



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #10
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, October 6, 2025
Meeting Time:	7:00 p.m.

- A. ROLL CALL**
- B. PLEDGE OF ALLEGIANCE**
- C. AGENDA APPROVAL**
- D. CITIZENS' FORUM** (*To be recessed, if necessary, and resumed following School Board Matters of Interest*)
- E. APPROVAL OF MINUTES**
 - 1. Non-Public Meeting, September 8, 2025
 - 2. Regular Meeting, September 8, 2025
- F. SUPERINTENDENT'S REPORT**
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Jessica Kuehl – Float Nurse – Dover Middle School – Resignation (10/25/25)
 - b. Doris Zucco – Paraeducator – Woodman Park School – Resignation (09/26/25)
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DALC Nomination
 - b. DEOP Nomination
 - c. Non-Union Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** October Donation
- H. STUDENT REPORT**
- I. FINANCIAL REPORT**
- J. POLICIES – CHANGES – PROPOSALS:**
 - 1. AD – Philosophy of the School District: Mission Statement – Revised Policy – First Reading
 - 2. BBA – School Board Powers and Duties – Withdraw Policy – First Reading
 - 3. BBAA – School Board Member Authority – Revised Policy – First Reading
 - 4. BEDG – Meeting Minutes – Revised Policy – First Reading
 - 5. BGAA – Policy Development, Adoption, and Review – Revised Policy – First Reading
 - 6. EBCH – Chemical Safety and Chemical Hygiene Plan – Revised Policy – First Reading
 - 7. IJ – Educational Materials Selection – Revised Policy – First Reading
 - 8. IK – Earning of High School Credit – Revised Policy – First Reading
 - 9. IKA – Grading System – Grades 5 Through 12 – Revised Policy – First Reading
 - 10. IKAA – Interdisciplinary Credit – Withdraw Policy – First Reading
 - 11. ILBAA – High School Graduation Competencies – Withdraw Policy – First Reading
 - 12. JIHB – Searches of Student Automobiles on School Property – Revised Policy – First Reading
- K. POLICY ADOPTION:**
 - 1. JEB – School Entrance Requirements – Revised Policy – Second Reading



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Meeting Date:	Monday, October 6, 2025
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L. RESOLUTIONS: None

M. OLD BUSINESS: None

N. NEW BUSINESS:

1. Research Request by Kimberly Morton Lee – What is So Great About Competency-Based Education: Meeting the Academic
2. Bid Award – Reunification Software Platform
3. Paraeducator Positions
4. Memorandum of Agreement: Dover School Board and Dover Teachers' Union
5. SchoolCare
6. District Capacity Assessment Data
7. 2025 New Hampshire School Boards Association (NHSBA) Delegate Assembly

O. SUBMISSION AND PAYMENT OF BILLS

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. 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, October 6, 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:

E. APPROVAL OF MINUTES

1. **Non-Public Meeting, September 8, 2025**
2. **Regular Meeting, September 8, 2025**

F. SUPERINTENDENT'S REPORT: See below.

G. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Jessica Kuehl – Float Nurse – Dover Middle School – Resignation (10/25/25)
 - b. Doris Zucco – Paraeducator – Woodman Park School – Resignation (09/26/25)
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
 - a. DALC Nomination
 - b. DEOP Nomination
 - c. Non-Union Nominations
6. **Extended Travel (Student Trips):** None
7. **Donations:** October Donation

Superintendent Recommendations: I recommend the Board approve the Consent Agenda presented.

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

J. POLICIES – CHANGES – PROPOSALS:

1. **AD – Philosophy of the School District: Mission Statement – Revised Policy – First Reading:** Policy AD was adopted to include a review and revision of the mission statement annually. N.H. Code Admin. Rules Ed 306.05 allows for the philosophy or mission statement to be reviewed at least every five years. Moving to a five-year cycle would place this in alignment with the strategic plan.
2. **BBA – School Board Powers and Duties – Withdraw Policy – First Reading:** NHSBA rescinded "School Board Powers and Duties" as administrative rules are easily accessible now. It is no longer important to restate and update the administrative rules in samples each time the rules are amended.
3. **BBAA – School Board Member Authority – Revised Policy – First Reading:** Revised completely to remove redundancies and in places mild conflicts with other sample policies, change language to better reflect New Hampshire parlance relating to meetings, and to make clear the limitations on individual board member authority, especially with respect to communications (important to limiting the potential individual member liability for First Amendment violations, see United States Supreme Court's decision in *Lindke v. Freed*, 601 U.S. 187 (2024)).

4. **BEDG – Meeting Minutes – Revised Policy – First Reading:** The passage of HB265 (amending 91-A:2, II) added two new requirements for public minutes.
5. **BGAA – Policy Development, Adoption, and Review – Revised Policy – First Reading:** NHSBA revised Section H to reflect the specific requirement under new Ed 306.04(a) & (b) that Board policies and procedures are included on "each school's website". Additional minor changes in language for clarity. NOTE: Sample BGAA is an alternative, consolidation and expansion of samples BG, BGA, BGB, BGC & BGE.
6. **EBCH – Chemical Safety and Chemical Hygiene Plan – Revised Policy – First Reading:** Revised policy to reflect the requirements embedded in the Chemical Hygiene Plan template for an annual audit.
7. **IJ – Educational Materials Selection – Revised Policy – First Reading:** Sample IJ was revised to correspond to changes to the New Hampshire Minimum Standards for Public School Approval (the "306 rules"), specifically 306.08, which modified the previous iteration of the same rule. Given that the rule requires the Board to require each school to comply, and the rule's requirement for a plan for ongoing review of the resources, we have changed the category from Recommended to Priority/Required.
8. **IK – Earning of High School Credit – Revised Policy – First Reading:** Former sample IK was completely replaced, and the title changed, to better align and conform to the overhauled 306 rules. Additionally, in order to consolidate provisions which under the former 306 rules had limited application to different grades/populations, or were formerly optional but are now required, the subject matter of the following now rescinded samples has been incorporated into this sample: IKAA (interdisciplinary credits), ILBAA (high school competencies), and IMBC (alternative credit options).
9. **IKA – Grading System – Grades 5 Through 12 – Revised Policy – First Reading:** The policy outlines grading practices for Grades 5–12 in the Dover School District. This policy is being updated to reflect current practices.
10. **IKAA – Interdisciplinary Credit – Withdraw Policy – First Reading:** The subject matter of the former interdisciplinary credit sample has been incorporated into sample IK - Earning of High School Credit - Achievement of Competencies.
11. **ILBAA – High School Graduation Competencies – Withdraw Policy – First Reading:** The subject matter of the high school graduation competencies has been incorporated into sample IK - Earning of High School Credit - Achievement of Competencies.
12. **JHIB – Searches of Student Automobiles on School Property – Revised Policy – First Reading:** To outline the conditions under which student vehicles parked on school property may be searched. Policy is being updated from 2006.

Superintendent's Recommendation: I recommend the Board table the draft policies presented to be reviewed prior to the next regular meeting.

K. POLICY ADOPTION:

1. **JEB – School Entrance Requirements – Revised Policy – Second Reading:** The policy was presented as a first reading on May 12, 2025 and was revised to include more specific details regarding what is required if other than a birth certificate.

L. RESOLUTIONS: None

M. OLD BUSINESS: None

N. NEW BUSINESS:

1. Research Request by Kimberly Morton – What is So Great About Competency-Based Education

Superintendent's Recommendation: While the concept has potential benefits, the proposal itself lacks some depth, and we're mindful of the time commitment it would require from our staff.

Given the current demands on employee time and the need to prioritize initiatives with clear, measurable impact, I do not recommend approving this request.

2. Bid Award – Reunification Software Platform: A sealed Request for Proposal was issued and received for a Reunification Platform bid that includes a new software platform for the district that would allow the district to easily identify potential situations as well as ensure all students and staff are accurately accounted for. The bid was done to ensure safety and accountability for all staff and students.

Superintendent's Recommendation: I recommend the Board approve the bid award requested contingent upon funding.

3. Paraeducator Positions: Director Small will speak to the increased need for para support due to new students and other needs.

Superintendent's Recommendation: I recommend the Board approve Director Small's request so that the district remains compliant with IDEA.

4. Memorandum of Agreement: Dover School Board and Dover Teachers' Union (Absorbing Students): The DTU is requesting an MOA with the district that provides compensation when a teacher is required to absorb five or more students due to staff absences not covered by substitutes.

Superintendent's Recommendation: I recommend the Board approve the Memorandum of Agreement with the inclusion of a specific date that the MOA sunsets.

5. SchoolCare: The district was notified on Tuesday September 23rd that SchoolCare has directed a contribution assessment to all member districts to restore reserve levels to 12% of member contributions. The districts portion of the assessment is \$1,697,939.99. Due to lack of prior notice about this possibility, the district did not account for the liability in FY25 or FY26.

Superintendent's Recommendation: It is recommended that CFO Limanni continue to work within our current budget and the City regarding FY25 to determine how to best fund this cost. I also recommend that Director Kimberly Cox develop an RFP to review current options for health care for our employees.

6. District Capacity Assessment Data: The District Capacity Assessment (DCA) measures how well the district is organized to support schools in successfully using new programs and practices. It provides a **Total Score** along with results across 8 subscales in three key areas:

- **Organizational Leadership** – Guiding and supporting change through communication, decision-making, and resource allocation.
- **Competency** – Building and sustaining educators' skills through hiring, training, and coaching.
- **Data System for Decision Making** – Collecting and using data to drive continuous improvement and provide needed supports.

Progress Over Time

- **2019 (9.0%)** – Baseline needs assessment; very limited systems in place.
- **2023 (16.7%)** – Infrastructure work began; foundational systems were established.

- **2025 (42.6%)** – Significant growth; key structures and supports installed to help schools implement and sustain new practices.

Key Takeaway: Since 2023, the district has moved from planning to action, building the infrastructure necessary to support schools for long-term success.

Superintendent's Recommendation: This information is for Board and community information as it relates to our Strategic Pillar regarding continuous improvement and SMART goals for 2025-2030.

7. **2025 New Hampshire School Boards (NHSBA) Delegate Assembly:** Discussion of the NHSBA Delegate Assembly as requested by Micaela Demeter.

Superintendent's Recommendation: N/A

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

Key Meetings

- **District Leadership Team Meetings**
 - Focused on strategic planning for the academic year, including curriculum updates and professional development priorities.
- **School Site Visits**
 - Visited multiple schools to meet with principals and instructional teams, observe classroom practices, and support implementation of district initiatives.
- **NH-ED Sessions**
 - Participated in presentations and discussions around student achievement data, budget allocations, and policy updates.
- **Curriculum and Instruction Planning**
 - Collaborated with the CIA and Elementary Principals to ensure consistency in instructional times across three schools.
- **Community Engagement**
 - Attended community and student events to foster transparency and visibility.

Major Activities

- **Professional Development Coordination**
 - Finalized fall Professional Development calendar.
- **Data Review and Analysis**
 - Led review of assessment data to identify trends and inform instructional adjustments.
- **Staff Onboarding and Support**
 - Supported new administrator onboarding and provided mentoring for early-career leaders.
- **Strategic Initiative Launches**
 - Helped roll out district-wide initiatives such as MTSS refinement and the separation of Tier II and Tier III interventions.

Respectfully Submitted,

Christine R. Boston, Ed.D.
Superintendent of Schools

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

TO: **DOVER SCHOOL BOARD**

DATE: October 6, 2025

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

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Robinson, Melissa	DALC Teacher	Dover Adult Learning Center	John Tibbetts	\$32.13/hr	

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

TO: **DOVER SCHOOL BOARD**

DATE: October 6, 2025

MEMORANDUM: Nomination and Election of Administrative Assistants (DEOP)

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Mailhot, Ann	Attendance Secretary	Dover High School	Donna Harrington	\$22.55	C2, Step 6

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

TO: DOVER SCHOOL BOARD

DATE: October 6, 2025

MEMORANDUM: Nomination and Election of Non-Union Employees

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2025-2026 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY
Krauss, Ethan	Noon Aide	Garrison School	Open	\$13.00/hr
Schintzius, Samantha	Noon Aide	Frances G. Hopkins Elementary School at Horne Street	Open	\$13.00/hr

**Donation Request List for Approval
October 6, 2025 - School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
DHS CTC	Suzanne Weete	\$5,600	2017 Volvo XC90 T6	To support the Automotive Technology program.

