



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #11
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, November 10, 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. Regular Meeting, October 6, 2025

F. SUPERINTENDENT'S REPORT

G. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Christina George – Physical Education Teacher – Dover High School – Retirement (06/30/2026)
 - b. Karen Lilakos – Administrative Assistant – Garrison Elementary School – Retirement (11/03/25)
 - c. Christina Sipple – Reading Interventionist – Woodman Park School – Retirement (10/27/25)
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
 - a. DEOP Nomination
 - b. DPA
 - c. Non-Union Nominations
6. **Extended Travel (Student Trips):** None
7. **Donations:** None

H. STUDENT REPORT

I. FINANCIAL REPORT

J. POLICIES – CHANGES – PROPOSALS:

1. IKF – High School Graduation Requirements – Revised Policy – First Reading
2. IKFA – High School Certificate of Achievement for Students with Special Needs – Withdraw Policy – First Reading
3. IKFG – Career Readiness, Pathways & Credentials – Revised Policy – First Reading
4. IMAH – Daily Physical Activity – Revised Policy – First Reading
5. IMBD – Early Graduation Guidelines – Withdraw – First Reading
6. IMBE – High School Credit for 7th and 8th Grade Advanced Coursework – Revised Policy – First Reading
7. IMDA – Patriotic Exercises – Revised Policy – First Reading
8. JIH – Student Searches and Their Property – New Policy – First Reading
9. JIHB-R(1) – Searches of Student Automobiles on School Property / Student Operated Vehicle Search Report – New Policy Appendix – First Reading
10. JLCK – Physical and Emotional Well-Being of Students – New Policy – First Reading

K. POLICY ADOPTION:

1. AD – Philosophy of the School District: Mission Statement – Revised Policy – Second Reading



DOVER SCHOOL BOARD – AGENDA

Meeting Type: Regular Session #11
Meeting Location: City Hall, Council Chambers
Meeting Date: Monday, November 10, 2025
Meeting Time: 7:00 p.m.

2. BBA – School Board Powers and Duties – Withdraw Policy – Second Reading
3. BBAA – School Board Member Authority – Revised Policy – Second Reading
4. BEDG – Meeting Minutes – Revised Policy – Second Reading
5. BGAA – Policy Development, Adoption, and Review – Revised Policy – Second Reading
6. EBCH – Chemical Safety and Chemical Hygiene Plan – Revised Policy – Second Reading
7. IJ – Educational Materials Selection – Revised Policy – Second Reading
8. IK – Earning of High School Credit – Revised Policy – Second Reading
9. IKA – Grading System – Grades 5 Through 12 – Revised Policy – Second Reading
10. IKAA – Interdisciplinary Credit – Withdraw Policy – Second Reading
11. ILBAA – High School Graduation Competencies – Withdraw Policy – Second Reading
12. JIHB – Searches of Student Automobiles on School Property – Revised Policy – Second Reading

L. RESOLUTIONS: None

M. OLD BUSINESS:

1. SchoolCare Update

N. NEW BUSINESS:

1. Academic Data Presentation

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, November 10, 2025

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

BOARD AGENDA ITEMS:

E. APPROVAL OF MINUTES

1. Regular Meeting, October 6, 2025

F. SUPERINTENDENT'S REPORT: See below.

G. CONSENT AGENDA

1. Correspondence: None
2. Resignations/Retirements:
 - a. Christina George – Physical Education Teacher – Dover High School – Retirement (06/30/2026)
 - b. Karen Lilakos – Administrative Assistant – Garrison Elementary School – Retirement (11/03/25)
 - c. Christina Sipple – Reading Interventionist – Woodman Park School – Retirement (10/27/25)
3. Leaves of Absence: None
4. Job Shares: None
5. Nominations:
 - a. DEOP Nomination
 - b. DPA Nomination
 - c. Non-Union Nominations
6. Extended Travel (Student Trips): None
7. Donations: None

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. **IKF – High School Graduation Requirements – Revised Policy – First Reading:** Sample IKF was substantially revised to reflect changes to the NH Minimum Standards for Public School Approval (the "306 Rules"). Additionally, examples of multiple diploma options were added, references to now rescinded policy samples removed (most consolidated into IK), with the content of former sample IKFA added to the content of this policy (see Section B). This policy is required for districts with high school grades. Districts which tuition high school students would reference the policy of the receiving district. Ed 306.23 (of the new Minimum Standards) sets the minimum number of credits for a high school "regular diploma" as 20, using different subject requirements for current students, and those entering 9th grade in school year 2026-27 (see Section C, below). Local districts may set diploma requirements higher, and/or offer multiple types of diplomas. Credits are based upon student achievement of locally established graduation/subject competencies – see IK and Ed 306.23. This sample offers two options for structuring diploma requirements – one which includes only a single district diploma, and the second offers three different types. A district could choose two or all three or even offer more options.

