



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #12
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, December 8, 2025
Meeting Time:	7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM** *(To be recessed, if necessary, and resumed following School Board Matters of Interest)*
- F. APPROVAL OF MINUTES**
 - 1. Regular Meeting, November 10, 2025
 - 2. Special Session, November 17, 2025
 - 3. Budget Workshop, November 24, 2025
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Stockton MacInnes – Special Education Teacher – Dover Middle School – Resignation (11/14/25)
 - b. Marjorie Mersereau – English Teacher – Dover High School – Retirement (06/30/26)
 - c. Christine Stewart – Business Education Teacher – Dover High School CTC – Retirement (06/30/26)
 - d. Karen Stone – Paraeducator – Garrison Elementary School – Resignation (12/12/25)
 - e. Nanette Vaughn – Transition Coordinator – Dover High School – Retirement (06/30/26)
 - f. Kathy Wotton – Grade 5 Teacher – Dover Middle School – Retirement (06/30/26)
 - 3. **Leaves of Absence:**
 - a. Jane Rioux – Math Teacher - Dover Middle School (03/05 – 03/13/25)
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DALC Nomination
 - b. DPA Nominations
 - c. Winter Coach Nominations
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** December Donations
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:**
 - 1. EBB – School Safety Program – Revised Policy - First Reading
 - 2. EBBB – Accident Reports – Revised Policy – First Reading
 - 3. IHBH – Extended Learning Opportunities – Revised Policy – First Reading
 - 4. IHBI – Alternative Learning Plans – Revised Policy – First Reading
 - 5. IHCA – Summer Activities – New Policy – First Reading
 - 6. IMBA – Distance Education – Revised Policy – First Reading
 - 7. IMBC – Alternative Credit Options – Withdraw Policy – First Reading



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8. JIC – Student Conduct – Revised Policy – First Reading
9. JIH-R(1) – Student Searches and Their Property – Search of Students / Procedures and Regulations – New Policy Appendix – First Reading
10. JLIA – Supervision of Students – New Policy – First Reading

L. POLICY ADOPTION:

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

M. RESOLUTIONS:

1. Resolution of Appreciation – Departing School Board Member Carolyn Mebert

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. Memorandum of Understanding – Classroom Friends Program
2. 2026-2027 Dover School District Academic Calendar
3. Board Approval for the Disposal of Surplus Equipment
4. Collaborative Team Data
5. Continuation of the Dover School District Fiscal Year 2027 Draft Budget Conversation (from 6pm Budget Workshop)

P. SUBMISSION AND PAYMENT OF BILLS

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. ADJOURNMENT

All meetings conducted by the School Board are open to the public except for times when the School Board enters non-public session.

Citizens, residents of the City of Dover, property owners in the City of Dover, and/or designated representatives of recognized civic organizations or businesses located in the City of Dover and/or residents of sending school districts, are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements, Citizen's Forum, at all public meetings, unless a vote to the contrary is taken by the School Board.

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members.



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DISTRICT**

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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, December 8, 2025

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

BOARD AGENDA ITEMS:

F. APPROVAL OF MINUTES

1. Regular Meeting, November 10, 2025
2. Special Session, November 17, 2025
3. Budget Workshop, November 24, 2025

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Stockton MacInnes – Special Education Teacher – Dover Middle School – Resignation (11/14/25)
 - b. Marjorie Mersereau – English Teacher – Dover High School – Retirement (06/30/26)
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3. **Leaves of Absence:**
 - a. Jane Rioux – Math Teacher - Dover Middle School (03/05 – 03/13/25)
4. **Job Shares:** None
5. **Nominations:**
 - a. DALC Nomination
 - b. DPA Nominations
 - c. Winter Coach Nominations
6. **Extended Travel (Student Trips):** None
7. **Donations:** December Donations

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

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

K. POLICIES – CHANGES – PROPOSALS:

1. **EBB – School Safety Program – Revised Policy - First Reading:** Sample EBB was revised to include language from new rule Ed 306.04(b)(2) relative to definitions of "school property".
2. **EBBB – Accident Reports – Revised Policy – First Reading:** Substantive revisions included (a) modifying Section C to reflect provisions of Department of Labor administrative regulations Lab 1403.04, which clarified the ambiguity in the RSA 277:15-b relative to whether "any person" extended beyond employees; and (b) correct the entry in now C.2 from death to injury. Also changed some of the paragraph designations (e.g., 1-3 to i-iii in the second set of numbered paragraphs of Section A, and in Section C changed 1-3 to a-c).