Dover School District Monthly Financial Report

TO: Members Dover School Board
Dr. Christine Boston, Superintendent of Schools

FROM: Michael Limanni, CFO

DATE: October 2, 2025

RE: Condition of *School* Accounts

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

Business Office Update:

Of the \$12,500,136 in budget remaining, the following cost expectations that are also not reflected in the reported encumbrances:

GF - Budget Balance - 10.01.25	\$ 12,500,136.08
(-) Debt and Fund Transfers	\$ (8,123,995.00)
(-) Continued Cost of Substitutes	\$ (349,274.74)
(-) Estimated Continued Professional & Staff Dev	\$ (326,214.02)
(-) Additional IT Services	\$ (55,800.00)
(-) Tuition Reimbursements	\$ (4,108.47)
(-) Severances	\$ (170,130.02)
(-) Cost of SROs	\$ (108,000.00)
(-) Dues & Fees	\$ (47,741.21)
(-) New & Replacement Ed. Equip.	\$ (301,379.32)
(-) Supplies, Books, Graduation	\$ (829,929.89)
Estimated Final Fund Balance:	\$ 2,183,563.41

The District is still showing 45.26 vacant position FTEs with only 19 of these positions filled by contractors showing just under \$1M in wage related savings.

Other funds representing our food services department and federal fund programs show no significant revenue concerns. Additionally, all federal grants that were budgeted for have been allocated by the state.

DOVER SCHOOL DISTRICT
Condition of Accounts - September 2025

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 28,289,050	\$ 3,391,910	\$ 24,897,140	\$ 23,773,831	\$ 1,123,309
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,505,598	\$ 3,481,172	\$ 18,024,426	\$ 17,207,834	\$ 816,592
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 414,507	\$ 2,775,092	\$ 2,575,877	\$ 199,215
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 116,951	\$ 698,079	\$ 589,504	\$ 108,575
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 71,558	\$ 213,888	\$ 213,414	\$ 474
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 742,381	\$ 5,357,455	\$ 4,973,258	\$ 384,197
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,716	\$ 432,963	\$ 1,837,753	\$ 1,404,585	\$ 433,168
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 654,593	\$ 1,399,853	\$ 1,211,683	\$ 188,170
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 850,352	\$ 2,837,716	\$ 2,742,632	\$ 95,084
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 499,564	\$ 6,065,216	\$ 5,533,132	\$ 532,084
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 420,305	\$ 5,492,122	\$ 5,216,442	\$ 275,680
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 1,151,460	\$ 1,006,273	\$ 813,377	\$ 192,896
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ 5,597	\$ 26,698	\$ -	\$ 26,698
5200	FUND TRANSFERS OUT	\$ 1,995,571	\$ -	\$ 1,995,571	\$ -	\$ 1,995,571
6900	SCHOOL DEBT - Principal & Interest	\$ 6,128,424	\$ -	\$ 6,128,424	\$ -	\$ 6,128,424
TOTAL GENERAL FUND EXPENDITURES:		\$ 90,989,019	\$ 12,233,314	\$ 78,755,705	\$ 66,255,569	\$ 12,500,136
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,838,238	\$ 41,713	\$ 1,796,525	\$ 1,511,391	\$ 285,134
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 4,269,437	\$ 955,014	\$ 3,314,423	\$ 2,153,859	\$ 1,160,564
Summarized Condition of District Expenditures:		\$ 97,096,694	\$ 13,230,041	\$ 83,866,653	\$ 69,920,819	\$ 13,945,834

DISTRICT-WIDE Revenue						
Account	Description	Budget	YTD Transactions	Balance	Est. Remaining	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 105,923	\$ -	\$ 105,923	\$ -	\$ 105,923
01321.3390	TUITION - BARRINGTON	\$ 3,595,805	\$ -	\$ 3,595,805	\$ -	\$ 3,595,805
01321.3390	TUITION - NOTTINGHAM	\$ 1,989,706	\$ 194,160	\$ 1,795,546	\$ -	\$ 1,795,546
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 8,000	\$ 3,510	\$ 4,490	\$ -	\$ 4,490
01321.3390	TUITION - BELLAMY ACADEMY	\$ 490,500	\$ -	\$ 490,500	\$ -	\$ 490,500
01322.3390	TUITION - SPED AIDES	\$ 311,255	\$ -	\$ 311,255	\$ -	\$ 311,255
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 220,000	\$ 127,165	\$ 92,835	\$ -	\$ 92,835
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ 16,480	\$ 18,520	\$ -	\$ 18,520
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 3,120	\$ 26,880	\$ -	\$ 26,880
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 16,300	\$ 87,700	\$ -	\$ 87,700
01980.3599	MISC REVENUE	\$ -	\$ 821	\$ (821)	\$ -	\$ (821)
01990.3599	OTHER LOCAL REVENUE DW	\$ 10,000	\$ 249	\$ 9,751	\$ -	\$ 9,751
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,263,591	\$ 2,023,899	\$ 8,239,692	\$ -	\$ 8,239,692
03210.3700	SCHOOL BUILDING AID	\$ 368,722	\$ -	\$ 368,722	\$ -	\$ 368,722
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 2,344,636	\$ -	\$ 2,344,636	\$ -	\$ 2,344,636
03241.3700	CTE TUITION AID	\$ 465,000	\$ -	\$ 465,000	\$ -	\$ 465,000
03242.3700	CTE TRANSPORTATION AID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ -	\$ -	\$ -	\$ -
04210.3599	INDIRECT COST ALLOCATION	\$ 107,520	\$ 8,885	\$ 98,635	\$ -	\$ 98,635
04220.3599	ABE ALLOCATION	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ 25,000
04580.3311	MEDICAID DISTRIBUTION	\$ 250,000	\$ 49,957	\$ 200,043	\$ -	\$ 200,043
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 20,726,158	\$ 2,444,547	\$ 18,281,611	\$ -	\$ 18,281,611
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,838,238	\$ 120,559	\$ 1,717,679	\$ -	\$ 1,717,679
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 4,168,049	\$ 857,642	\$ 3,310,407	\$ -	\$ 3,310,407
Summarized Condition of District Revenue:		\$ 26,732,445	\$ 3,422,748	\$ 23,309,697	\$ -	\$ 23,309,697

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,726,158	\$ 2,444,547
State Wide Property Tax:	\$ 7,348,967	\$ 6,937,255
Local Property Tax:	\$ 62,913,894	\$ 57,034,234
*TOTAL GF Revenue:	\$ 90,989,019	\$ 66,416,036
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (78,488,883)
Ending GF Fund Balance:	\$ -	\$ (12,072,847)
TOTAL FS Revenue:	\$ 1,838,238	\$ 120,559
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,553,104)
Ending FS Fund Balance:	\$ -	\$ (1,432,545)
TOTAL Other SR Fund Revenue:	\$ 4,168,049	\$ 857,642
TOTAL Other SR Fund Expenditures:	\$ (4,269,437)	\$ (3,108,873)
Ending Grant Fund Balance:	\$ (101,388)	\$ (2,251,231)

DOVER SCHOOL DISTRICT	POLICY CODE: AD
DATE OF ADOPTION: JANUARY 12, 2009	PAGE 1 OF 1

FIRST READING – REVISED POLICY

PHILOSOPHY OF THE SCHOOL DISTRICT MISSION STATEMENT

~~The Board will develop a mission statement for the District. The Board will review and revise the statement annually.~~

The Board should review and revise the district's mission statement in conjunction with the adoption of the strategic plan, or at least every five years.

Policy History
Adopted: January 12, 2009

Statutory/Regulatory/Policy Cross References
NH Code of Administrative Rules, Section Ed. 306.05, School Philosophy, Goals, and Objectives

DOVER SCHOOL DISTRICT	POLICY CODE: BBA
DATE OF ADOPTION: SEPTEMBER 11, 2006	Page 1 of 1

FIRST READING – WITHDRAW POLICY

~~SCHOOL BOARD POWERS AND DUTIES~~

~~This School Board shall exercise all the powers and duties prescribed to them by applicable state and federal laws, and the rules of the New Hampshire Board of Education.~~

Policy History

Adopted: September 11, 2006

DOVER SCHOOL DISTRICT	POLICY CODE: BBAA
DATE OF ADOPTION: MAY 12, 2014	Page 1 of 1

FIRST READING – REVISED POLICY

SCHOOL BOARD MEMBER AUTHORITY

~~The authority of individual Board members is limited to participating in actions taken by the Board as a whole when legally in session. Board members shall not assume responsibilities of administrators or other staff members. The Board or staff shall not be bound in any way by any action taken or statement made by any individual Board member except when such statement or action is pursuant to specific instructions and official action taken by the Board.~~

~~Each Board member shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision making for each agenda item. Each agenda will provide an opportunity for Board members to comment on District activities and/or educational issues. These comments may become topics for future Board discussions.~~

~~Board members may occasionally serve on committees or organizations for the purpose of reciprocal communication and reporting back to the Board. Committee assignments will be made by the Chairperson with Board approval.~~

~~Each member is obligated to attend Board meetings regularly. Whenever possible, each Board member shall give advance notice to the Chairperson or Superintendent of his/her inability to attend a Board meeting.~~

The authority of individual School Board members is limited to deliberating and voting upon matters during duly noticed and convened meetings of a quorum of the full Board, or when - and only to the extent that - an individual member is given specific authority by action of the Board to act or speak on behalf of the Board or district.

Accordingly, no Board member has power or authority to act or speak on behalf of the Board or district, unless and only to the specific extent that the Board has granted such authority. Even when such authority is given, the authority is limited to (a) the specific action and instructions of the Board, and (b) to matters that are within the Board's own authority (e.g., the Board may not give authority to an individual member to supervise or direct the work of district employees).

Board members wishing to speak (whether orally, on social media, or otherwise) outside of Board or Board committee meetings on matters within the Board/committee's supervision, control, jurisdiction, or advisory power, or other district matters should make clear that the Board member is speaking/communicating in an individual capacity only.

An individual Board member, including the Chairperson, has power only when the Board by vote, has delegated authority to them. No legal action can be taken except at a duly warned meeting of the Board and by quorum acting as a unit. The decisions of the Board shall be binding until rescinded by the Board at a duly called regular or special meeting.

*Policy History
Adopted May 12, 2014*

DOVER SCHOOL DISTRICT	POLICY CODE: BEDG
DATE OF ADOPTION: DECEMBER 11, 2023	PAGE 1 OF 6

FIRST READING – REVISED POLICY

MEETING MINUTES

A. Minutes Required.

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

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

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

B. Required Content of Minutes.

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

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

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

C. Approval and Access to Minutes.

Approval and availability of minutes will depend in part on whether the minutes are of a public or non-public session, and as to non-public minutes, whether they are sealed or not.

“Approved minutes” refers to the final version of minutes approved by vote of the Board. *“Draft minutes”* refers to minutes that have not been formally approved by the Board. *“Sealed minutes”* refers to minutes from a non-public session and which the Board has determined should not be disclosed pursuant to RSA 91-A:3, III and as discussed in Section D, and paragraph C5, below.

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

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

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

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

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

Drafts of non-public minutes will be provided to the Board, either (i) at the conclusion of the non-public session and may be approved at the time, prior to any vote to seal, or (ii) if sealed, provided to the Board at the meeting, if any, at which they are to be approved. If

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copies of draft sealed minutes are provided to Board members for the purpose of review and/or approval, the copies shall be recovered by the Chair or recording clerk and destroyed. Only the official record copy may be retained, with a list maintained for sealed non-public minutes as described in Section D, below.

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

For any public meeting that includes a non-public session (see Board policy BEC for statutorily required procedures relative to entering and exiting non-public sessions), additional information beyond that discussed in paragraphs B.1-7, is required both for the public meeting minutes, and for minutes specific to the non-public session, irrespective of whether the non-public minutes are “sealed” (see discussion D.2 below).

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

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3. Minutes of the Non-Public Session Itself. In addition to the information included in all minutes as described in paragraphs B.1-7, above, minutes of the non-public session must include "all actions" and decisions (i.e., votes, including negative votes) taken by the Board, with a record of how each member voted. If the Board does not "seal" the minutes of the non-public session, then such information must be disclosed to the public within 72 hours of the close of the meeting.
4. Sealed Minutes List. In order to comply with RSA 91-A:3, III, the superintendent is directed to maintain a list of all sealed minutes for non-public sessions occurring after July 1, 2021. The list (referred to as the "Sealed Minutes List") shall include:
 - a. the name of the public body (e.g., School Board, Policy Committee, etc.);
 - b. the date, time and location of the public meeting (from meeting notice);
 - c. the start and end times of the non-public session;
 - d. the specific grounds upon which the non-public session occurred (e.g., RSA 91-A:3, II (b) and (c), etc.);
 - e. the specific grounds upon which the minutes were sealed (e.g., "disclosure would render the action ineffective" or "disclosure would likely adversely affect the reputation of a non-board member," etc.);
 - f. the date the vote to seal the minutes occurred;
 - g. the date, if any, stated in the original motion or subsequently, on which the sealed minutes will be unsealed; the motion to seal should, when possible, state the date the minutes should be unsealed or at least reviewed by the Board or other public body; and
 - h. the date, if any, of a subsequent decision to unseal the minutes.