2. **IKFA – High School Certificate of Achievement for Students with Special Needs –Withdraw Policy – First Reading** - *(Note – This policy was previously coded incorrectly as IKFA – withdraw due to policy language/topic being included in newer policy IKFC which was adopted in 2023):* Policy will be withdrawn due to content being replaced in policy IKFC.
3. **IKFG – Career Readiness, Pathways & Credentials – Revised Policy – First Reading:** Policy has been revised completely to reflect new Ed 306.04(b)(22). Although previously, only high schools were implicated in career readiness requirements, the new rule requires all grade levels to "[explore] career pathways in a developmentally appropriate manner, no later than the 2025-2026 academic year." Also, the title was changed to better reflect the content of the policy.
4. **IMAH – Daily Physical Activity – Revised Policy – First Reading:** Revised to designate the Wellness Committee (under sample JLCF) with the responsibility to monitor implementation of this policy and make recommendations to the Board accordingly.
5. **IMBD – Early Graduation Guidelines – Withdraw – First Reading** *(Note – This policy was previously coded incorrectly as IMBD - will recode to correct policy code of IKFA and withdraw per recommendation of NHSBA):* The subject matter of the former Early Graduation sample was added to sample IKF – Graduation Requirements.
6. **IMBE – High School Credit for 7th and 8th Grade Advanced Coursework – Revised – First Reading** *(Note – This policy was previously coded incorrectly as IMBE – will recode policy to correct policy code of IMBD and revise per recommendation of NHSBA):* Revised to include reference to Ed 306.04(b)(19) for awarding of credit upon achieving high school competencies “regardless of age or enrollment.”
7. **IMDA – Patriotic Exercises – Revised Policy – First Reading:** Added provisions related to RSA 189:17 and 189:17-a relative to display of flags, and language from 2025 HB571 (signed into law on June 2, 2025, as Chapter law 70) amends 189:18 by adding examples of patriotic exercises required under the former version of the statute.
8. **JIH – Student Searches and Their Property – New Policy – First Reading:** This policy is a policy that governs student searches. It is a required policy and for some reason was omitted from our policies at some point.
9. **JIHB-R(1) – Searches of Student Automobiles on School Property / Student Operated Vehicle Search Report – New Policy Appendix – First Reading:** This policy provides a reporting tool for any search of a student vehicle while on school property.
10. **JLCK – Physical and Emotional Well-Being of Students – New Policy – First Reading:** Sample JLCK was revised (including change in title) to reflect amendments and recoding of Minimum Standards found in N.H. Department of Education rule Ed 306; specifically, the requirement in Ed 306.04(b)(15) that schools have a policy addressing "physical and emotional health needs of students." The deleted language was based upon old 306 rules, with the new language intending to offer more substance or at least examples as to measures to achieve the objectives.

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. **AD – Philosophy of the School District: Mission Statement – Revised Policy – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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. **JIHB – Searches of Student Automobiles on School Property – Revised Policy – Second 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 approve the policies presented.

L. RESOLUTIONS: None

M. OLD BUSINESS:

1. **SchoolCare Update:** An update on the SchoolCare assessment and the funding of that assessment.

N. NEW BUSINESS:

1. **Academic Data Presentation:** NH Statewide Assessment Data in ELA and Math along with behavior and attendance data broken out by subgroup will be presented.

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

Budget

The leadership team has worked diligently on their building and departmental budgets. This will culminate in an initial presentation to the Board on November 17th and the work will continue through January until we have a budget ready to present to the City Council.

DHS Athletic Complex

The JBC continues to meet and recently reviewed the responses to the bids set forth by the Eckman Construction Company. In the next two weeks, the committee should have positive news to report in terms of taking a major step forward with the project.

The DHS Football team played their last home game on the old field on November 1st. This event included tailgating, attendance by past team members and recognition of Mayor Carrier.

Negotiations

The district is currently involved in negotiations with all three bargaining units (DTU, DPA, DEOP) as well as the Dover Administrators Association who are covered under School Board Policy GCBD.

Initial meetings have been held with the DTU and DAA. DPA and DEOP have meetings scheduled for later this month.

Events of Note

On October 6th, I attended the Swearing In Ceremony for Police Chief Terlemezian.

On October 10th, I met with members of the Our House board to discuss their work in creating housing opportunities for adults with disabilities in Dover

The week of October 15th we hosted Dover Fire and Rescue as they presented their Fire Safety Program to all our elementary school students. We are very grateful for such a wonderful partnership with our first responders.

On October 15th I was an invited guest speaker for the DHS Unified Government class. The focus of the session was to interview people who do things for our community. The students had great questions!

On October 28th I met with the city Hazard Mitigation Committee to review the Hazard Mitigation Plan. There will be two other meetings to provide input into the plan prior to finalizing a new plan to be submitted to the Department of Homeland Security.

On November 6th, the district hosted the Southeast Superintendents for their monthly regional meeting. Highlights included a wonderful breakfast prepared by the Culinary II Students including ice sculptures and quiche, and a

presentation by Parker Hadd-DHS Senior on his work in the State of New Hampshire and in Washington DC to promote legislation for Seizure Safe Schools.

On November 6th I had the honor of presenting at the Chamber of Commerce Citizen's Leadership Academy.

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: November 10, 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
Garman, Sarah	Administrative Assistant	Garrison Elementary School	Karen Lilakos	\$23.50	C4, Step 4

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

TO: **DOVER SCHOOL BOARD**

DATE: November 10, 2025

MEMORANDUM: Nomination and Election of Paraprofessionals

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

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Cooper, Grace	Clerical Aide	Garrison Elementary School	Sarah Garman	\$19.97	G3, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: November 10, 2025

MEMORANDUM: Nomination and Election of Non-Union Employees

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

NAME	POSITION	SCHOOL	REPLACING	SALARY
Collins, Melyssa	Noon Aide	Garrison School	Open	\$13.00/hr
Mahadeo, Matthew	Noon Aide	Frances G. Hopkins Elementary School at Horne Street	Open	\$13.00/hr

Dover School District Monthly Financial Report

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

FROM: Michael Limanni, CFO

DATE: November 7, 2025

RE: Condition of *School* Accounts

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

Business Office Update:

Of the \$11,348,895 in budget remaining, the following cost expectations that are also not reflected in the reported encumbrances:

GF - Budget Balance - 11.07.25	\$ 11,348,894.79
(-) Debt and Fund Transfers	\$ (7,989,529.00)
(-) Continued Cost of Substitutes	\$ (303,819.84)
(-) Estimated Continued Professional & Staff Dev	\$ (311,162.81)
(-) Additional IT Services	\$ (49,800.00)
(-) Tuition Reimbursements	\$ (4,483.47)
(-) Athletic Coaching Salaries	\$ (1,671.27)
(-) Severances	\$ (167,795.73)
(-) Cost of SROs	\$ (108,000.00)
(-) Dues & Fees	\$ (45,957.21)
(-) New & Replacement Ed. Equip.	\$ (297,097.45)
(-) Supplies, Books, Graduation	\$ (789,824.84)
(-) SchoolCare Assessment	\$ (1,697,939.99)
Estimated Final Fund Balance:	\$ (418,186.82)

The last item in the list above represents the recent SchoolCare assessment (see page 3 of this report). This extraordinary cost currently pushes us into a projected budgetary deficit for the year. We will monitor this closely into March. If we are still projecting a significant deficit into the last quarter of the year, we will recommend bringing a resolution to the City Council to transfer funds from the City's fund balance to make up the difference.