3. **IHBH – Extended Learning Opportunities – Revised Policy – First Reading:** Policy was substantially revised to correspond to changes in the applicable 306 rules. Of those changes, perhaps the most significant is that (a) offering ELOs is now mandatory for high schools, and (b) many of the ELO requirements extend to middle schools which choose to offer ELOs. NOTE, however, that high schools that have 7th or 8th grades are required to offer ELOs to the 7th and 8th grade students as well, assuming that there are not appropriate age requirements for a specific ELO. See expanded adoption notes within the headnotes of sample IHBH.
4. **IHBI – Alternative Learning Plans – Revised Policy – First Reading:** Policy has been revised to reflect changes to the New Hampshire Minimum Standards for Public School Approval (the "306 rules"). The sample is now more specific to alternative plans/programs for individual or groups of identified students, and not for separate continuing, standing programs. While many of the provisions in this sample apply equally to both, because the separate stand-alone programs are far more specialized - often with separate populations, facilities and DOE reporting requirements, (e.g. long-term planning, resources, separate personnel, alignment with multiple additional Dept. of Education rules, and Board approval) a sample board policy could not adequately address the required components/processes.
5. **IHCA – Summer Activities – New Policy – First Reading:** The Summer Activities sample policy accommodates new rule 306.04(b)(21)(e)(6), requiring schools to have a policy for how career readiness activities, and opportunities to achieve graduation competencies can be included in summer activities. Additionally, an optional provision has been added to the sample to allow schools to enumerate summer programs that they may offer.
6. **IMBA – Distance Education – Revised Policy – First Reading:** Policy was revised to reflect newly revised Ed 306.18. Changes include renaming of "distance education" to "remote learning" (in the body and the title), addition of specific provision for alternative learning program, possibility of rescission of approval if lack of educational progress, among other changes.

*Policy is only required if district intends to offer remote learning either for snow days or for individual students under Ed 306.18(c).
7. **IMBC – Alternative Credit Options – Withdraw Policy – First Reading:** The subject matter of the alternative credit options has been incorporated into sample IK - Earning of High School Credit - Achievement of Competencies.
8. **JIC – Student Conduct – Revised Policy – First Reading:** Minor revision to include the requirement under the revised N.H. Minimum Standards for Public School Approval (the "306 Rules") that the policy regarding discipline and conduct be accessible in ADA compliant form and that the district offer a "verbal option" when needed.
9. **JIH-R(1) – Student Searches and Their Property – Search of Students / Procedures and Regulations – New Policy Appendix – First Reading:** This policy provides a reporting tool for any search of a student vehicle while on school property.
10. **JLIA – Supervision of Students – New Policy – First Reading:** Sample JLIA was revised to include specific reference to the definitions of school property found in the new Ed 306.04(b)(2). We also changed the category from Recommended to Priority/Required to reflect the Administrative Rule.

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

L. POLICY ADOPTION:

1. **IKF – High School Graduation Requirements – Revised Policy – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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. **JHBB-R(1) – Searches of Student Automobiles on School Property / Student Operated Vehicle Search Report – New Policy Appendix – Second Reading:** This policy provides a reporting tool for any search of a student vehicle while on school property.
10. **JLCK – Special Physical Health Needs of Students – New Policy – Second 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 approve the policies presented.