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

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

E. Procedures

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

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

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

Upon completion of the log of previously sealed minutes, the Board will establish a schedule for completing a review of all of the previously sealed minutes no later than June 1, 2033.

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

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

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

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

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

If, however, the Reviewing Designee determines that the reasons justifying non-disclosure continue to apply, the Reviewing Designee shall assign a new date - within 9 years and 10 months thereafter - for the sealed minutes to be reviewed next. The Reviewing Designee will assure that the Sealed Minutes List maintained pursuant to paragraph D.4 is updated to reflect the new date, and any additional data pertaining to the sealed minutes required by the list which was not previously discernible from external sources.

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

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

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

Policy History:

Adoption: February 10, 2020

Revision: November 8, 2021

Revision: December 11, 2023

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FIRST READING – REVISED POLICY

POLICY DEVELOPMENT, ADOPTION, AND REVIEW

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

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

A. Policy Committee Responsibilities and Meetings. The Board's Policy Committee with the advice and counsel of the superintendent, is responsible for recommending policies and policy actions to the full Board for its consideration, including adopting new policies, revising existing policies and deleting obsolete policies.

B. Policy Committee Meetings and Agendas. The superintendent or designee, in consultation with the Policy Committee shall prepare all agendas for the meetings of the Policy Committee.

C. Review of Existing Manual. The Policy Committee shall establish a schedule for reviewing existing Board policies and forming recommendations regarding the same for the Board.

D. Procedures for Policy Development and Review.

1. Individual Board members, Board standing or special committees, the superintendent or other interested persons may submit policy suggestions, concerns, and/or drafts to the Policy Committee, in care of the superintendent.
2. The superintendent or designee is responsible for notifying the Board and the Policy Committee of all policy updates and revisions provided by the New Hampshire School Boards Association. The Policy Committee will review such updates and make recommendations deemed appropriate under this policy.
3. The Policy Committee, with the assistance of the Superintendent, will review and research policy suggestions and prepare draft policies, as appropriate. The Policy Committee may delegate research and initial drafting to other Board standing committees, to district staff or others at the discretion of the Policy Committee and the Superintendent. (E.g., a policy concerning computer use may first be delegated to the Technology Committee.) If a policy is referred to a committee, staff, professional or other person for initial review/drafting, the policy shall be reviewed by the Policy Committee before submission to the full Board.

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4. The Superintendent should seek counsel of the School Board's attorney or the New Hampshire School Boards Association (NHSBA) when there may be a question of legality or proper legal procedure in the substance of any proposed or current Board policy.
5. The Policy Committee may also seek input from other affected persons and/or groups as appropriate.
6. The Policy Committee will provide updates to the full Board after each subcommittee meeting. The updates will include the Policy Committee's recommendations for new policies (including full text of policies/revisions to be considered for action by the Board), as well as recommendations for repeal of existing policies. **Policy Committee updates should also include any information requested by the full Board and any other information deemed appropriate by the Policy Committee.**

E. Board Actions Required to Approve, Revise or Repeal Policies. Any final action regarding the approval of a new policy, or revision or repeal of an existing policy, requires a majority vote of a quorum of the Board at a public meeting.

1. Policy Committee updates will be discussed at a regular Board meeting. **(and placed on the agenda of the meeting and be part of the agenda materials).**
2. All new policies, and/or revisions to existing Board policies are subject to a "first reading" by the full Board to occur at a regular Board meeting. (There is no requirement that proposed policies/revisions be read aloud at the meeting, although either a majority of the Board or the Chair may determine that actual reading is appropriate).
3. The Board will allow opportunity for public comment on policy proposals per Board policy BEDH.
4. Any changes agreed upon or requested by the Board during the first reading shall be made by the superintendent or designee prior to the second reading.
5. At the next Board meeting (or a later meeting, if agreed by the Board), the policy shall be placed on the agenda for a second (or additional) reading, and action. Amendments may be made and acted upon at that meeting, or may be referred for further revision, etc.
6. Prior to final approval by the Board, each policy will be titled, dated, and coded consistent with the classification system used by the New Hampshire School Boards Association.
7. Board action regarding the adoption, revision or repeal of policies will be included in the minutes of the meeting at which the official action is taken.
8. Approved policies become effective immediately unless the motion to approve the policy, or the policy itself, includes a specific implementation date.

F. Minor Revisions by Policy Committee.

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

G. Suspension or Waiver of Policy Process.

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

H. Policy Dissemination, Records and Manual Updates.

1. All Board policies, and any written administrative rules and regulations implementing such policies constitute governmental records and are subject to the provisions of RSA 91-A.
2. ~~Notice of new, revised, and deleted policies should be provided to affected groups (i.e., school staff, students, parents/guardians) and posted on the district website and by other such appropriate means determined by the Superintendent.~~ **All current Board policies shall be readily available, including on the district's website with separate, clearly identified links on each school's independent website. Information about the location of the policies shall be included in all parent/student and employee handbooks.**
3. **The superintendent will ensure that information about new Board policies and any Board policy revisions, repeals, or other changes is included in a timely manner on the district's website, is otherwise made publicly available, and is specifically communicated to affected groups (i.e., school staff, students, parents).**
4. The Superintendent shall ~~retain~~ **ensure that as government records copies of all policies deleted from the Board policy manual as well as copies of former versions of revised policies are retained as permanent records of the School Board.**
5. An up-to-date policy manual shall be maintained on the District's website.

*Policy Updates:
Adopted November 4, 2024*

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FIRST READING – REVISED POLICY

CHEMICAL SAFETY AND CHEMICAL HYGIENE PLAN

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

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

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

Additionally, the Plan shall address at least the following:

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

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

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

- C. Prohibition of Introduction of Cleaning Products or Pesticides by School Staff. No employee or designated volunteer may bring any cleaning products or pesticides onto district property without prior approval of the school administration, or as specifically provided in the Plan.
- D. Biennial Review and Update. The Superintendent and/or designee shall ensure that the Plan, **the annual audit reports required under B.11 above,** and all procedures and protocols adopted pursuant to this policy are reviewed **no less than** every two (2) years and updated as necessary. **The copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.** Recommendations requiring Board policy changes should be brought to the **Policy Committee,** and Superintendent's attention who will then bring them to the attention of the Policy Review Committee. After review by the committee, changes will be presented to the Board as soon as reasonably practicable.

NH Dept of Ed Regulation Description N.H. Code Admin. Rules Ed 320 School Facility Approval Process
Cross References Description EBCA Crisis Prevention and Emergency Response Plans

Policy History
Adopted February 10, 2025

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FIRST READING – REVISED POLICY

EDUCATIONAL MATERIALS SELECTION

INSTRUCTIONAL RESOURCES AND INSTRUCTIONAL RESOURCES PLAN

~~The Board is legally responsible to approve and to provide the necessary instructional materials used in the District. Digital materials, print materials, manipulatives, equipment, and instructional technologies will be used to provide quality learning experiences for students.~~

~~Basic instructional course material in the fundamental skill areas of language arts, mathematics, science and social studies should be reviewed annually according to the guidelines set by the Curriculum Planning Council.~~

Selection of Materials

A. Educational Materials

~~The selection of educational materials, including but not limited to textbooks and supplementary materials, is the responsibility of the professionally trained and certified personnel employed by the Dover School District (“the district”). The obligation for coordinating and maintaining qualitative standards in the selection process rests with the Teaching and Learning Department Curriculum, Instruction, and Assessment Co-Directors who have the duty to make educational materials selection recommendations. The selection of new course curriculum materials is reviewed and approved by the Dover Curriculum Advisory Council. Their mission is to evaluate, approve and support the design and implementation of effective instruction and curriculum that ensures equitable access and success for all students.~~

~~Textbook recommendations will be submitted to the Dover School Board by the Curriculum, Assessment, and Instruction Co-Directors for review and approval. The Dover School Board, as the governing body of the district, shall approve textbooks utilized within the instructional program of the district.~~

~~The district has the responsibility to provide adequate materials and texts, which reflect the cultural diversity and pluralistic nature of the American society. See generally N.H. Code of Admin. Rules, Ed 306.06(a) (requiring school policies that reflect “the acknowledgment of diversity and respect for differences”); N.H. Code of Admin. Rules, Ed 306.08(a)(1) & (4) (concerning obligations for educational materials “necessary to support the needs of the user population and the curriculum”). In addition, the district shall not discriminate in the selection and evaluation of instructional materials on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional, or learning disability in its education program and activities. In light of the foregoing, below are the guiding principles for development of the district’s educational materials:~~

- ~~1. Materials are selected consistent with the educational goals of the district regarding locally designed standards, State standards, and National standards.~~

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- ~~2. Materials selected are appropriate for the age, social development, and maturity of students.~~
- ~~3. Materials and information shall meet high standards of quality in factual content and presentation.~~
- ~~4. Materials and information shall have factual, aesthetic, literary, ethical, or social value.~~
- ~~5. Materials and information chosen shall be written/produced by competent and qualified authors and producers.~~
- ~~6. Materials and information shall be chosen to represent our pluralistic society and to foster respect for all groups of people who form our society.~~
- ~~7. Physical format and appearance of materials and information shall be suitable for their intended use.~~
- ~~8. Materials are selected on all levels of difficulty with diverse appeal and differing points of view.~~
- ~~9. The selection of materials on political theories and ideologies, religion, public issues, and on topics considered by some to be controversial, is directed toward maintaining a balance representing various views.~~
- ~~10. Materials are judged as a whole considering the author's/producer's intent rather than focusing on single words, phrases, pictures, or incidents taken out of context.~~
- ~~11. Gift materials to the Dover School District will be accepted with the stipulation that they meet the same selection criteria as all other materials.~~
- ~~12. All educational materials shall comply with the requirements of RSA 193:40.~~

~~The manner in which curriculum is developed however, is in the sole discretion of administrators, consistent with the above criteria and the district's philosophy and goals, unless otherwise specified by State statute.~~

~~B. Library Materials~~

~~The Dover School Board hereby delegates to the superintendent of schools the authority and responsibility for the selection of library materials in all formats in consultation with each school's certified library media specialist and in light of the district's adopted selection criteria above and including "Access to Resources and Services in the School Library Program" and The Students' Right to Read statement of the National Council of Teachers of English, subject to the rights of appeal set forth in this policy. The school libraries of this district are guided by the principles set forth in the Library Bill of Rights and its interpretative statements. *See Appendix~~

~~Note: The Library Bill of Rights was developed and adopted by the American Library Association. Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.~~

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Note: ~~Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights was developed and adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008, *under previous name* "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.~~

Explanatory Note: ~~Digital/electronic resources are considered as, but not limited to: electronic databases, videos, DVDS, software, websites, audio books, library catalog, etc.~~

~~For reconsideration of instructional materials/library materials see Policy KEG.~~

Statutory/Regulatory/Policy Cross References

~~NH Code of Administrative Rules, Section Ed. 306.08, Instructional Resources~~

~~NH Code of Administrative Rules, Section Ed. 306.18 (a) (5), Basic Instructional Standard.~~

The Board is responsible for ensuring that each school has a developmentally appropriate collection of resources aligned to all learning and grade levels in the school.

All instructional resources will be selected based on their ability to provide quality learning experiences for students in that they:

1. **Enrich and support the curriculum;**
2. **Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;**
3. **Provide background information to enable students to make intelligent judgments;**
4. **Endeavor to present various viewpoints on important issues;**
5. **Represent the many religious, ethnic, and cultural groups that contribute to our American heritage;**
6. **Are current;**
7. **Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of the American society; and**
8. **Match the appropriate skill levels of pupils.**

Instructional resources should include materials from a variety of media, including, but not limited to, books, online and other print materials, equipment and technologies that will support the curriculum as well as the learning needs of all students. Selection of such materials should be made only after a determination that such materials are developmentally and age appropriate, provide quality learning experiences, and fit within the district's educational goals and philosophies.

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DATE OF ADOPTION: APRIL 10, 2023	PAGE 4 OF 4

Each school's instructional resources should be organized and accessible to students, staff and parents/guardians, and managed through circulation policies and procedures that are designed to maximize the use of the resources.

The instructional resources in each school should integrate the following concepts across curricular areas when appropriate:

- a. Accessing information efficiently and effectively;
- b. Evaluating information and sources critically and competently;
- c. Citing sources and not plagiarizing;
- d. Using information accurately and creatively;
- e. Pursuing information related to personal interests;
- f. Appreciating literature and other creative expressions of information;
- g. Striving for excellence in information-seeking and knowledge generation;
- h. Recognizing the importance of information to a democratic society;
- i. Practicing ethical behavior in regard to information and information technology;
and
- j. Participating effectively in groups to pursue and generate information.

Instructional Resources Plan.