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	\$ 6,597,559	\$ 21,691,491	\$ 20,545,834	\$ 1,145,658
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,505,598	\$ 5,873,981	\$ 15,631,617	\$ 15,415,378	\$ 216,239
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 777,215	\$ 2,412,384	\$ 2,269,594	\$ 142,790
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 280,369	\$ 534,661	\$ 451,118	\$ 83,544
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 104,298	\$ 181,148	\$ 180,674	\$ 474
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 1,398,243	\$ 4,701,593	\$ 4,408,155	\$ 293,438
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,716	\$ 628,805	\$ 1,641,911	\$ 1,241,369	\$ 400,542
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 847,887	\$ 1,206,559	\$ 962,745	\$ 243,814
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 1,265,921	\$ 2,422,147	\$ 2,278,911	\$ 143,236
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 2,699,139	\$ 3,865,641	\$ 3,336,104	\$ 529,537
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 1,164,036	\$ 4,748,391	\$ 4,753,525	\$ (5,134)
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 1,266,000	\$ 891,733	\$ 753,202	\$ 138,531
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	\$ 134,466	\$ 5,993,958	\$ -	\$ 5,993,958
TOTAL GENERAL FUND EXPENDITURES:		\$ 90,989,019	\$ 23,043,516	\$ 67,945,503	\$ 56,596,608	\$ 11,348,895
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,838,238	\$ 230,550	\$ 1,607,688	\$ 1,511,391	\$ 96,297
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 4,714,863	\$ 1,426,602	\$ 3,288,261	\$ 1,687,971	\$ 1,600,290
Summarized Condition of District Expenditures:		\$ 97,542,120	\$ 24,700,668	\$ 72,841,452	\$ 59,795,970	\$ 13,045,482

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	\$ 122,625	\$ 367,875	\$ -	\$ 367,875
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	\$ 6,800	\$ 23,200	\$ -	\$ 23,200
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 34,175	\$ 69,825	\$ -	\$ 69,825
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	\$ 184,360	\$ 184,362	\$ -	\$ 184,362
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 2,344,636	\$ 55,833	\$ 2,288,803	\$ -	\$ 2,288,803
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	\$ 2,828,920	\$ 17,897,238	\$ -	\$ 17,897,238
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,838,238	\$ 231,393	\$ 1,606,845	\$ -	\$ 1,606,845
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 4,714,863	\$ 1,023,962	\$ 3,690,901	\$ -	\$ 3,690,901
Summarized Condition of District Revenue:		\$ 27,279,259	\$ 4,084,276	\$ 23,194,983	\$ -	\$ 23,194,983

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,726,158	\$ 2,828,920
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	\$ 66,800,410
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (79,640,124)
Ending GF Fund Balance:	\$ -	\$ (12,839,715)
TOTAL FS Revenue:	\$ 1,838,238	\$ 231,393
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,741,941)
Ending FS Fund Balance:	\$ -	\$ (1,510,548)
TOTAL Other SR Fund Revenue:	\$ 4,714,863	\$ 1,023,962
TOTAL Other SR Fund Expenditures:	\$ (4,714,863)	\$ (3,114,572)
Ending Grant Fund Balance:	\$ -	\$ (2,090,610)

NH School Health Care Coalition
370 Harvey Rd, Suite 4
Manchester, NH 03103

Invoice

Date	Invoice #
10/1/2025	10013

Bill To
Dover School District (SAU #11) McConnell Center 61 Locust St., Ste 409 Dover, NH 03820-4132

Terms
Due On Receipt

Quantity	Description	Rate	Amount
1	CONTRIBUTION ASSESSMENT	1,697,939.99	1,697,939.99
		Total	\$1,697,939.99

DOVER SCHOOL DISTRICT	POLICY CODE: IKF
DATE OF ADOPTION: FEBRUARY 10, 2025	PAGE 1 OF 8

FIRST READING – REVISED POLICY

HIGH SCHOOL GRADUATION REQUIREMENTS

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

A. Credit Requirements

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

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

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DATE OF ADOPTION: FEBRUARY 10, 2025	PAGE 2 OF 8

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

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

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

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

~~C. Passage of Civics Exam~~

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

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

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

~~D. Federal Student Aid Application~~

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

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

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

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

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

~~E. Alternative Learning Plans~~

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

~~F. Early Graduation~~

~~The Board supports early graduation as a means to earn a high school diploma (see Board Policy IKFA). Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if they determine that all state and local graduation requirements will be met, and that early graduation is related to career and/or~~

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~~educational plans of the student making the request. Upon approval by the high school principal, the minimum 4 credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.~~

In pursuit of its goal of ensuring that all students reach their learning potential and are prepared for post-secondary and career opportunities, students must meet or exceed the district's academic standards, required credits and additional graduation requirements set forth in this policy to obtain a diploma. High school credits are awarded when a student achieves proficiency relative to a locally defined graduation competency. As described in Board policy IK, graduation competencies and credits may be earned through multiple pathways, including extended learning opportunities (ELOs), CTE programs, transfer credits, a dual/concurrent enrollment opportunity, home education programs, remote instruction programs, and other alternative learning opportunities. Additionally, and especially for students entering 9th grade after 2026-27, the required "credits" in the tables below, may include competencies that can be earned in more than one subject area.