M. RESOLUTIONS:

1. Resolution of Appreciation – Departing School Board Member Carolyn Mebert

Superintendent's Recommendation: I am very grateful to have had the opportunity to work with Dr. Mebert throughout my tenure with the Dover School District. Her twenty years of service to the district have had a lasting impact on our staff and students. I will miss her humor, tenacity and steadfast commitment to engaging in research-based solutions for the challenges we face.

N. OLD BUSINESS: None

O. NEW BUSINESS:

- 1. Memorandum of Understanding – Classroom Friends Program:** This program is identical in nature to the Foster Grandparent Program supported through the Friend's Program which has been offered at GES since 2022. The Friends Program, founded in 1975, is a non-profit social service organization that works to strengthen communities by building positive connections and solutions for at-risk youth, families and seniors. They serve eight NH counties and work on behalf of the state's most vulnerable populations. The agency strives to meet its mission through operating a permanent year-round shelter for homeless families with children, mentoring programs for at-risk youth, an intergenerational program that creates meaningful opportunities for seniors to work with children in classrooms, and a senior volunteer program that links a volunteer's skills to otherwise unmet needs within the communities that they serve.

Volunteers are adults over 55 who serve between 5 and 40 hours each week at a school, childcare, or afterschool program. The Foster Grandparent program has income limits and offers a stipend to the volunteer. The Classroom Volunteer program will not have the same income limits for the volunteer or stipend. The Classroom Friends program doesn't include a stipend and doesn't have income eligibility requirements- making it accessible to a broader range of volunteers.

In schools, Foster Grandparents give one-on-one attention to students in support of their academic goals. Foster Grandparents help children learn to read, practice math skills, mentor at-risk children, assist students who experience learning disabilities, keep struggling children on task, and provide encouragement and academic or emotional support to students. Foster Grandparents serve as positive role models and are there to provide additional support to students.

The Friends Program will cover the costs associated with fingerprinting and background checks for all associated volunteers if required under policy GBCD.

Superintendent's Recommendation: I recommend the Board to approve the MOU with The Friends Program.

- 2. 2026-2027 Dover School District Academic Calendar:** The 2026-2027 Academic Calendar presented meets the requirements for aligning with the regional CTE program (Dover, Rochester and Somersworth). Unfortunately, the NH Department of Education has not yet shared their suggested 2026-2027 calendar, but from their previous calendars suggested, our school vacations should align with their recommendation. If not, we will revisit the dates we have chosen.

Superintendent's Recommendation: I recommend the Board approve the calendar presented.

3. **Board Approval for the Disposal of Surplus Equipment:** Michael Limanni will review the request with the Board.

4. **Collaborative Team Data:** We will present data from a recent collaborative team survey administered to our PLC's to monitor progress on the following SMART goal:

By June 2030, the Dover School District will continuously improve the effectiveness of PLCs within an MTSS framework by implementing 90% of the essential actions and responsibilities of a school's guiding coalition, collaborative teacher teams, and site intervention teams. These teams will ensure all students receive a guaranteed and viable curriculum, additional time and support to master essential academic and behavioral standards, and intensive interventions for foundational skills.

5. **Continuation of the Dover School District Fiscal Year 2027 Draft Budget Conversation (from 6 p.m. Budget Workshop):** This line item was placed on the agenda in case there is a need for additional budget conversation following the 6 p.m. Budget Workshop meeting that preceded this meeting.

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

Shoutouts

- Our talented Culinary II students recently showcased their skills by preparing a delicious breakfast buffet that wowed the Southeast Superintendents! From perfectly cooked frittata to beautifully presented dishes, their attention to detail and creativity truly shined.
- Meanwhile, our Culinary I students kept the Thanksgiving spirit alive with their annual Pie Sale, offering an incredible variety of homemade pies that were as beautiful as they were tasty.
- The DMS 6 grade hosted a Veterans' Day event that included a panel discussion including DMS staff members who are currently serving or have served in the military. The students had excellent questions and the behavior at the event was exemplary! Thank you to the DMS staff who coordinated the event.
- DHS Senior Parker Hadd spoke to the Southeast Superintendents about his work in NH and the US to promote legislation for Seizure Safe Schools. Parker is a passionate and articulate advocate for seizure safety, and we are very proud of him!