The superintendent or designee is directed to prepare, maintain and implement a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of curriculum and learning resources necessary to support the needs of the school's students. The plan should be presented to the School Board no later than October 15 of every third year beginning 2027.

Policy History:

Adopted September 9, 2019

Revised April 10, 2023

DOVER SCHOOL DISTRICT	POLICY CODE: IK
DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 1 OF 6

FIRST READING – REVISED POLICY

EARNING OF HIGH SCHOOL CREDIT – ACHIEVEMENT OF COMPETENCIES

A. Demonstration of Mastery

~~Students can earn course credit by demonstrating mastery of the required coursework and material. Mastery is defined in Board policy ILBAA as "a high level of demonstrated proficiency with regard to a competency."~~

~~Student assessment of mastery outside of normal classwork is the responsibility of the building Principal.~~

~~Credit will be awarded upon satisfactory demonstration and mastery of the required course competencies. Additionally, credit may also be awarded if a student is able to demonstrate learning experience in compliance with the district specified curriculum and assessment standards.~~

B. Transfer Credits from Other Approved Schools

~~Students can receive credits toward graduation for courses from another approved school subject to this Section.~~

~~1. Awarding of Credit for Similar Courses from an Approved School~~

~~The building Principal shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools. For the purposes of this paragraph B, when reviewing the issue of whether a course or program is "similar", the Principal shall consider district course descriptions and curricula, course syllabi, district and graduation competencies per Board policy ILBAA, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.~~

~~Approved schools include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.~~

~~2. Denial of Award Credit for Courses from Another School~~

~~The building Principal will provide a timely and written notification of denial to award credit. The written denial shall include a justification for denial, including discussion of criteria set out in paragraph B.1 and any other factors that support the Principal's denial.~~

~~Upon written request by the parent/guardian, such denial can be submitted for review to the Superintendent, who may override or modify the Principal's denial.~~

A high school credit is an acknowledgment that a student has met or exceeded all of the academic standards and other requirements associated with that credit. In virtually all respects, those standards and requirements are identified as "competencies" developed by the state or the district as objectives within a subject area that represent key content-specific concepts, skills, and knowledge. Students are awarded a credit when they achieve proficiency or, in some cases, mastery of the competencies associated with that credit. In addition to traditional course work, students may demonstrate competencies

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(and earn credits) through learning opportunities outside of the classroom setting, such as extended learning opportunities (ELOs), Learn Everywhere programs, Career and Technical Education (CTE) programs, and other such learning opportunities described below.

A. Definitions.

1. "Academic standards" means what a student should know and be able to do in a course or at each grade level.
2. "Achievement of competencies" means a student has demonstrated competencies at a "proficient" level through a sufficient collection of evidence.
3. "Credit" refers to the official record that a student has achieved competencies associated with learning opportunities.
4. "Competencies" means student objectives that represent key content-specific concepts, skills, and knowledge applied within or across content domains (i.e., similar to subjects).
5. "District competencies" means specific competencies identified by the district as requirements for a specific subject area (which may be contained in a single course or across different courses).
6. "Learning opportunities" means educational experiences, including but not limited to in-person, online, blended, and self-guided classes, ELOs, work-based learning, and alternative learning plans that lead to achievement of competencies. The term also includes "course".
7. "Proficiency" (including "proficient") means the minimum student performance required to satisfy the achievement of a competency.

B. Credits Awarded Upon Demonstration of Achievement of Competencies.

1. Credits are earned when students demonstrate achievement of competencies for the course and are not awarded based on class time, age or enrollment status. Demonstration of achievement of a competency is shown by:
 - a. A collection of evidence showing achievement of competencies (e.g., out of school achievements, home education program portfolio, etc.);
 - b. Course Level Assessments:
 - i. District approved assessments, or
 - ii. New Hampshire Department of Education approved assessments.

Note: Pre-placement tests will not generate credit if they do not fully encompass and assess all required competencies for that credit.
2. Credit is not awarded based solely on time spent achieving these competencies and may be awarded irrespective of age or enrollment. Credit may be awarded through other learning opportunities, outside the traditional classroom setting, see Section C, below.

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C. Learning Opportunities - Methods of Achieving Competencies – Earning of Credits.

1. Traditional: Students demonstrate achievement of competencies through the successful completion of a course's requirements, including class assessments.
2. Other Learning Opportunities and Pathways to Demonstrating Achievement of Competencies:
 - a. Transfer credit from an approved school pursuant to Section E, below;
 - b. An approved home education program (see Board policy IHBG); home-educated students may demonstrate achievement of competencies through evaluation of their portfolio or assessments;
 - c. Extended learning opportunities (ELO) under the provisions of Board policy IHBH;
 - d. Online/remote learning opportunities under the provisions of Board policy IMBA;
 - e. College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD;
 - f. Learn Everywhere programs (pursuant to N.H. Dept. of Education Rule Ed 1400) (See Section F, below);
 - g. Co-Curricular activities;
 - h. 7th and 8th grade coursework that meets the standards of Board policy IMBD.

(Note: competencies may also be achieved regardless of age under paragraph B.2 above.)

D. Interdisciplinary Credit.

Interdisciplinary credit is credit that is earned through achievement of competencies across disciplines (e.g., physics) or domains (e.g., science). Districts shall reward credit for competencies earned through interdisciplinary learning opportunities, which may include courses identified as interdisciplinary by the school or established through an individualized learning plan.

E. Transfer Credit.

1. Students can receive credit towards graduation from other approved schools as described in this Section.
2. “Approved schools” include New Hampshire public schools, charter schools, public academies, approved public or private tuition program schools, and all schools in Vermont and Maine that are members of an interstate school district with schools in New Hampshire.
3. The building principal or designee shall grant credit for any similar courses or programs that have been satisfactorily completed at any other approved schools.

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If the credit awarded by the original school aligns with the competencies established by the state for the same subject, the transfer credit will be awarded.

- a. For the purposes of reviewing the issue of whether a course or program is “similar”, the principal or designee shall consider district course descriptions and curricula, course syllabi, district and graduation competencies, and any other relevant information provided by the parent/guardian of the transferring student, and/or the approved school at issue.
- b. If the principal or designee finds that the courses are not similar enough to grant transfer credit in the specific subject area, the principal or designee may accept the credit as an elective.

4. Review of denial of credit for courses from different school:

- a. Should the building principal or designee deny transfer credit, the building principal or designee shall provide a timely and written notification of the denial. The written denial shall include a justification for denial, including discussion of criteria set out in the section above and any other factors that support the principal’s or designee’s decision.
- b. Upon written request by the parent/guardian, such denial can be submitted for review to the superintendent, who may override or modify the principal’s or designee’s denial. The superintendent’s decision shall be final.

F. Learn Everywhere.

1. A “Learn Everywhere” program is a state board approved alternative program for granting credit leading to graduation.
 - a. Successful completion of an approved learn everywhere program shall result in a certificate awarded by the program, redeemable for high school credit toward graduation in the approved subject matter detailed in table 306-1 for students who entered high school prior to the 2026-27 school year, or 306-2 for those entering in 2026-2027 or thereafter.
 - i. Credit earned from a Learn Everywhere program cannot be applied to subjects that fall outside of those detailed in tables 306-1 and 306-2. However, a student may seek to apply competencies from the Learn Everywhere program using the methods described in Section B.1 above.
 - ii. Credits earned through this program shall appear on high school transcripts and are not to be included in calculating GPA, but in no event may it negatively effect that student’s GPA.
 - b. The district will accept Learn Everywhere credits for at least 1/3 of the total number of credits required for graduation. A student may petition the principal or designee to allow for a greater percentage of credits, up to 100%, to be allowed. The principal or designee will review the request and make a recommendation to accept or deny the request to the superintendent, whose decision to approve or deny the request will be final.

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- c. Students may petition the principal or designee to allow credit earned through this program to be applied towards a different required subject (including electives), in compliance with Section E (Transfer Credit), above:
 - i. The superintendent will make the final approval or denial,
 - ii. If the petition is denied, the credit shall be applied to the originally designated area, even if it results in an excess of credits in that area.
- 2. Should a student with an IEP seek credit through a Learn Everywhere program, the IEP team may decide not to redraft, revise, amend, or modify the IEP to include the desired Learn Everywhere program, as described in 1406.01(c).

G. Minimum Course Load.

Students shall be enrolled in no less than 3 credits or its equivalent per year, unless the student: (306.23(i)(1-3))

- a. Has an approved IEP plan that has determined the need for fewer credits per year; (Ed1109);
- b. Has been approved for early graduation (see Board policy IKF);
- c. Pursuant to any other Board policy; or
- d. Special or unusual circumstances exist such that a waiver might be appropriate under applicable Department of Education rules 306.23(i)(3).

H. Implementation.

- 1. The superintendent, in consultation with the high school principal or designee and curriculum directors, shall be responsible for establishing adequate procedures to ensure implementation of this policy. Procedures should address such matters as:
 - a. Identifying competency assessments consistent with the provisions of Board policy ILBA,
 - b. Application and approval processes (when permitted) for alternative methods to earn a credit or demonstrate achievement of competencies,
 - c. Identification of person(s) responsible for approval, supervision, monitoring progress, and appropriate assessment in individualized learning opportunities/alternative learning plans,
 - d. Practices to strive for student safety, and
 - e. Practices that strive for equal access for all students.
- 2. Any such regulations or procedures will be included in the Student Handbook, as will information pertaining to the various learning opportunities and methods for earning credits.

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Policy History:

Adopted: October 10, 2005

Revised: December 13, 2021

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DATE OF ADOPTION: JANUARY 9, 2012	PAGE 1 OF 2

FIRST READING – REVISED POLICY

GRADING SYSTEM - GRADES 5 THROUGH 12

The Superintendent and the building Principals will develop a grading system appropriate for the grade levels of the respective schools. The grading system will be approved by the Board and published in the Parent-Student Handbooks. All grading decisions shall be made at the building level and the decision shall be final.

GRADING SCALE: GRADES 5–8

Students are graded in each subject according to the following:

<u>Level Code</u>	<u>Performance Descriptor</u>
<u>E – Exemplary</u>	<u>The student independently and consistently demonstrates the ability to accurately analyze, synthesize, and apply essential content, knowledge, and skills in a new context.</u>
<u>C – Competent</u>	<u>The student independently and consistently demonstrates the ability to accurately apply and transfer essential content, knowledge, and skills in a new context.</u>
<u>PC – Partially Competent</u>	<u>With support, the student demonstrates the ability to comprehend and apply essential content, knowledge, and skills.</u>
<u>NYC – Not Yet Competent</u>	<u>The student demonstrates limited ability to recall, reproduce, and apply essential content, knowledge, and skills.</u>
<u>IES – Insufficient Evidence Shown</u>	<u>The student has not yet demonstrated evidence of understanding and application of knowledge and skills.</u>

GRADING SCALE: GRADES 9-12

The official Grade Point Average (GPA) is calculated each semester for juniors and seniors based on final semester averages. GPA is computed by dividing the career credits attempted into the total career grade points. As of 2020-2021, transfer credits earned outside of Dover High School will appear on the transcript but will not be factored into the GPA.

For determining Honor Roll, an interim GPA is calculated each quarter using quarter grades. Students with an interim GPA of 3.70 or higher with no grade below an 83 earn High Honors for the quarter. Students with an interim GPA of 3.00 or higher and no grade below a 73 earn Honors for the quarter.

Class Rank is determined by sorting members of the graduating class at the close of Semester I by their Career GPA. All credits earned from only an individual's current and/or prior predominant school(s) will be used to calculate a new adjusted Dover High School GPA which will be used to determine class rank. A student must have attended Dover High School full time for at least three (3) semesters in order to receive a class rank.