A. GRADUATION AND DIPLOMA REQUIREMENTS.

Recognizing that graduating students have diverse interests and aspirations for life after high school, the district offers its graduating students the following diploma options to best suit the individual student's needs.

Standard Academic Diploma

The Standard Diploma is the standard Dover High School diploma awarded to any student who earns a minimum of 26 credits, including those listed in Section C, below, and completes all additional requirements (a) in Section E, below, and (b) in the "Dover High School Program of Studies" under the Standard Diploma description.

Diploma with Distinction

The Diploma with Distinction is awarded to any student who graduates with a GPA of 3.0 or above (as calculated after Semester I of the Senior Year), earns a minimum of 28 credits, including those listed in Section C, below, and completes all additional requirements (a) in Section E, below, and (b) in the "Dover High School Program of Studies" under the Diploma with Distinction description.

20-Credit Minimum Standards Diploma

The 20-Credit Minimum Standards Diploma is awarded to any student who earns a minimum of 20 credits as specified in Section E, below, and completes all additional requirements included in the "Dover High School Program of Studies" under the 20-Credit Minimum Standards Diploma description. This option requires principal and dean of student services (where appropriate) approval.

B. EARLY GRADUATION.

The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal or designee shall approve such requests if they determine that all

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state and local graduation requirements will be met, and that early graduation is related to the career and/or educational plans of the student making the request. Upon approval by the high school principal or designee, the minimum 3 credit requirement per year for enrolled students shall be waived, and the student shall be awarded a high school diploma.

C. STATE GRADUATION CREDIT REQUIREMENTS.

<u>Graduation Credit Requirements for Students ENTERING 9TH GRADE PRIOR to the 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-1)</u>	
<u>Arts Education:</u>	<u>1/2 credit</u>
<u>Digital Literacy:</u>	<u>1/2 credit</u>
<u>English:</u>	<u>4 credits</u>
<u>Mathematics:</u>	<u>3 credits (including algebra credit that can be earned through a sequential, integrated, or applied program)</u>
<u>Physical Sciences:</u>	<u>1 credit</u>
<u>Biological Sciences:</u>	<u>1 credit</u>
<u>US and NH History:</u>	<u>1 credit</u>
<u>US and NH Government / Civics:</u>	<u>1/2 credit</u>
<u>Economics, including Personal Finance:</u>	<u>1/2 credit</u>
<u>World History, Global Studies, or Geography:</u>	<u>1/2 credit</u>
<u>Health Education:</u>	<u>1/2 credit</u>
<u>Physical Education:</u>	<u>1 credit</u>
<u>Open Electives:</u>	<u>6 credits</u>
<u>Totals:</u>	<u>20 credits</u>

<u>Graduation Credit Requirements for Students ENTERING 9TH GRADE STARTING in the 2026-27 School Year - (N.H. Dept. of Education Rule Ed 306.23, Table 306-2)</u>	
<u>Arts Education:</u>	<u>1/2 credit</u>
<u>Digital Literacy:</u>	<u>1/2 credit</u>
<u>English:</u>	<u>3.5 credits, to include 1/2 credit in writing</u>
<u>Mathematics:</u>	<u>3 credits (including algebraic concepts and at least 1/2 credit in statistics or data analysis)</u>
<u>Physical Sciences:</u>	<u>1 credit</u>
<u>Biological Sciences:</u>	<u>1 credit</u>
<u>US History</u>	<u>1/2 credit</u>
<u>NH History</u>	<u>1/2 credit</u>
<u>Logic and Rhetoric</u>	<u>1/2 credit</u>
<u>Civics</u>	<u>1/2 credit</u>
<u>History, Government and the US and NH Constitutions</u>	<u>1 credit</u>

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<u>Economics</u>	<u>1/2 credit</u>
<u>Financial Literacy</u>	<u>1/2 credit</u>
<u>World History, Global Studies, OR Geography</u>	<u>1 credit</u>
<u>Health and Wellness Education</u>	<u>1/2 credit</u>
<u>Physical Education</u>	<u>1 credit</u>
<u>Open Electives:</u>	<u>4 credits</u>
<u>Totals:</u>	<u>20 credits</u>

D. CERTIFICATE OF ATTENDANCE FOR SPECIAL EDUCATION STUDENTS.

Students who are eligible for special education have the option of receiving a Certificate of Attendance (“Certificate”) as provided in this Section. The intent to receive a Certificate will be documented in the student’s current individualized education program (IEP) as part of the student’s transition plan. NOTE: Under Ed 306.23 (d)(4) a Certificate does not equate to a High School Diploma per the State of New Hampshire Department of Education.

The following conditions will apply to students earning a Certificate:

- a. The student is identified with an eligible educational disability and is eligible to receive special education services.
- b. The student has a current, signed IEP with an agreed-upon transition plan, with the Certificate included in the child’s transition plan, Individualized Education Program (IEP), or other documentation.
- c. The student has spent the majority of their high school program in either non-credit, granting courses or was unable to demonstrate competency in required courses as documented in the child’s official high school transcript and, therefore, was unable to attain the required credits for a regular high school diploma, and
- d. The student was considered/enrolled as a full-time student for a minimum of four years of high school.

The IEP Team will determine if the student has met the criteria for a Certificate as documented and agreed upon in writing by the student’s IEP team, which writing shall include the IEP team’s decision as to when the student will receive the Certificate in one of three predetermined opportunities:

- a. At the time of graduation with common age peers,
- b. At the conclusion of the student’s agreed-upon IEP program, or
- c. Upon reaching the age of 22

The granting of a Certificate and/or participation in the commencement activities does not negate the right of a special education student to receive FAPE until they reach age 22. Rather, a student eligible for special education is entitled to continue their high school educational program until such time as each student has earned a

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regular high school diploma, has attained the age of 22, or the IEP team responsible for evaluating the child and determining whether the child has a disability determines that the child no longer has a disability, whichever comes first.