Budget

The Board has met in multiple Budget Workshops to discuss the FY27 draft budget. The leadership team continues to work diligently on reducing their building and departmental budgets, and the work will continue through January until we have a budget ready to present to the City Council. This week the leadership team determined three scenarios: in support of a Tax Cap compliant budget, a budget 1.7 million over the cap, and a budget 2.5 million over the cap.

Administrators also reduced requests in the areas of professional development, supplies, health insurance cost estimates, and facilities projects to realize an additional 800k to support the budget process. Their work and diligence in this process is very much appreciated.

It is important to note that a tax cap compliant budget will require a review of the strategic plan and likely a downward adjustment in goal outcomes.

Negotiations

Negotiation meetings are ongoing with each of the district's unions.

Events of Note

November 4	TW – Learning Academy
November 5	Policy Review Committee
November 5	Council Workshop: Capital Improvements Plan (CIP)
November 5	JBC Athletic Complex Meeting
November 6	Southeaster’s Meeting
November 6	2025 Citizen’s Leadership Academy
November 7	Dover Middle School Veterans’ Day Assembly
November 10	School Board Regular Meeting
November 12	DMHA Community Meeting
November 12	City Council/School Board Orientation Meeting
November 17	School Board Special Session to Present the FY27 Draft School District Budget
November 19	SEED
November 20	Curriculum Advisory Council
November 24	Educational Council Committee
November 24	School Board Budget Meeting
November 25	Friendsgiving Celebration at Bellamy Academy
November 26	JBC Athletic Complex Meeting
November 26-28	Thanksgiving Holiday Recess

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: December 8, 2025

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

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

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Rolan, Emerito	DALC Teacher	Dover Adult Learning Center	Melissa Robinson	\$33.20/hr	

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

TO: DOVER SCHOOL BOARD

DATE: December 8, 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
Lunday, Kyra	Paraeducator	Dover High School	Unfilled	\$18.14	G2, Step 3
Towle, Bryan	Title I Interventionist	Woodman Park School	Tina Sipple	\$26.27	G3, Step 6

Recommendations

To: Dr. Christine Boston
 From: Joshua Knight
 Re: Coaching Recommendations
 Date: November 1, 2025
 Cc: Peter Driscoll
 Lyndsay Dube

I would like to recommend the following individuals for WINTER Coaching positions at DHS and DMS for the 2025-26 Winter Sports Season.

<u>Position</u>	<u>Name</u>	<u>Stipend</u>	<u>Replaces</u>
B. Varsity Basketball	Matt Fennessy	\$6295.25	
B. JV/Asst Basketball	Heath Churchill	\$4182.75	
B. Fr. Basketball	Jordan Chambers	\$3591.25	
B. MS Head Coach	Holly Corbin	\$3126.50	
B. MS Asst. Coach	Colby Conway	\$1816.75	
G. Varsity Basketball	James Flynn	\$6295.25	
G. JV Basketball	Karen Malsbenden	\$4182.75	
G. Fr. Basketball	Karen Malsbenden	\$3591.25	
G. MS Head Coach	Travis Downs	\$3126.50	
G. MS Asst. Coach	Rebecca Laurion	\$1816.75	
Head Ice Hockey	Mike Young	\$5915.00	
Asst/JV Ice Hockey	Chris Hitchcock	\$3591.25	
Head Swim/Dive Coach	Nicole Ciancarelli	\$2028.00	Matt Carrico
Asst. Swim/Dive Coach	Paige Houk	\$1816.25	Nicole Ciancarelli
Head Win. Cheering	Kelsey Daigle	\$4858.75	
JV/Asst Winter Cheering	Mikaela Leighton	\$2873.00	
DMS Cheering	April McGough	\$1816.75	
Boys Head Winter Track	Nick Piatti	\$4858.75	
B/G Asst. Win. Track	Christen Wilhelm	\$2873.00	
B/G Asst. Win. Track	Jeffrey Sanborn	\$2873.00	
B/G Alpine Skiing	Chris Hunt	\$2830.75	Steve Lent
B/G Bowling	Laura Davis	\$1000	(coaching contingency)
Unified Basketball	Allan Krans	\$1000	(coaching contingency) John Carver
Girls Gymnastics	Cindy Conrad	\$2239.25	