GRADING AND QUALITY POINT SCALE

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<u>Grade</u>	<u>Score</u>	<u>Regular</u>	<u>Honors</u>	<u>Advanced Placement</u>
<u>A+</u>	<u>98–100</u>	<u>4.33</u>	<u>5.33</u>	<u>5.58</u>
<u>A</u>	<u>93–97</u>	<u>4.00</u>	<u>5.00</u>	<u>5.25</u>
<u>A-</u>	<u>90–92</u>	<u>3.67</u>	<u>4.67</u>	<u>4.92</u>
<u>B+</u>	<u>87–89</u>	<u>3.33</u>	<u>4.33</u>	<u>4.58</u>
<u>B</u>	<u>83–86</u>	<u>3.00</u>	<u>4.00</u>	<u>4.25</u>
<u>B-</u>	<u>80–82</u>	<u>2.67</u>	<u>3.67</u>	<u>3.92</u>
<u>C+</u>	<u>77–79</u>	<u>2.33</u>	<u>3.33</u>	<u>3.58</u>
<u>C</u>	<u>73–76</u>	<u>2.00</u>	<u>3.00</u>	<u>3.25</u>
<u>C-</u>	<u>70–72</u>	<u>1.67</u>	<u>2.67</u>	<u>2.92</u>
<u>D+</u>	<u>67–69</u>	<u>1.33</u>	<u>1.33</u>	<u>1.33</u>
<u>D</u>	<u>63–66</u>	<u>1.00</u>	<u>1.00</u>	<u>1.00</u>
<u>D-</u>	<u>60–62</u>	<u>0.67</u>	<u>0.67</u>	<u>0.67</u>
<u>F</u>	<u>0–59</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Below 60 — Failure
 60–62 — D-
 63–66 — D
 67–69 — D+
 70–72 — C-
 73–76 — C
 77–79 — C+
 80–82 — B-
 83–86 — B
 87–89 — B+
 90–92 — A-
 93–97 — A
 98–100 A+

Honors Levels: Grades 9–12

Honors: — GPA of 3.0 and nothing under a “C”

High Honors: — GPA of 3.7 and nothing under a “B”

No student will be eligible for either honor roll if they receive an “incomplete” or a “withdraw after deadline.” (high school only)

Honors Levels: Grades 5–8

Honors: — All grades of 83 and above

Highest Honors: All grades of 93 and above

No student will be eligible for either Honor Roll if they receive an “Incomplete.”

Policy History:

Adopted: January 9, 2012

DOVER SCHOOL DISTRICT	POLICY CODE: IKAA
DATE OF ADOPTION: MARCH 9, 2015	PAGE 1 OF 1

FIRST READING – WITHDRAW POLICY

INTERDISCIPLINARY CREDIT

~~High school students may earn course credit in one content area required for graduation, and apply said credit in a different content area through the awarding of interdisciplinary credit. Interdisciplinary credit may be counted only once in meeting graduation requirements.~~

~~The high school Principal is charged with approving courses for interdisciplinary credit if: (1) the course has been adopted by a faculty team/committee; and (2) the course addresses the objectives for the subject area in which the credit is to be counted.~~

Legal References:

Ed 306.27(aa), Interdisciplinary Credit

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DATE OF ADOPTION: NOVEMBER 13, 2017	PAGE 1 OF 2

FIRST READING – WITHDRAW POLICY

HIGH SCHOOL GRADUATION COMPETENCIES

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- (1) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.
- (2) "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.
- (3) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.
- (4) "Mastery" means a high level of demonstrated proficiency with regard to a competency.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy IHBH.

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy ILBA.

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Legal References:

Ed 306.02(d), Competencies

Ed 306.02(g), District competencies

Ed 306.02(j), Graduation competencies

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~~Ed 306.02(l), Mastery~~

~~Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies~~

~~Ed 306.04(a)(25), (26), Graduation competencies~~

~~Ed 306.141(a)(6), Achievement of District and Graduation Competencies~~

DOVER SCHOOL DISTRICT	POLICY CODE: JIHB
DATE OF ADOPTION: SEPTEMBER 11, 2006	PAGE 1 OF 3

FIRST READING – REVISED POLICY

SEARCHES OF STUDENT AUTOMOBILES ON SCHOOL PROPERTY

Students recognize that parking their automobiles on school property is a privilege and not a right. As part of this privilege, the district may search students' automobiles while parked on school property if the district has reasonable suspicion that a violation of school rules or policy has occurred. Students consent to having their automobiles searched by parking in school parking lots.

In the event an employee of the school district has reason to believe that drugs, drug paraphernalia, or weapons are present in a student's automobile, that employee will inform the building principal, who will then conduct a search of the automobile. The principal shall fill out a ~~vehicle search form~~ **Student Operated Vehicle Search Report**, which will be maintained by the district.

~~State of NH v. Drake, June 27, 1995 (Belknap No. 93-604)~~

~~State of NH v. Frederick L. Tinkham, Jr., October 5, 1998 (Carrol No. 97-017)~~

Policy History:

Adopted: September 11, 2006

DOVER SCHOOL DISTRICT	POLICY CODE: JIHB
DATE OF ADOPTION:	PAGE 2 OF 3

SEARCHES OF STUDENT AUTOMOBILES ON SCHOOL PROPERTY

STUDENT OPERATED VEHICLE SEARCH REPORT NAME OF SCHOOL: _____ NAME OF STUDENT: _____ ADDRESS: _____ DATE OF SEARCH: _____ OWNER OF VEHICLE: _____ REASON(S) FOR SEARCH: _____ RESULTS/ITEMS RECOVERED: _____ VEHICLE DESCRIPTION AND TAG #: _____ WITNESS: _____ ADDITIONAL NOTES: _____ _____ _____

DOVER SCHOOL DISTRICT	POLICY CODE: JIHB
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STUDENT AUTOMOBILE USE – PERMIT APPLICATION

	Dover High School
Student _____	Grade _____
Student's Address (street, town/city, zip code)	
Automobile (Year, make, model, color)	
License Plate No. _____	Student's Driver's License No. _____
Owner of Automobile	
Owner's Address (street, town/city, zip code)	
I certify that the above information is true. I agree that my being able to operate and to park a vehicle on school property is a privilege conditioned on my willingness to have that vehicle subject to search by school authorities at any time the vehicle is on school property. I also understand that it is my responsibility to obey all posted speed limits while driving on school grounds, to operate the car safely, to display the school parking sticker, to park in designated areas, and to make certain that the car does not contain drugs, alcohol, weapons, or other items prohibited by law or school rules. Finally, I understand that any violation of this agreement or other school rules can lead to the revocation of all parking privileges. I further understand that motor vehicles in violation of this regulation may be subject to towing at student's or owner's expense.	
Student Signature _____	
I, the parent/guardian of _____ hereby verify the Student Name	
information supplied above and understand and agree with the rules pertaining to the operation of vehicles on school grounds or property.	
Signature of Parent/Guardian _____	

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

SECOND READING – REVISED POLICY
(First Reading - May 12, 2025)

SCHOOL ENTRANCE REQUIREMENTS

1. In order to enter first grade in the Dover School District, a child must be six years of age on or before September 30. Kindergarten students must be five years of age on or before September 30. All new resident students, accompanied by a parent or guardian, should register at school before opening day and as early as possible.
2. Students that do not meet the age requirement and who have successfully completed an approved and/or licensed kindergarten program may enter first grade after they successfully complete the district screening of academic and social development.
3. Children entering the school district for the first time must have proof of physical examination and immunization records, and the school must have a copy of the child's birth certificate **or other legal document indicating the birth date of the student**. Principals or their designees will meet with new children and parents to explain school programs.

New Hampshire state law requires the following:

- a. Proper immunization in accordance with RSA 141-C:20. Proof of immunization is a letter, statement, or record from a health provider or former school showing each dose and the date administered.
- b. Current physical examination in accordance with Ed 311.03. Proof of physical examination is a signed, dated summary of findings of a completed physical examination performed by a licensed health care provider.

All entering students or students transferring to the Dover School District must have received a physical examination and the required immunizations prior to school entry in accordance with Ed 311.03 and RSA 141-C:20.

4. A student who is unable to provide documentation of a physical examination and proof of acceptable immunization for conditional enrollment shall not be admitted to school unless the student presents a certificate of religious or medical exemption.

A thirty (30)-day exclusion notice will be issued by the school nurse for completion of these requirements or documentation of an appointment for a physical examination with a licensed health care provider.

Appendix A

Email to Potential Participants

Study Title: What is So Great About Competency-Based Education: Meeting the Academic Needs of Our Students

Principal Investigator: Kimberly Morton Lee

Faculty Advisor: Dr. Jeremy Owens

Introduction:

My name is Kimberly Morton Lee and I am a doctoral student at Southern New Hampshire University in the School of Educational Leadership. As part of my studies and dissertation process, I am facilitating a research study that seeks to understand if Competency-Based Education (CBE) programs can be validated in methods that will allow them to be compared to traditional education settings. This study also seeks to understand how CBE systems can be evaluated and the importance of assessments within CBE programs. The purpose of this study is to share the experience and expertise with educators in the field of CBE who have also been educators in a traditional setting. The investigator desires to use the findings to help educators, districts, and states understand what may work best for the academic future of their students.

Activities:

If you participate in this study, you will be asked to:

1. Complete a questionnaire that tells the researcher more about you.

2. If you opt-in, you may be asked to participate in a 45–60-minute interview using Zoom or Google Meets. You must consent to being recorded to participate.

Eligibility:

You are eligible to participate in this study if you:

1. Have five or more years of teaching experience.
 - a. Two years must be in CBE.
 - b. Two years must be in a traditional setting.
2. Have taught grades anywhere between kindergarten through twelfth grade.
3. Have a valid teacher certificate in the state you teach in.

Please respond back with your interest to participate in this study.

Kimberly Morton-Lee M.Ed

Kimberly.mortonlee@snhu.edu

Risks:

If you elect to participate, there are no known risks to this study. You have the right to skip or refuse to answer any question asked that may make you feel uncomfortable. You may decide to opt-out of this study at any point in time.

Benefits:

This study will not yield you any benefits. Your participation in this study will provide vital information to this study and could potentially help shape the future of the education system.

Confidentiality:

Any information provided will be kept confidential, private, and safe with secure software. All information collected will be used solely for this research study. The data gathered in this study

will be shared with the dissertation committee, The Southern New Hampshire University IRB Board, and myself.

Video Recording:

This study involves video and audio recording. If you do not agree to the video and audio recording, you can still participate in the questionnaire portion of this study.

_____ Yes, I agree to be video recorded and audio recorded.

_____ No, I do not agree to being video recorded and audio recorded.

Print Legal Name: _____

Signature: _____

Date of Signature (mm/dd/yy): _____

Contact Information:

If you have any questions about the study, you can contact me at:

Kimberly Morton Lee

Kimberly.mortonlee@snhu.edu

562-688-9119

Appendix B

Informed Consent

Study Title: What is So Great About Competency-Based Education: Meeting the Academic Needs of Our Students

Principal Investigator: Kimberly Morton Lee

Faculty Advisor: Dr. Jeremy Owens

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. No one will be told if I decline to participate or withdraw from the study.

2. Most interviewees will find the discussion engaging and thought-provoking. If, however, I feel uncomfortable during the interview session, I have the right to decline to answer any question or end the interview.

3. Participation involves being interviewed by a Southern New Hampshire University researcher. The interview will last approximately 90 minutes, there will be two interviews. Notes will be written during the interview. An audio tape of the interview and subsequent dialogue will be made. I cannot participate in the study if I do not want to be taped.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies that protect the anonymity of individuals and institutions.

5. Faculty and administrators from my workplace will neither be present at the interview nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

6. I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) for Studies Involving Human Subjects: Behavioral Sciences Committee at Southern New Hampshire University. For research problems or questions regarding subjects, the IRB may be contacted through [information of the contact person at the IRB office of Southern New Hampshire University].

7. I have read and understand the explanation provided to me. I have had all my questions answered satisfactorily, and I voluntarily agree to participate in this study.

8. I have been given a copy of this consent form.

_____ My Signature Date

_____ My Printed Name

Signature of the Investigator

For further information, please contact:

Kimberly Morton

Appendix C

Prospective Participant Survey

Demographic Information (Each Participant):

Role of Participant: Administrator or Teacher

of years in traditional setting: _____

of years in CBE setting: _____

For Administrators:

Current administration role: Superintended or Principal or Vice Principal

Current educator grade level being taught: _____

Highest degree of education: _____

Specific training for CBE (if any): _____

Are you willing to be interviewed? Yes or No

Do you have available time to be interviewed in the next two months? Yes or No

Appendix D

Interview Questions

RQ1: What is the relevance of CBE in a school/district setting?

Quote on Best Practices	Author	Interview Questions
According to the Aurora Institute and Competency Works there are seven elements that should be implemented in a competency-based education model	(Levine & Patrick, 2019)	RQ1SQ1: What elements of CBE have been adopted on an administrative level? 1. Has this had an impact on your role as an administrator/teacher? 2. What metrics are used to determine growth and impact of this implementation? RQ1SQ2: What elements of CBE have been adopted in the classroom setting? 3. Do you utilize all seven elements recommended for implementation of CBE?

		4. What elements are most used and why? 5. In your own words, can you explain what is different in your classroom from your experience in a traditional setting? 6. What determined the CBE elements adopted in your classroom? RQ1SQ3: What are the perceived benefits of CBE on an institutional level? 7. What are the benefits to the institution with CBE implantation? 8. Can you explain CBE as it pertains to your institution specifically?
--	--	--

RQ2: What are the assessments teachers use to measure the effectiveness of CBE?