A student receiving a Certificate under this Section who wishes to participate in a graduation ceremony may do so in accordance with either the IEP, the transition plan, or other documentation relating to the Certificate. If the student receiving a Certificate participates in a traditional graduation ceremony, the student's name will be included in the ceremony and written graduation publication(s) with no difference in listing from their peers awarded a regular diploma.

E. PASSAGE OF CIVICS EXAM AND UNITED STATES CITIZENSHIP TEST.

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

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

Under RSA 189:11, II, the superintendent or designee will submit the composite results of the U.S. Citizenship Test to the N.H. Department of Education.

F. FEDERAL STUDENT AID APPLICATION (FAFSA).

The superintendent or designee shall ensure each student eligible for graduation shall receive information on completing and submitting the Free Application for Federal Student Aid (FAFSA). Initial information shall be provided no later than October 1 of a student's senior year, and shall include, but not be limited to:

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

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

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

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

Policy History:

Adopted December 14, 2015

Revised January 10, 2022

Revised February 10, 2025

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DATE OF ADOPTION: APRIL 13, 2015	PAGE 1 OF 1

FIRST READING – WITHDRAW POLICY

NOTE – This policy was previously coded incorrectly as IKFA – Withdraw due to policy language/topic being included in newer policy IKFC which was adopted in 2023.

HIGH SCHOOL CERTIFICATE OF ACHIEVEMENT FOR STUDENTS WITH SPECIAL NEEDS

In lieu of a standard high school diploma, a certificate of achievement may be granted to a student when:

1. The student is identified as a student with special needs
2. The student has spent at least four years in full time programming at a high school, grades 9 through 12
3. The granting of a certificate of achievement is recommended by the student's individual education plan team and the Dover High School Student Evaluation/Placement Team.

The student will participate in commencement activities and will be included in all listings of participants.

The certificate presented to the student will resemble a standard diploma.

When a student has been granted a certificate of achievement, the student's transcript will include the following statement:

A certificate of achievement was granted upon completion of individual goals and objectives established as part of an individual education plan through the Special Education programs of the Dover School System and is not a standard diploma based upon completion of state and local requirements.

The certificate of achievement is for students who have spent a majority of their high school programming in noncredit-granting courses and, therefore, are unable to attain sufficient credits for a standard diploma.

All educationally disabled students have equal opportunity to complete a course of studies leading to a high school diploma.

Dover High School individual education plans will state whether or not the student is enrolled in courses for credit.

The granting of a certificate of achievement and participation in commencement activities does not negate these students' right to services as prescribed in an individual education plan to the age of twenty-one (21), including postgraduate instruction at Dover High School.

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DATE OF ADOPTION: OCTOBER 5, 2020	PAGE 1 OF 2

FIRST READING – REVISED POLICY

CAREER EXPLORATION, READINESS, PATHWAYS & CREDENTIALS

~~Beginning in September 2020, the District shall assess career interests in grade eight to advise how to achieve a career readiness credential upon graduation for each incoming freshman. The District shall document school pathways to career readiness credentials, and also record on a student's transcript progress towards these credentials. Successful completion of career readiness pathways culminates in postsecondary or industry credentials, licensure, and career-related technical skills.~~

~~The District shall report the following annually to the Department of Education in the manner required by the Department: the number of students who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work-based learning enrollments; and the number of career ready credentials awarded.~~

~~As used in this policy, the terms “career readiness credential”, “career readiness pathways”, “CTE” and “work-based learning” shall have the same meanings as ascribed to them under RSA 188-E:2. “Dual enrollment” and “concurrent enrollment” shall have the meanings ascribed in RSA 188-E:25.~~

~~The Superintendent, in coordination with Dover High School Principal and CTC Director shall develop procedures and guidelines for establishing the criteria necessary for career pathways and work-based learning opportunities, and for obtaining a career readiness credential. Each/the career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific field. Additionally, the Superintendent shall designate the personnel responsible for carrying out the provisions of this policy.~~

A. CAREER EXPLORATION

The School Board recognizes the importance of guiding students toward career readiness through exploration that aligns with their cognitive, social, and emotional development. This policy ensures that career pathways are introduced in ways that foster engagement, curiosity, and informed decision-making at each stage of a student's educational journey. Career pathway exploration should be integrated into the curriculum and school activities in a manner that is age-appropriate and supports students in understanding a range of opportunities that align with their interests and strengths.

B. CAREER READINESS PATHWAYS AND CREDENTIALS

Each career readiness credential should be based upon statewide, CTE or nationally normed metrics related to career readiness for a specific field. Additionally, the Superintendent shall designate the personnel responsible for carrying out the provisions of this policy.

The district shall report the following annually to the New Hampshire Department of Education in the manner required by the Department: the number of students who complete CTE; the number of dual enrollments, concurrent enrollments, extended learning opportunities, and work-based learning enrollments; and the number of career-ready credentials awarded.

As used in this Section B, the terms “career readiness credential”, “career readiness pathways”, “CTE” and “work-based learning” shall have the same meanings as ascribed to them under RSA 188-E:2. “Dual enrollment” and “concurrent enrollment” shall have the meanings ascribed in RSA 188-E:25.

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C. IMPLEMENTATION

The Superintendent, or designee shall develop procedures and guidelines for establishing the criteria necessary for fostering career exploration in an appropriate manner according to student grade levels. Procedures and guidelines should also facilitate the earning of a career readiness credential upon graduation for those students who wish to pursue that pathway.

