,000)	-41.86%
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R16	Medicaid Distribution	\$ 200,000	\$ 250,000	\$ 50,000	25.00%
R17	Tuition - Preschool Program	\$ 8,000	\$ 8,000	\$ -	0.00%
R18	Tuition - Summer School, Elementary	\$ -	\$ -	\$ -	0.00%
R19	Tuition - Summer School, DHS	\$ -	\$ -	\$ -	0.00%
R20	Athletic Transportation, DMS	\$ 30,000	\$ 30,000	\$ -	0.00%
R21	Athletic Transportation, DHS	\$ 104,000	\$ 104,000	\$ -	0.00%
R22	School - Transfer from Capital Reserves, Facilities & SPED	\$ 250,000	\$ -	\$ (250,000)	-100.00%
R23	School - Transfer from Capital Reserves, Curriculum	\$ -	\$ -	\$ -	0.00%
R24	School - Transfer from Capital Reserves, IT	\$ -	\$ -	\$ -	0.00%
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R27	Local Property Tax - Tax Capped Levy	\$ 55,059,960	\$ 61,151,323	\$ 4,263,024	7.49%
R27	Local Property Tax - Over/(Under) Tax Cap	\$ 1,828,339	\$ (0)		
Total Tax Revenue		\$ 75,331,268	\$ 78,763,881	\$ 3,432,613	4.56%
Total	Total Operating Revenue	\$ 84,642,799	\$ 89,226,448	\$ 4,583,648	5.42%

FY2026 SCHOOL BUDGET PROPOSAL

GENERAL FUND - EXPENSES

		FY2025 ADJUSTED	FY2026	\$\$\$	%
Account Description		BUDGET	BOARD PROPOSED	INCREASE/(DECREASE)	INCREASE/(DECREASE)
E1	(1100) Regular Education Programs	\$ 27,077,713	\$ 28,295,041	\$ 1,217,328	4.50%
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E20	School Debt - Interest Payments	\$ 2,677,658	\$ 2,567,773	\$ (109,885)	-4.10%
Total Debt Service		\$ 6,222,124	\$ 6,128,424	\$ (93,701)	-1.51%
Total	Total General Fund Expenses, Operating and Debt Service	\$ 84,642,799	\$ 89,226,448	\$ 4,583,648	5.42%

FY2026 SCHOOL BUDGET PROPOSAL

SPECIAL REVENUE FUNDS

Account Description	FY2025		FY2026		\$\$\$	%
	Adjusted Budget		Estimated		INCREASE/(DECREASE)	INCREASE/(DECREASE)
SR1 School Cafeteria Fund (Fund 2800)	\$ 1,784,697	\$	1,838,238	\$	53,541	3.00%
SR2 Federal/State Grants (Funds 282X)	\$ 4,100,000	\$	3,360,000	\$	(740,000)	-18.05%
SR3 Special Programs (Fund 295X)	\$ 175,000	\$	175,000	\$	-	0.00%
SR4 Tuition Programs (Fund 3810)	\$ 125,000	\$	125,000	\$	-	0.00%
SR5 Facilities Fund (Fund 3830)	\$ 137,500	\$	137,500	\$	-	0.00%
Special Revenue Fund Totals	\$ 6,322,197	\$	5,635,738	\$	(686,459)	-10.86%
Total School Appropriations	\$ 90,964,997	\$	94,862,186	\$	3,897,189	4.28%