Interview Questions for RQ2:

Quote on best practices	Author	Interview Question
“Performance assessments are Multistep assignments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and applies complex skills to create or refine an original product.”	(Brown & Mednick, 2012)	RQ2IQ1. What assessments do teachers use to measure the effectiveness of CBE? 1. How are assessments used in your classroom as part of the learning process? 2. Explain the types of assessments used in your classroom. 3. Do you see a benefit to the types of assessments you currently use as compared to the assessments you used in the traditional setting?
“A collaborative leadership team should work together to implement the process of developing performance assessments.”	(Stack & Vander, 2018)	How are the assessments (from RQ2SQ1) developed? RQ2SQ3: How do educators perceive student engagement

		and outcomes as compared to traditional metrics. 4. How do you perceive the effectiveness of CBE as compared to the traditional setting? 5. Explain how metrics are kept on student outcomes. 6. What elements of CBE do you associate with student engagement? 7. How do you perceive students in your classroom compared to the traditional setting? 8. Outside of academic knowledge, are there any other skills or behaviors that would indicate student success?
--	--	---



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
Dr. Christine Boston, Superintendent of Schools
Michael Limanni, Business Administrator
FROM: Thomas Rup, Director of Technology
Siobhan Mehalek, Co-Director of Curriculum
DATE: October 6th, 2025
RE: Reunification Software Platform Bid Award

A sealed Request for Proposal was issued and received for Reunification Platform bid that includes a new software platform for the Dover School District that would allow the district to easily identify potential situations as well as ensure all students and staff are accurately accounted for. The bid was done to ensure the safety and accountability for all staff and students.

The District currently does not have any platform in place that accomplished the outlined goals. Current procedures include printing out current attendance lists and manual searching and marking of dismissed individuals. The district Emergency Response Committee addresses the need to ensure real time accountability during a crisis situation. Through a thorough bidding process and review, the task force makes the recommendation to purchase Safety iResponse & Reunification through CrisisGo as the approved emergency response and reunification platform. The recommendation to accept the proposal from CrisisGo in the annual total amount of \$14,500.00 and a one-time fee of \$4,405.00 contingent upon funding availability and satisfactory vendor performance. Proposal results are noted below.

Vendor Name	Stryker	Raptor	PikMyKid	Navigate360	CrisisGo	Aegix
Name	Vocera	Emergency Management	PikMyKid	Emergency Management Suite	Safety iResponse	Aegix AIM
One-Time Cost	\$254,499.00	\$3,350.00	\$3,200.00	\$1260.00	\$4,405.00	\$7,500
Annual Cost	\$106,555.60	\$13,200.00	\$13,500.00	\$12,300.08	\$14,500.00	\$14,975.00
Total Cost	\$361,054.6	\$16,550.00	\$16,700.00	\$13,560.08	\$18,905.00	\$22,475

These services will be funded through the general fund operating budget on an annual basis.

Dover School District

Reunification Software Score Card

Evaluation Criteria - See Rubric:
4 - Excellent, 3 - Good, 2 - Satisfactory, 1 - Needs Improvement

Order bids opened	Vendor Name	Alignment with Scope and Objectives	Integration and Compatibility	Ease of Use and Accessibility	Cost Proposal and Value	TOTAL SCORE
1	CrisisGO	3.6	3.6	3.0	3.0	13.2
2	AEGIX	3.0	2.0	2.6	2.6	10.2
3	Raptor	3.3	3.6	3.0	3.6	13.5
4	Stryker	2.3	1.0	2.3	1.0	6.6
5	PikMyKid	3.3	3.6	3.0	3.6	13.5
6	Navigate 360	2.6	2.0	2.3	3.3	10.2



Dover School District - SAU 11 - Safety iResponse & Reunification - 3 Year

Quote created: August 26, 2025 Reference: 20250826-181219200

Dover School District SAU 11

Mcconnell Center, 61 Locust St, 409
Dover, NH 03820
United States

Shawna Stahl

s.stahl@dover.k12.nh.us
+16035166806

Comments

Overview

- **Contract Start Date:** 09/26/25
- **Contract Term:** 3 Years
- **Total Contract Value:** \$48,085 (for full 3 years)
(Approx. \$3.81 per student, based on a district size of 4,200)

Included Services

- **Annual Service Fees:** \$14,560 (each year X 3 years)
 - Covers both the Safety iResponse Alerting Platform and Reunification Platform (SD sized 4200)
- **One-Time Fees:** \$4,405
 - Includes Project Management, Onboarding, and Applications Set-Up
 - Configuration of Direct911, Voice and SMS/Text Capabilities, and Integration with Infinite Campus

(Total listed on quote represents first year price only.)

Billing Options (check one)

☒ **Bill annually (multiple invoices)**



☐ **Pay full term (one invoice)**

Luis Gonzalez - Regional Manager - Northeast Region CrisisGo Inc.





Products & Services

Safety iResponse (3-year contract)

4,200 x \$2.00 / year
for 3 years

Per user/student (min. 500) per year.

Safety iResponse provides staff members with easy-to-use safety tools that assist them in confidently completing their tasks. Our platform empowers your staff members to recognize, prepare, address, and review incidents at all levels and to gain knowledge and experience along their designated pathways. It can be accessed on our app and through any web browser.

From daily emergency to critical crisis, deliver critical alerts and messages to staff, students, parents and visitors via mobile/desktop app and email in the fastest and flexible way. Built for high throughput emergency communication, capacity, reliability and security is highly guaranteed.

SAFETY PLAN:

- Digitalize Organization's Safety Plan into Actionable Role Based Checklists - available on-line and off-line.
- Digital Maps, Documents and Emergency Contacts - available on-line and off-line.
- Drill Management. (drill planning, schedule, pre and post drill report/dashboard)

EMERGENCY COMMUNICATION and SITUATION AWARENESS

CrisisGo iControl (Powerful and easy-to-use, this web-based version of the CrisisGo application brings together your community with one virtual safety command center and dashboard, which can be accessed on any type of device.

- Instant Alert for Variety of Threats (One Place to Warn).
- Customizable "Amber" Alert Types, Sounds, Icons.
- Personal Panic Notification to Designated Personnel with Optional Tracking.
- Immediate Notification to all Necessary Staff
- One-way and Two-way Communication Including Multimedia Options.
- Multiple Groups for Team Incident Management.
- Escalation of Alerts, Panics, and Reports to UpperLevel Managers and/or First Responders
- Emergency Mass Notification - email/app . (Voice and SMS provided as option)
- Cabinet Reports
- Staff, visitors, parents receiving Alert, checklist, map, checkin, report, with no login, nor app required.
- Smart EOC - Emergency Operation Center | Crisis Progress Tracking | Emergency Response Coordination | First Responders escalation/broadcast| Real-Time



NON-EMERGENCY COMMUNICATION

Announcement: Staff notification for non emergency matters, allow users to filter staff from user list, and then send notification by app, email or SMS (option).

ACCOUNT FOR PEOPLE

- Personnel Check-In - account for people during/after incident. (Roster is with SIS integration).
- Safety CheckIn - Customizable/Flexible Scheduled Online Survey (Students, Parents, Citizens, Residents...) | Multiple Channels Delivery (SMS (if purchased), Email, App)

ESCALATION

- During the response process of critical situation, escalate staff and students situation awareness with first responders and law enforcement to facilitate collaboration and rescue.

INTEGRATION

- AlertGateway Email - Activate CrisisGo Alerts and Notifications via Inbound Email (like IT alerting)

TRAINING, SUPPORT AND PLATFORM

- Rollout Supporter to help safety leaders to distribute login credentials, training resource, guidance to facilitate rollout process of CrisisGo safety tool.
 - Embedded CrisisGo academy training center
 - Geo-Redundant Platform, AWS Scalability and Redundancy
 - FirstNet Verified. Available on Multiple Devices (IOS, Android, Windows, Mac, Chromebook) and Web browsers.
 - 24/7/365 Support
-



CrisisGo Safety Reunification Manager (SRM) (Per student per year pricing, minimum 500)

4,200 x \$0.50 / year
for 3 years

CrisisGo Safety Reunification Manager (SRM) is a standalone service, working in conjunction with customer existing emergency notification system (s) like paging system or mass notification systems.

CrisisGo SRM main benefits:

- provides capabilities to school to get real time update of student and teacher safety status;
- facilitate the process to reunify students with parents;
- provide transparent situational awareness to first responders to rescue students and teachers in dangers;
- connect safety team, teachers, first responders, parents with managed 2 way emergency communication.

CrisisGo SRM main features:

- Real time student and staff safety status management (Roster Event, CheckIn)
- Digital reunification management - Fully aligned with I Love You Guys Foundation Standard Reunification Methodology
- Community connection for transparent situational awareness of student and staff safety status to first responders
- Two-way emergency communication channel to connect every stakeholder
- Ability to auto synchronization with all major SIS systems (license required)
- Ability to auto synchronization with LDAP to manage staff information (license required)
- Ability to Single Sign On (license required)
- Web based safety client and safety command center without mandatory app downloading for parents
- Mobile and desktop apps available

Student Roster Synchronization - Infinite Campus

1 x \$595.00 / year
for 3 years

Per database per year

Syncing with LDAP, Active Directory, ADFS, SSO

1 x \$395.00 / year
for 3 years

Per database per year



CrisisGo Direct911

5 x \$295.00 / year
for 3 years

Per site per year.

Provides accurate details along with 911 call. When a CrisisGo Alert is escalated to 911, CrisisGo Direct911 will transmit location information to the 911 Call taker, anywhere in the US, without the need to use CrisisGo technology at the PSAP. Every PSAP supporting E911 will get CrisisGo Direct911 location information.

CrisisGo Academy Services (Learning Management Platform)

1 x \$1,595.00 / year
for 3 years

Unlimited access during the term of the contract to CrisisGo Academy Learning Management Platform..

SMS/Text - US Domestic Services

1 x \$350.00

Emergency Mass Notification - Domestic-US SMS (First 20,000 messages included. Additional message billed at \$0.018 per message)

- Allowing safety team to send CrisisGo Alerts via SMS
 - SMS backup notification for CrisisGo app users losing internet connection when an Alert is sent
-

CrisisGo Voice Alert (Domestic Outbound call alert)

1 x \$455.00

20,000 Minutes. One-time cost.

When you want to expand your CrisisGo alert to enable Safety iControl mass notification via phone call so you can instantly alert your employees, visitors, parents, residents, clients in the form of a voice message or phone call.

- Automatically dials a designated number (dial string) and plays the pre-defined audio message. Alternately, text messages entered in the CrisisGo alert are automatically converted and transmitted using our Text-to-Speech engine.
 - Domestic US outbound calls.
 - Additional minutes over 20,000 minutes billed at \$0.02275 per minute.
 - Dedicated CallerID available as option
-

CrisisGo Direct911 Set-Up Fee

5 x \$300.00

Price per building.

One-time set-up fee for CrisisGo Direct911 accurate location service for every PSAP supporting E911.

Activation/Account Set-Up/Implementation (per student)

4,200 x \$0.50

Includes activation of license(s), account set-up and implementation services.

Annual subtotal	\$14,500.00
One-time subtotal	\$4,405.00
Total	\$18,965.00



Signature

Signature

Date

Printed name

This quote expires on September 25, 2025

Purchase terms

Quote is valid thru 06/30/2025 to accommodate for RFP Process

All Fees corresponding to all one-time and first year of service must be paid in advance of the activation of CrisisGo Services listed in the Quote.

Taxes (if applicable) and Shipping (if any) are not included in the quote.

Please provide:

-Tax exemption ID or certificate:

-For the Invoice, please provide the following information:

Name of Billing Contact:

Email:

Phone:

Billing Address:

-If a Purchase Order will be used:

PO#:

PO Date:

Purchase Orders should be made out to CrisisGo. Click [here](#) for a copy of CrisisGo's W-9 form.

By signing I acknowledge that I have read and agree to the [CrisisGo Terms of Use](#).



Questions? Contact me



Luis Gonzalez

Regional Manager - Northeast Region

luis.gonzalez@crisisgo.com

+15083085025

CrisisGo Inc.

800 W El Camino Real Suite 180
Mountain View, CALIFORNIA 94040
United States

MEMORANDUM OF AGREEMENT BETWEEN
THE SCHOOL BOARD OF DOVER, NH SCHOOL ADMINISTRATIVE UNIT #11
AND THE
DOVER TEACHERS' UNION

NOW COMES the Dover School District ("District") and the Dover Teachers' Union ("Union") and in accordance with the terms of this Memorandum of Agreement, agree as follows:

WHEREAS the District does not always have enough substitutes to cover teacher absences; and

WHEREAS students of absent classroom and related arts teachers are "absorbed" into other classrooms to be supervised by members of the bargaining unit, and

WHEREAS classroom and related arts teachers who absorb additional students may be performing extra work,

NOW THEREFORE the undersigned parties agree as follows:

1. Teachers who absorb five (5) or more students for a full day (as outlined in the CBA) shall be paid for an additional two (2) hours at their per diem rate.
2. Teachers who absorb five (5) or more students for a half day (as outlined in the CBA) shall be paid for one (1) hour at their per diem rate.
3. This Memorandum of Agreement shall be retroactive to September 2, 2025. Any individual who is entitled to additional pay as a result of this Agreement shall receive said pay in their next regular payroll cycle following the date on which this Agreement is signed by both parties.
4. This Memorandum of Agreement shall not create any precedent or past practice and may not be used in any proceeding except to enforce its terms.
5. This Memorandum of Agreement will remain in effect until June 30, 2026.