NH Statutes

RSA 188-E:2

RSA 188-E:5, XI

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(22)

Description

[Career and Technical Education, Definitions](#)

[Career and Technical Education, Program.](#)

Description

[Career Exploration](#)

Cross References

Code

IHBH

IHBH-R(1)

IHBH-R(2)

IHCD

IK

IKF

Description

[Extended Learning Opportunities](#)

[Extended Learning Opportunities - Application](#)

[Extended Learning Opportunities - Memorandum of Understanding for](#)

[Extended Learning Opportunities](#)

[Advanced Course Work/Advanced Placement Courses and STEM](#)

[Dual and Concurrent Enrollment Program \(dually coded as IHCD/LEB\)](#)

[Earning of High School Credit - Achievement of Competencies](#)

[High School Graduation Requirements](#)

Policy History:

Adopted October 5, 2020

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DATE OF ADOPTION: DECEMBER 9, 2013	PAGE 1 OF 1

FIRST READING – REVISED POLICY

DAILY PHYSICAL ACTIVITY

The Board recognizes that developmentally appropriate daily physical activity, exercise and physical education are ways to minimize health risks created by chronic inactivity, childhood obesity, and other related health problems. The Board recommends that students and staff participate in developmentally appropriate physical activity and exercise at for at least 30 to 60 minutes each day as a way to minimize these health risks. The Board recommends the following practices:

1. Encourage parents/guardians to support their children's participation in enjoyable physical activities, and recognize that parents/guardians act as role models for active lifestyles;
2. Support special programs such as student and staff walking programs, family fitness events, and events that emphasize lifelong physical activity;
3. Integrate health and physical activity across the school curriculum;
4. Encourage student-initiated activities that promote inclusive physical activity on a school-wide basis;
5. Commit adequate resources that include program funding, personnel, safe equipment, and facilities;
6. Provide professional development opportunities for all school staff that will assist them to effectively promote enjoyable and lifelong physical activity among youth, and that will assist school staff to recognize their influence as role models for active lifestyles;
7. Establish relationships with community recreation and youth sports programs and agencies to coordinate and complement physical activity programs;
8. Encourage physical activity recess periods; and
9. Institute a tracking and evaluation method to ensure that all students are engaging in developmentally appropriate daily physical activity.

The district's Wellness Committee (formed pursuant to Board policy JLCF) is charged with monitoring the implementation of this policy. At least as frequently as the Triennial Assessment required under Section II.C of JLCF, the Wellness Committee will report to the Superintendent with recommendations for how to advance the objectives stated above. The Superintendent will review the recommendations and report the same to the Board.

Legal References:

RSA 189:11-a, Food and Nutrition Programs

NH Code of Administrative Rules, Section Ed 306.04(a)(15), Daily Physical Activity

NH Code of Administrative Rules, Section Ed 306.04(l), Daily Physical Activity

NH Code of Administrative Rules, Section Ed 310, Daily Physical Activity

Policy History: Adopted December 9, 2013

DOVER SCHOOL DISTRICT	POLICY CODE: IMBD IKFA
DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 1 OF 5

FIRST READING – WITHDRAW POLICY

NOTE – This policy was previously coded incorrectly as IMBD – Recode to correct policy code of IKFA and withdraw per recommendation of NHSBA.

EARLY GRADUATION GUIDELINES

~~The Board supports early graduation as a means to earn a high school diploma. Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to career and/or educational plans of the student making the request. Upon approval by the high school principal, the minimum 8 credit requirement per year for enrolled students shall be waived and the student shall be awarded a high school diploma.~~

- ~~1. All graduation requirements are completed, including but not limited to course and elective requirements.~~
 - ~~2. An application for early graduation is completed on or before May 1 of the student's junior year. This application must include all required paperwork and signatures.~~
 - ~~3. Parent approval is received for students under the age of 18 years of age.~~
 - ~~4. The student's guidance counselor is involved and has had a chance to discuss future plans, academic goals, and the student's rationale for making the request.~~
 - ~~5. There is a direct relationship between the request for early graduation and the career goals of the student; and~~
 - ~~6. A committee including the guidance director, the guidance counselor, an administrator, and one teacher will meet with the student during the month of May to carefully assess the student's application for early graduation. This committee will then either recommend early graduation or not recommend early graduation. Appeals from this committee's decision may be made to the principal of Dover High School based on the expressed guidelines for early graduation. Appeals may be made from the principal's decision to the Dover School Board.~~
- ~~• The decision to grant early graduation will be based on the student's presentation of a plan of action consistent with his/her future goals. We understand that all students will face financial issues related to college tuition and it is clear that Dover High School's greatest contribution to student success at college is a rigorous and complete program of studies during the four years in high school. Further, students who take advantage of all courses in high school will not be required to take college courses that were offered here at DHS.~~
 - ~~• Some of the criteria that will be taken into consideration in granting or denying the student's request for early graduation is based on the following information:~~

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- ~~A. Are the student plans for the second semester consistent with career goals?~~
- ~~B. Are there courses that are available to the student which they have not taken which they can sign up for which will better prepare the foundation of course work for their post graduate plans?~~
- ~~C. Are work plans consistent with the skills the student is looking to gain in the long run?~~
- ~~D. Is the student older than the other students in the current graduating class?~~
- ~~E. Does the student have plans to join a branch of the military and would this occur during the normal time of the second semester offerings?~~

~~It is important that the student, parent and/or employer furnish Dover High School with sufficient information so that an appropriate decision can be made. Applications for early graduation need to be in the guidance department with all signatures and backup material by May 1, during the student's junior year.~~

~~In order to be eligible for early graduation, students must complete the junior year with a minimum of *16.5 credits if they plan to earn a Dover High School Standard Diploma of 20 credits. If the early graduation application is approved, an early graduation contract will be signed by the student, the student's parent/guardian, the student's guidance counselor, and the guidance director. This contract, once signed, affirms that the potential early graduate must return for a minimum of four second semester classes if subject matter failure causes the student to fall below the minimum 20, *22, 24 or 26 credits by conclusion of semester one in grade 12.~~