Please contact me with any questions or concerns

**Donation Request List for Approval
December 8, 2025 - School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
District	Knights of Columbus	\$5,111.60	Monetary	To support the district's Unified Sports Program.
DHS CTC	Lynda Scelza	\$3,000	2016 Subaru Crosstrek	To support the Automotive Technology Program.

Dover School District Monthly Financial Report

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

FROM: Michael Limanni, CFO

DATE: December 5, 2025

RE: Condition of *School* Accounts

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

Business Office Update:

Of the \$10,823,230 in budget remaining, the following cost expectations that are also not reflected in the reported encumbrances:

GF - Budget Balance - 11.07.25	\$	10,823,229.71
(-) Debt and Fund Transfers	\$	(7,989,529.00)
(-) Continued Cost of Substitutes	\$	(281,114.40)
(-) Estimated Continued Professional & Staff Dev	\$	(305,492.19)
(-) Additional IT Services	\$	(49,800.00)
(-) Tuition Reimbursements	\$	(4,483.47)
(-) Athletic Coaching Salaries	\$	(1,331.89)
(-) Severances	\$	(167,795.73)
(-) Cost of SROs	\$	(108,000.00)
(-) Dues & Fees	\$	(45,006.21)
(-) New & Replacement Ed. Equip.	\$	(296,544.50)
(-) Supplies, Books, Graduation	\$	(736,679.00)
(-) SchoolCare Assessment	\$	(1,697,939.99)
Estimated Final Fund Balance:	\$	(860,486.67)

While we continue to explore options to deal with the unexpected assessment from our health insurance risk pool, we are now projecting a general fund deficit of \$860,486.67 with our student services programs now exceeding their budget by \$267,107.

Other funds representing our food services department and federal fund programs show no significant revenue concerns.

DOVER SCHOOL DISTRICT
Condition of Accounts - November 2025

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 28,289,050	\$ 7,659,914	\$ 20,629,136	\$ 19,533,663	\$ 1,095,473
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,505,598	\$ 6,595,904	\$ 14,909,694	\$ 15,176,801	\$ (267,107)
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 903,718	\$ 2,285,881	\$ 2,154,068	\$ 131,813
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 296,581	\$ 518,449	\$ 436,260	\$ 82,189
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 115,211	\$ 170,235	\$ 169,761	\$ 474
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 1,636,165	\$ 4,463,671	\$ 4,164,410	\$ 299,261
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,716	\$ 696,069	\$ 1,574,647	\$ 1,179,860	\$ 394,787
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 897,563	\$ 1,156,883	\$ 913,078	\$ 243,805
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 1,406,867	\$ 2,281,201	\$ 2,166,677	\$ 114,524
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 2,702,023	\$ 3,862,757	\$ 3,308,218	\$ 554,539
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 1,570,232	\$ 4,342,195	\$ 4,323,594	\$ 18,601
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 1,307,184	\$ 850,549	\$ 711,905	\$ 138,644
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	\$ 25,927,495	\$ 65,061,524	\$ 54,238,295	\$ 10,823,230
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,838,238	\$ 232,396	\$ 1,605,842	\$ 1,326,762	\$ 279,079
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 5,274,756	\$ 1,562,868	\$ 3,711,888	\$ 1,599,526	\$ 2,112,363
Summarized Condition of District Expenditures:		\$ 98,102,013	\$ 27,722,759	\$ 70,379,254	\$ 57,164,583	\$ 13,214,672