Lisa M. Dillingham, President
Dover Teachers' Union

Date

Robin Trefethen, School Board Chair
Dover School District

Date



New Hampshire School Boards Association

Barrett M. Christina, Executive Director

Matt Pappas, President, Rochester

Ege Cordell, First Vice President, Chesterfield

James Noyes, Second Vice President, Bethlehem and Profile Regional

Holly Kennedy, Immediate Past-President, Hinsdale

25 Triangle Park Drive, Suite 101

Concord, NH 03301

Phone: (603) 228-2061

www.nhsba.org

**2025 NHSBA Delegate Assembly
Saturday October 25, 2025
10:30am
Grappone Conference Center – Concord, NH**

PROPOSED RESOLUTIONS

13. Submitted by the Hanover & Dresden School Boards

Proposed Resolution:

Whereas Open Enrollment further diminishes local budget control, creates serious funding challenges for sending school districts, fails to address how a receiving school district will make up the gap between received tuition and total cost, and as currently written does not provide clarity on process, standards, or behavior expectations;

Be it resolved that the NHSBA finds legislation to promote open enrollment raises significant fiscal challenges for school districts and is a solution in search of a problem.

Rationale:

1. The bill says the sending school provides up to 80% of the cost of the sending district. What happens with the remainder? No reference to family being charged.
2. What are the implications for Dresden taxpayers, and how is this missing revenue made up? Does receiving district have to absorb the cost?
3. It requires districts (Dresden and Hanover) to expand our operating budget to include estimates we have no way to anticipate. How many students might we receive? Do we need to budget based on the total number we could squeeze into a building?
4. Does it apply k-12?
5. If passed, the bill goes into effect January 1, 2026.

6. There isn't a clear process for handling "applications" from prospective students.
7. What are the rights of the receiving district?
8. The language suggests students with disabilities can participate but educational decision-making remains with the sending district. How does this work for a student on an IEP? How is that monitored? Imagine the complexity of meeting to review an IEP.
9. There is nothing in the language of the bill about transportation or clarity around the receiving district's obligations. What about extracurricular opportunities - for example: would an open enrollment student be eligible to participate on sports teams? Attend March Intensive? Receive scholarship money for that purpose?
10. There are enormous potential impacts on school districts that lose students, both in terms of their costs, staffing, and ability to offer programming.
11. What are the disciplinary expectations - must a receiving school accept an applicant regardless of behavior?
12. There is no fiscal note attached to this bill.

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

NHSBA opposes any open enrollment legislation that would have the effect of further undermining the reliability of projecting revenues and expenses in setting of school district budgets, and/or the effect of impacting revenues and expenses once school district budgets have been passed by the community funding the majority of those budgets with local property taxes.

NHSBA Rationale:

Legislation such as 2025's HB741 (proposing universal open enrollment) would allow for a wholly unpredictable migration of students, after the Legislative Body has approved a budget. For a sending district, the loss of one enrolled student results in both the 80% tuition mandated by the state, but also the state adequacy funds for each of those students, without any real reduction in the fixed costs. Although receiving districts will not suffer that impact, the tuition rates will more often than not be lower than the cost per pupil for which the taxpayers in that community are paying for resident students. Finally, whether receiving or sending, the unpredictable impacts on expenses and revenues will result in greater swings in local tax rates. Further, the few states that have successful open

enrollment programs have school funding frameworks which have the states funding public schools at a far greater ratio than New Hampshire's local tax structure.

14. Submitted by the Dover School Board

Proposed Resolution:

The statewide open enrollment provision in this year's budget was retained, but the legislative push for open enrollment will return in the 2026 session, likely with more political pressure to pass. It is imperative NHSBA has some footing on which to stand when testifying. The language in this resolution deliberately does not address the specifics of the language inserted into various open enrollment bills (i.e. HB 771 and 741, and SB 101) during the 2025 session, but takes a more global stance in naming the pitfalls of the system as a whole.

Rationale:

The statewide open enrollment provision in this year's budget was retained, but the legislative push for open enrollment will return in the 2026 session, likely with more political pressure to pass. It is imperative NHSBA has some footing on which to stand when testifying. The language in this resolution deliberately does not address the specifics of the language inserted into various open enrollment bills (i.e. HB 771 and 741, and SB 101) during the 2025 session, but takes a more global stance in naming the pitfalls of the system as a whole.

NHSBA Board of Directors Recommendation:

The NHSBA Board of Directors recommends adopting the Alternative Resolution discussed previously, relative to the Proposal from the Hanover and Dresden School Boards.

15. Submitted by the Oyster River Cooperative School Board

Proposed Resolution:

NHSBA opposes legislation that promotes or mandates open enrollment.

Rationale:

Open enrollment will cause significant financial difficulties for public school districts. The structure of taxation for public schooling is not compatible with open enrollment in New Hampshire. Unlike other states that may have open enrollment, the majority of funds for public education in New Hampshire are raised specifically through local property taxes rather than state level funding. There is a significant gap between what the state provides in adequacy funding versus the actual per pupil cost. Individual school districts independently set their rate of taxation to make up the shortfall. No legislation to date has meaningfully addressed or provided for the budgetary shortfalls and differential district financial responsibilities, particularly regarding special education, that will inevitably arise if open enrollment is mandated. In addition, the added administrative burden including tracking and advertising classroom and enrollment space, as well as added transportation cost and logistical needs, is untenable and an unfunded mandate.

Open enrollment is another direct challenge to local educational control. School districts already have processes in place for locally controlled tuition agreements and policies for individual best interests and manifest hardships.

In sum, open enrollment causes many problems but solves none and therefore should not be supported by the NHSBA.

NHSBA Board of Directors Recommendation:

The NHSBA Board of Directors recommends adopting the Alternative Resolution discussed previously, relative to the Proposal from the Hanover and Dresden School Boards.

16. **Submitted by the Chesterfield School Board**

Proposed Resolution:

NHSBA proposes that the state fully fund all state public education aid formulas before the funding of any other state obligation.

Rationale:

This resolution as written as an amendment to perennial Resolution II:A (1994) in the NHSBA Policies, Resolutions and Statements of Belief Manual does not specify public education. We feel it is important to specify the prioritization of public education aid formulas as recent legislative efforts have diverted funding to non-public schools in New Hampshire.

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

Amend existing Resolution II:A to read as follows:

*II:A• NHSBA proposes that the state fully fund all **state public schools, public school districts and public education** aid formulas before the funding of any other state obligation.*

(New language is in bold, italic, highlight)

NHSBA Rationale:

The NHSBA Board of Directors believes this minor change is important given the rise of school privatization in New Hampshire the last eight years, as well as the rationale given by the Chesterfield School Board.

17. **Submitted by the Chesterfield School Board**

Proposed Resolution:

NHSBA opposes the inclusion of amendments to proposed bills that are not germane to the subject matter of the proposed bill.

Rationale:

The impetus for this resolution was the addition by the NH House of a non-germane amendment to SB 210, relative to bullying and cyberbullying prevention. That non-germane amendment sought to include open enrollment and had no direct connection to bullying and cyberbullying. Each Bill should be evaluated and decided based on the language that was included in the original submission. Amendments should improve the focus of a Bill. We feel that the addition of non-germane amendments devalues the intent of the original proposed Bill and serves as a backdoor way to include previously unsuccessful legislation. This practice has led to a lack of transparency in our elected officials and has compromised strong legislation on a partisan basis that would otherwise support New Hampshire public schools and students.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

While NHSBA certainly appreciates the intent of this proposal, we believe that the proposed resolution is too limiting in directing NHSBA's legislative advocacy.

First, non-germane amendments are required to have a public hearing. While this is not always helpful and does not give advocates or legislators time to fully comprehend the amendment, there is still some level of transparency.

Second, there may be times when NHSBA would want to support a non-germane amendment, depending on the nature of the amendment and the bill.

For these reasons, the NHSBA Board of Directors does not support this Proposed Resolution.

18. Proposed Resolution Submission #6 (Raymond School Board)

Proposed Resolution:

All schools that receive state and/or federal funding shall comply with all applicable state and federal laws regarding testing, hiring practices, and special education inclusion.

Rationale:

When schools elect to receive state and/or federal funds, including funds received through state vouchers for individual student tuition, they assume a public responsibility to adhere to the legal and educational standards that govern public schools. These funds are intended to serve the public good - namely, ensuring all students have access to a fair, equitable, and high-quality education. As such, any institution benefiting from public resources must be held to the same expectations regarding student assessment, hiring practices, and the inclusion of students with disabilities.

Requiring all schools to comply with state and federal testing, hiring, and special education inclusion laws promotes consistency, accountability, and fairness across all educational settings. It ensures that students receiving publicly funded education, regardless of the type of school they attend, are subject to the same protections and opportunities.

Without such requirements, there is a risk of creating a dual system in which some schools benefit from public funds without meeting the obligations those funds are meant to support. Ensuring compliance with these laws is not only a legal necessity but also a matter of educational equity and public trust.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The NHSBA Board of Directors wholeheartedly agrees with the sentiment and intent of this Proposed Resolution. However, NHSBA has unwaveringly opposed vouchers since at least 2005. NHSBA's concern if this Proposed Resolution is adopted is that it might lend to the position or point of view the NHSBA's has no objection to vouchers, provided certain criteria or conditions are placed upon schools receiving the vouchers. NHSBA does not want our firm stance opposing vouchers to be misconstrued.

By way of example, since New Hampshire's voucher system was implemented in 2021, there have been many bills trying to put parameters, conditions or criteria around schools that accept voucher students. NHSBA has not testified or taken a position on any of

those bills out of a concern NHSBA does not object to vouchers if those criteria and conditions are met.

19. Submitted by the Raymond School Board

Proposed Resolution:

New Hampshire's public school infrastructure is a critical component of delivering a high-quality, equitable education to all students. However, many districts across the state face significant challenges due to aging facilities, inadequate learning environments, and limited local capacity to fund necessary capital improvements. To address these disparities and ensure all students have access to safe, modern, and efficient educational facilities, we propose a strengthened school building aid program, starting with \$60 million annually, with a scheduled increase every two years based on the New England Consumer Price Index to reflect growing needs and inflationary pressures.

Rationale:

Providing \$60 million annually in school building aid with incremental increases every two years is a strategic and fiscally responsible approach to addressing longstanding infrastructure needs. School districts with lower property wealth are disproportionately affected by inadequate buildings. These districts struggle to pass bonds or raise sufficient local funds for capital projects, perpetuating inequity across communities. By establishing a baseline of \$60 million annually, the state can provide predictable and sustainable support for capital investments, enabling long-term planning at the district level.

Construction costs have risen steadily in recent years due to inflation, labor shortages, and supply chain challenges. Without regular adjustments, static funding levels lose their purchasing power and limit the number of projects that can be supported. The inclusion of incremental biennial increases ensures that the aid program keeps pace with rising construction costs and inflation.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

NHSBA believes two existing Resolutions already address the topic in this proposed resolution:

II:C• NHSBA supports additional appropriations under RSA 198:15-a, IV, the state's Building Aid Program to adequately fund all necessary school facility needs. This program has effectively created local and state partnerships in financing school building improvements that benefit all students of New Hampshire, and which should be considered a significant part of fulfilling the State's constitutional duty to provide an adequate

education to all children. (First Adopted in 2000; Revised 2014; Revised 2020; Revised 2023)

II:Q• NHSBA supports fully funding the School Building Aid program pursuant to RSA 198:15-a. Furthermore, NHSBA believes that an adequate school building is a component of the requirement to provide an adequate education and therefore the state is obligated to provide funding for adequate school facilities. The state has failed to meet this obligation since 2009. (2017)

20. Submitted by the Concord School Board

Proposed Resolution:

1. "Whereas the Concord School Board recognizes the importance of nutrition for supporting the development and learning potential of New Hampshire students.
2. Whereas the Concord School Board believes it is critical to tackle childhood hunger and food insecurity.
3. Therefore, we submit a resolution to the NHSBA to advocate to the NH State Legislature to create a universal and subsidized meal program for NH public school students."

Rationale:

The Concord Board is committed to ensuring that all children receive nutritious meals while at school. In seeking support from the state to fund breakfast and lunches, the Board offers the following rational.