~~*18.5 credits in 2010-2011 diploma of 22 credits
 -20.5 credits in 2011-2012 diploma of 24 credits
 -22.5 credits in 2012-2013 diploma of 26 credits~~

Statutory/Regulatory/Policy Cross Reference

NH Code of Administrative Rules, Section Ed. 306.27(s), Early Graduation

~~Reviewed September 2005~~

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DOVER HIGH SCHOOL
EARLY GRADUATION APPLICATION
(Eligible Juniors only)

Normal Year of Graduation _____ School Year _____

~~Before completing this form the student must meet with his/her counselor to review credits and determine what courses and credits are required to complete the student's high school graduation requirements. The student and parent will also sign this form indicating their agreement with this application. Student and parent will also sign an additional Early Graduation Contract before the Director of Guidance approves the application. No diploma will be granted after the successful completion of first semester senior year. However, the Guidance Department will provide letters of certification to colleges and employers upon request. These letters will verify that the student has indeed fulfilled all graduation requirements.~~

NAME OF STUDENT _____ DATE _____

ADDRESS _____ PHONE: _____

PROJECTED TOTAL CREDITS AT THE CONCLUSION OF JUNIOR YEAR: _____

~~Student must submit an additional page explaining career goals in relation to their need for acceptance of Early Graduation request. The application will be incomplete without completion of this section. Student should list colleges applied to or applying to and intended major. If student is seeking employment, the anticipated career should be listed as well as the name of companies that the student is applying to for work.~~

~~COLLEGE PLANS – List colleges applying to, intended major(s), and how early graduation will help you reach this goal:~~

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EMPLOYMENT PLANS—List interested careers, current training, and how early graduation will help you achieve a successful career:

Student's signature _____ Date _____

Parent(s) Signature _____ Date _____

Counselor's Signature _____ Date _____

Committee's Recommendation Granted _____ Denied _____

APPROVED: Yes _____ No _____
 _____ ***Principal's Signature***

COMMENTS:

Student notified: _____ Date: _____

Parent Notified: _____ Date: _____

Early Graduation Contract Returned: _____

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DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 5 OF 5

EARLY GRADUATION CONTRACT FOR SCHOOL YEAR _____

I, _____, HAVE HAD MY REQUEST FOR EARLY GRADUATION APPROVED. Upon successful completion of my first semester classes, I understand I will not have to return to Dover High School during second semester *in my senior year*. I also understand I will not receive my diploma until graduation in June of _____. I further understand it is my responsibility to inform my family and school officials of my progress and any problems encountered in my academic program and any need for additional assistance.

If I fail to pass my first semester course(s), I understand that I will remain at Dover High School and enroll in the minimum of *five four* academic courses during second semester.

The following signatures indicate the student and family's understanding of the Early Graduation contract.

Student's Signature _____ Date _____

Parent(s) Signature _____ Date _____

Counselor's Signature _____ Date _____

DOVER SCHOOL DISTRICT	POLICY CODE: IMBE IMBD
DATE OF ADOPTION: FEBRUARY 11, 2008	PAGE 1 OF 1

FIRST READING – REVISED POLICY

NOTE – This policy was previously coded incorrectly as IMBE – Recode to correct policy code of IMBD and revise per recommendation of NHSBA.

HIGH SCHOOL CREDIT FOR 7TH and 8TH GRADE ADVANCED COURSEWORK

Students in 7th or 8th grade may take advanced courses and upon achieving the competencies consistent with graduation can apply the credit of those courses toward high school graduation, provided the course demonstrates content standards and competency requirements consistent with related high school courses or competencies and the student achieves satisfactory standards of performance. School Board policies relative to assessment, mastery, and competency shall apply.

The high school principal shall approve such coursework and credit prior to the student enrolling in the class in order for such credit to be applied toward high school graduation.

Policy History:

Adopted February 11, 2008

Legal Reference:

NH Code of Administrative Rules, Section Ed. 306.26(e), Applying Credit Toward High School Graduation

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FIRST READING – REVISED POLICY

PATRIOTIC EXERCISES

~~In accordance with federal law, the District shall offer an education program(s) each year on Constitution Day to commemorate the September 17, 1787 signing of the United States Constitution. The Superintendent or his/her designee shall establish administrative guidelines ensuring that the District observes Constitution Day properly and in a manner befitting the importance of the event.~~

Constitution and Citizenship Day.

In accordance with federal law, the district shall offer an education program(s) each year on Constitution Day and Citizenship Day to commemorate the September 17, 1787, signing of the United States Constitution and recognize all who, by coming of age or by naturalization, have become citizens. The Superintendent or designee shall establish administrative guidelines ensuring the district observes Constitution Day and Citizenship Day properly and, in a manner, befitting the importance of the event.

During the weeks of Memorial Day and Veterans' Day, the district will devote time for exercises of a patriotic nature, including a discussion of the words, meaning, and history of the Pledge of Allegiance and the Star-Spangled Banner. These exercises may include speakers, instruction, presentations, and other events as appropriate. Federal Constitution exercises may include recognition of the New Hampshire constitution as well as exercises related to rights and responsibilities as citizens.

Pledge of Allegiance.

Every school shall establish a period of time during each school day for the recitation of the Pledge of Allegiance. Pupil participation shall be voluntary. Pupils who do not participate in the recitation may sit or stand as they choose but shall respect the rights of those pupils electing to participate.

Display of Flags of the United States and State Flags.

Each school of the district shall have and display prominently outside the school, at least one state and American flag, each being no less than 5 feet in length. If possible, the two flags will be displayed on separate staffs of the same height. If the two flags are displayed on the same staff, the American flag will be displayed above the New Hampshire flag. Additionally, the principal assembly room of each school shall likewise have the two flags conspicuously displayed. The flags will be lowered to half-mast whenever the Governor orders the lowering of flags on state property. Flags shall be replaced whenever they become torn or unduly worn. The Board authorizes the Superintendent and each building Principal to accept the donation of the United States and the New Hampshire flags and display apparatus from State agencies, private groups, or individual citizens, and to determine the location of the flags in the classrooms or on school property. Upon receipt of an American flag or a New Hampshire state flag, priority for display shall be in any classroom where none is already displayed.

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General John Stark Day.

New Hampshire observes General John Stark Day on the second Monday in April. Schools in the District shall commemorate the day with appropriate educational activities.

NH Statutes

RSA 189:17
RSA 189:17-a
RSA 189:18
RSA 194:15-c
RSA 4:13-I

Federal Statutes

36 U.S.C. § 106
Sect. 111 of Div. J of Public Law 108-447
(2004)

Description

[Flags and Regulations](#)
[Flags Provided by Other Than School District](#)
[Patriotic Exercises](#)
[New Hampshire School Patriot Act](#)
[General John Stark Day](#)

Description

[Constitution Day and Citizenship Day](#)
[Section 111 of Division J of Public Law 108-447 \(2004\)](#)

Legal References:

Section 111 of Division J of Public Law 108-447 (2004)

Policy History:

Adopted December 11, 2006

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FIRST READING – NEW POLICY

STUDENT SEARCHES AND THEIR PROPERTY

The superintendent, building principals, student resource officers, or other authorized personnel may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to any event or function sponsored or authorized by the school under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the students' person or property; alcohol, dangerous weapons, prohibited electronic devices, controlled dangerous substances as defined by law, or stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules and applicable provisions of the student handbook.
2. School lockers and school desks are the property of the school, not the student. Students who use district lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to store anything that should not be at school. Students shall not exchange lockers or desks. Students shall not use any lockers or desks other than those assigned to them by the principal or designee. A shared locker or storage area implies shared responsibility.
3. Authorized personnel may conduct a search of the student's person or the student's belongings, as noted above, whenever a student freely and voluntarily consents to such a search. Consent obtained through threats or coercion is not considered to be freely and voluntarily given.
4. Strip searches are forbidden. No clothing except cold weather/outdoor garments and footwear will be requested to be removed before or during a search.
5. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized. Contraband seized during a search will be preserved and held in accordance with applicable administrative rules and procedures.
6. Any searches of students as outlined herein will be conducted by authorized personnel of the same sex as the student being searched. Whenever possible, two authorized persons shall be present during any search of a student or student property.
7. The superintendent is authorized to arrange for the use of trained canines to aid in the search process.
8. Items that may be seized during an authorized search, in addition to those mentioned in Paragraph 1 above, shall include but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited by law or by district policy. For example: prescription or non-prescription medicines, switchblade knives,

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brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or school personnel shall be seized, identified as to ownership if possible, and held for release to proper authority.

In conducting searches of students and property, school officials should consult with legal counsel and law enforcement authorities to be aware of circumstances when involvement of the police is advisable and/or necessary.

Searches of student automobiles are governed by Board Policy JIHB.

NH Case Law & Lower Court Orders

139 N.H. 662 (1995)

143 N.H. 73 (1998)

NH Statutes

NH Constitution, Pt.1, Art.19

RSA 189:70

Description

[State v. Drake, 139 NH 662 \(1995\)](#)

[State v. Tinkham, 143 N.H. 73 \(1998\)](#)

Description

[NH Constitution, Pt.1, Art.19](#)

[Educational Institution Policies on Social Media](#)

Policy History

Adopted:

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DATE OF ADOPTION:	PAGE 1 OF 1

FIRST READING – NEW POLICY APPENDIX

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: _____

RESULT(S) / ITEM(S) RECOVERED: _____

VEHICLE DESCRIPTION AND TAG #: _____

NAME OF ADMINISTRATOR: _____

NAME OF WITNESS: _____

ADDITIONAL NOTES: _____

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FIRST READING – NEW POLICY

PHYSICAL AND EMOTIONAL WELL-BEING OF STUDENTS

The Board is committed to helping to ensure that all students within the district are supported in their physical and emotional well-being, recognizing that these are essential to academic success and personal development. In order to further the above, along with the complementary objectives of fostering a safe and supportive environment for its students, the Board endorses the following measures:

1. Physical Health Support

- a. Ensure access to nutritious meals and clean drinking water.
- b. Provide regular physical education and opportunities for physical activity.
- c. Maintain clean, safe, and accessible school facilities.
- d. Offer health screenings and referrals to medical services as available.

2. Emotional and Mental Health Support

- a. Implement age-appropriate social-emotional learning programs.
- b. Provide regular training for staff on mental health awareness and trauma-informed practices.
- c. Employ qualified school counselors, psychologists, and social workers.

3. Prevention and Intervention

- a. Establish procedures for identifying and supporting students in crisis.
- b. Promote anti-bullying initiatives and conflict resolution programs.
- c. Explore ways to collaborate with families and community organizations to extend support beyond school.

Parents/guardians are encouraged to discuss any special physical or emotional concerns they have about their student with the student's teacher, school counselor or school nurse as applicable.

*Policy History:
Adopted*

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DATE OF ADOPTION: JANUARY 12, 2009	PAGE 1 OF 1

SECOND 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

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SECOND 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

SECOND 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*

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SECOND 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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DATE OF ADOPTION: NOVEMBER 4, 2024	PAGE 1 OF 3

SECOND 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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DATE OF ADOPTION: FEBRUARY 10, 2025	Page 1 of 2

SECOND 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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SECOND 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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DATE OF ADOPTION: APRIL 10, 2023	PAGE 2 OF 4

- ~~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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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

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SECOND 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

SECOND 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

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SECOND 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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SECOND 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~~

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DATE OF ADOPTION: SEPTEMBER 11, 2006	PAGE 1 OF 3

SECOND 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

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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: _____ _____ _____