The Board acknowledges that every student needs to start the day with a healthy breakfast and a healthy lunch to sustain learning throughout the day

Schools in the city of Concord have a significant number of students with food insecurity. The district faced a deficit in revenues from the food service program due to the inability of families to afford the meal program

The district provides breakfast and lunch to students attending summer programs at the school.

The board realizes that not all families fill out the required paperwork for a variety of reasons, having state support would lessen the burden of filing the application.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The NHSBA Board of Directors believes the following, existing NHSBA Resolution addresses this subject.

II:X• NHSBA supports that the state and federal government seek and provide viable, sustainable, permanent funding to provide a school breakfast and lunch at no cost to students and at no cost to local school districts. (2022; amended 2024)

21. Proposed Resolution #9 (Concord School Board)

Proposed Resolution:

A RESOLUTION of the Concord Board of Education in Concord, New Hampshire supports New Hampshire State Legislation that will enforce the Federal Gun Free School Zone Act.

WHEREAS, the Concord Board of Education has an obligation to ensure that all students are provided a safe, secure, and supportive environment in which education and school activities are conducted; and

WHEREAS, legislators are accountable to create a safe or unsafe environment in our schools, as evidenced by increasing incidents of gun violence threats and gun violence in schools; and

WHEREAS, so far this year in 2024, the United States has experienced 88 incidents of shooting in schools with 78 victims of these shootings; and

WHEREAS, the presence of firearms increases risk of such harm; and WHEREAS, the Concord Board of Education policies #544 prohibits weapons including firearms on school properties unless under the control of law enforcement personnel; and

WHEREAS the federal government has designated schools as gun-free zones; and

WHEREAS, the federal Gun Free Schools Act prohibits students from bringing firearms into schools, and the federal Gun Free Schools Zone Act prohibits all other persons from bringing firearms within 1,000 feet of school property; and WHEREAS, any bill set before New Hampshire Legislators that does not enforce federal law of gun free school zones, compromises the ability to maintain a safe environment.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

The Concord Board of Education:

- Opposes current New Hampshire state law that does not require state and local law enforcement to enforce federal law of gun free school zones.
- Urges all City of Concord's elected representatives serving in the New Hampshire State Legislature to pass legislation to keep firearms out of school zones.
- Urges New Hampshire State Legislature to pass a bill that enforces federal Gun Free School and Gun Free School Zone Acts in order to create and maintain a safe education environment.

- Commits to creation and revision of Concord School District policies that prohibit students, staff, and civilians from bringing firearms within a school zone.
- Directs the Concord School District Superintendent to distribute this resolution to city, state, and local policy makers, all members of the State Board of Education (New Hampshire); New Hampshire State School Board Association; New Hampshire Association of School Administrators; New Hampshire State Teachers Association; local print, voice, and internet media.

Adopted the day of 2024, the Concord Board of Education voted at a dully called meeting at which a quorum was present with in favor, opposed, and abstained from the Resolution.

Resources:

K-12 School Shooting Database; <https://k12ssdb.org/>

Concord School District Policy #544 Weapons on School Property NH RSA 192 D:2 Federal Gun Free School Zone Act 1990 Federal Gun Free Schools Act 1994

Rationale:

The Concord Board of Education is committed to providing a safe and secure environment for children and staff and in doing so supports a gun free school zone. The Board offers the following rational.

The rules that apply to students attending schools should apply to adults who enter school grounds.

The Board was faced with a situation when adults (some carrying weapons) were using a school facility over a weekend at the same time students were in the building at an event. Students observed the adults carrying a weapon and sent panic among the students and parents. The situation was quickly resolved but not without heightened anxiety on the part of students.

The district receives federal funds to support school programs and is cognizant of the rules around the Federal "Safe and Gun Free Zones" and yet NH laws allow for concealed weapons as well as open cany.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The Concord School Board submitted a similar, if not the same, Proposed Resolution for the 2024 Delegate Assembly. Last year, the NHSBA Board of Directors responded that the Association has two Resolutions relative to guns and firearms on school grounds. Those existing Resolutions are:

Resolution VI:I• NHSBA will advocate for legislative action that ensures local school boards comply with federal firearm laws and policies. (2022)

Resolution VI:G• NHSBA supports legislation to restrict possession of firearms on school property, limiting possession to certified police officers only. (2020)

Additionally, at the 2024 Delegate Assembly, the NHSBA Board of Directors proposed the following Alternative Resolution Recommended by NHSBA Board of Directors:

VI:G• NHSBA supports legislation to restrict possession of firearms on school property, limiting possession to certified police officers only. NHSBA further supports state legislation that would allow enforcement of the federal Gun Free School Zones Act within New Hampshire.

After much discussion at the 2024 Delegate Assembly, a motion was made to vote on the alternative language suggested by the NHSBA Board of Directors. The motion was withdrawn. The Proposed Resolution was not recommended by the NHSBA Board of Directors as submitted, so it was not voted upon as submitted and no amendments received a majority vote.

Since the Delegates did not support last year's Proposed Resolution nor the Proposed Alternative Resolution, the NHSBA Board of Directors does not believe another Resolution on this topic is necessary.

22. Submitted by the Hooksett School Board

Proposed Resolution:

NHSBA should advocate for legislation to amend current statutes to allow a simple majority (50% +1) vote threshold for the approval of school infrastructure projects that support the maintenance, repair, or improvement of existing facilities, ensuring that essential investments in public education are not obstructed by unnecessarily high voter requirements.

Rationale:

Under current New Hampshire law (RSA 33:8 and RSA 49-D:3), bond articles and other warrant articles that raise funds for school infrastructure improvements or maintenance require a supermajority (60% affirmative vote) to pass. This high threshold applies even when funding is directed toward existing, aging school facilities that require urgent repairs or modernization to ensure safety and educational adequacy. As construction costs rise and school buildings age, this supermajority requirement disproportionately hinders a community's ability to maintain the infrastructure already in place to serve its students.

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

NHSBA supports legislation that would allow for lower voter/legislative body thresholds to approve bonds intended for the maintenance, repair, or improvement of existing school district facilities, especially when the major portion of the borrowed funds are essential to bring such facilities up to fire and other safety requirements, or improvements necessary to meet the requirements of the minimum standards for school facilities.

NHSBA Rationale:

The NHSBA Board of Directors supports the purpose of the Proposed Resolution but felt the language needed slight minor amendments to capture the intent and purpose of the Proposal.

23. Submitted by the Hooksett School Board

Proposed Resolution:

NHSBA should advocate for legislation requiring the State of New Hampshire to fully and consistently fund the Catastrophic Special Education Fund, ensuring districts are reimbursed in accordance with existing statutes and that students with high-cost educational needs receive the services they are entitled to without compromising other local educational priorities.

Rationale:

New Hampshire's Catastrophic Special Education Fund was established to support districts with extraordinary special education costs that exceed local budgets. However, in recent years, the state has failed to fully fund this obligation, forcing local districts to absorb significant, unpredictable costs. This underfunding jeopardizes district financial stability and limits educational resources for all district students.

NHSBA Board of Directors Recommendation:

Not support.

NHSBA Rationale:

The NHSBA Board of Directors believes the Association has numerous existing Resolutions that speak to full funding – both for adequacy aid and special education aid. The NHSBA Board of Directors further believe that these existing Resolutions address the matter in the Proposed Resolution. The pertinent existing Resolutions are:

II:A• NHSBA proposes that the state fully fund all state education aid formulas before the funding of any other state obligation. (1994)

II:B• NHSBA supports reducing the threshold for determining the local share of a catastrophic aid special education placement to 2 times the state average elementary and secondary costs of general education. (1998)

II:F• NHSBA opposes the dramatic and unpredictable changes in educational funding each year – often with solid information only coming to the school districts after the balloting or school district meetings are done. NHSBA also opposes any new educational funding legislation, passed and enacted by the Legislature, which takes effect any earlier than the next biennium. School boards cannot be expected to work with legislation passed after the budget cycle for the following year is completed. (2005)

II:N• NHSBA opposes legislation that would directly or indirectly divert state costs or responsibilities to local school districts, including unfunded state aid programs (e.g. catastrophic aid and building aid), and the state share of retirement contributions. (2011)

IX:A• NHSBA urges the U.S. Congress to appropriate funds to pay 40% of the cost of implementing IDEA, and to fully fund any additional requirements in the area of special education and to provide financial impact statements. (1990)

24. Submitted by the Monadnock School Board

Proposed Resolution:

NHSBA supports amendments of RSA 91-A to allow individuals with a disability as defined by the Americans with Disabilities Act or because they are caring for a household member with such a disability to be counted as attending "in person" for the purpose of the establishment of a quorum.

Rationale:

This resolution solidifies and formalizes NHSBA's commitment to language that was proposed under SB259 in the 2024/25 legislative season. SB259 proposed to amend RSA 91-A by adding the language "Members who are not able to be physically present at a meeting due to an Americans with Disabilities Act-eligible disability or that of a household member in their care shall be counted as attending "in person" for the purpose of the establishment of a Quorum."

This bill was sponsored by Senators and Representatives on both sides of the aisle and was also supported by the Disabilities Rights Center and the New Hampshire Municipal Association, among other interested organizations. Together representatives from these organizations workshopped the language and proposed the slightly modified criteria stated here.

In their testimony, NHSBA stated that NHSBA's support for SB 259 stems from the following NHSBA Statement of Belief:

VI:F• NHSBA supports equity and inclusion in all aspects of education, including curricular programs, extra-curricular programs and co-curricular programs. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no student is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021; amended 2024)

NHSBA written testimony continued:

While this Statement of Belief is not necessarily directly on point with SB 259, we believe it expresses NHSBA's unwavering commitment to supporting individuals and students with disabilities, especially as it relates to school district programming and school board service.

NHSBA further believes that SB 259 will assist and allow greater opportunity for school board members who either have a disability or have a child or family member with a disability from participating on local school boards. Individuals who have a disability and parents who have a child or children with disabilities offer great perspective,

experiences and familiarities with the special education system. Special education can be complex, frustrating for parents, and challenging. Parents with a child or children with disabilities can bring their specialized expertise to local school boards, which NHSBA and local school districts welcome.

Of course, as the Committee heard during the hearing, having a disability or a child with a disability may have unique challenges at home or with their child that can make attending school board meetings in person difficult. NHSBA believes that this simple change to RSA 91-A:2, III found in SB 259 can help alleviate and lessen some of those challenges, allowing for such individuals to participate fully on their local school boards.

Although the bill was voted Inexpedient to Legislate, there was no opposition in committee. The Senate Judiciary Committee notes read “Senate Bill 259 absolves certain individuals from in-person quorum standards assuming they, or someone they care for is qualified under the Americans with Disabilities Act. The legislation intended on improving the productivity and participation of certain bodies which faced difficulty satisfying current standards”

A similar bill will be proposed in the future, and when it is, this resolution will allow NHSBA testimony to reference this section rather than referencing VI:F with the caveat that “this Statement of Belief is not necessarily directly on point”--

NHSBA Board of Directors Recommendation:

Support Alternative Resolution.

Alternative Resolution Recommended by the NHSBA Board of Directors:

The NHSBA Board of Directors recommends amending two existing NHSBA Resolutions and eliminating one existing NHSBA Resolution as follows:

Amend Resolution V:U to read as follows:

V:U• NHSBA supports ~~amendments of~~ **amending** RSA 91-A to allow for remote participation of all public body members in official meetings of ~~full boards~~ **public bodies and committees** without having a quorum physically present, while still ensuring that full notice and full transparency are satisfied. (2021)

Amend Resolution VI:F to read as follows:

VI:F• NHSBA supports equity and inclusion in all aspects of education, including curricular programs, ~~co-~~**extra-curricular** programs and ~~co-curricular~~ programs, **governance**. NHSBA supports adherence to all anti-discrimination laws, rules and statutes ensuring that no ~~student~~ **person** is excluded or discriminated against on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental

disability, national origin, economic status, familial status, sexual orientation, health condition, or native language. (January 2021; amended 2024)

Rescind Resolution V:V:

~~V:V• NHSBA supports amending RSA 91-A to allow committees, subcommittees, and advisory committees to hold meetings without having a quorum physically present, while still ensuring that full notice and full transparency requirements are satisfied. (2022)~~

NHSBA Rationale:

The NHSBA Board of Directors believes having multiple Resolutions relative to board members participating at public meetings is unnecessary and seeks to combine two existing Resolutions on this topic with the Proposed Resolution into a single Resolution.

Further, NHSBA believes that broadening Resolution VI:F to include anti-discrimination language to include “persons” and not just students captures the intent of the Proposed Resolution in recognizing that persons with disabilities or individuals who have a child or family member with a disability should have an equal opportunity to serve on local school boards, with the understanding that personal and familial circumstances may require certain accommodations.