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	\$ 269,160	\$ 1,720,546	\$ -	\$ 1,720,546
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 8,000	\$ 6,786	\$ 1,214	\$ -	\$ 1,214
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	\$ 9,150	\$ 20,850	\$ -	\$ 20,850
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 37,975	\$ 66,025	\$ -	\$ 66,025
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	\$ 4,047,798	\$ 6,215,793	\$ -	\$ 6,215,793
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	\$ -	\$ -	\$ -	\$ -	\$ -
03242.3700	CTE TRANSPORTATION AID	\$ 465,000	\$ -	\$ 465,000	\$ -	\$ 465,000
03290.3700	OTHER RESTRICTED STATE AID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
04210.3599	INDIRECT COST ALLOCATION	\$ 107,520	\$ 12,617	\$ 94,903	\$ -	\$ 94,903
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	\$ 4,940,977	\$ 15,785,181	\$ -	\$ 15,785,181
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,838,238	\$ 307,855	\$ 1,530,383	\$ -	\$ 1,530,383
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 5,173,368	\$ 1,190,300	\$ 3,983,068	\$ -	\$ 3,983,068
Summarized Condition of District Revenue:		\$ 27,737,764	\$ 6,439,133	\$ 21,298,631	\$ -	\$ 21,298,631

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,726,158	\$ 4,940,977
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	\$ 68,912,466
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (80,165,789)
Ending GF Fund Balance:	\$ -	\$ (11,253,323)
TOTAL FS Revenue:	\$ 1,838,238	\$ 307,855
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,559,159)
Ending FS Fund Balance:	\$ -	\$ (1,251,303)
TOTAL Other SR Fund Revenue:	\$ 5,173,368	\$ 1,190,300
TOTAL Other SR Fund Expenditures:	\$ (5,274,756)	\$ (3,162,393)
Ending Grant Fund Balance:	\$ (101,388)	\$ (1,972,093)

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

FIRST READING – REVISED POLICY

SCHOOL SAFETY PROGRAM

The Board recognizes that effective learning and teaching takes place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. The practice of safety shall be considered a facet of the instructional programming of the district schools by incorporating concepts of safety appropriately geared to students at different grade levels.

The superintendent shall be responsible for developing and maintaining a comprehensive safety program/plan for the district, taking into account applicable laws, regulations, Board policies, and best practices. While the comprehensive safety program need not be a single consolidated document, it should include:

- A. The district-wide Crisis Prevention and Response Plan prepared under policy EBCA, which, in turn, includes the site-specific Emergency Operations Plan for each school (see also RSA 189:64 and policy EBCA);
- B. The Sports Injury Emergency Action Plan prepared under policy JLCJA;
- C. The District Communication Plan EG; and
- D. The School Bus Safety Program established under policy EEAE.

Additionally, to the extent not included in the above specific Board directed plans, the superintendent will address the following areas of emphasis in the comprehensive safety plan:

- 1. Procedures that address the supervision and security of school buildings and grounds.
- 2. Procedures that address the safety and supervision of students **on school property (as defined in RSA 193-D:1, V and RSA 193-F, V), during school hours and school-sponsored activities whether or not on school property. See also policy JLIA.**
- 3. Procedures that address persons visiting school buildings and attending school-sponsored activities. See also KI and KFA.
- 4. Training programs for staff and students in crisis prevention and management. See EBCA.
- 5. Training programs for staff and students in emergency response procedures that include practice drills for fire and all hazards as required by law and Board policy EBCB.
- 6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems. **See also EBCC.**
- 7. Procedures and training to implement employee and work-place safety per Board policy EB.

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

8. Training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
9. Procedures for safe and confidential reporting of security and safety concerns at each school building.
10. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
11. Procedures for periodic assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
12. Procedures for managing the behavior of children, including, proper training and protocols relative to restraint and seclusions consistent with RSA 126-U and Board policy JKAA.
13. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, **traffic, bicycle and pedestrian safety**, environmental hazards, **civil defense**, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
14. District and building level procedures to assure timely safe schools reporting to law enforcement, the N.H. Department. of Education and the School Board as required under RSA 193-D:4.

Whenever the superintendent delegates tasks relating to the above to other district personnel, that delegation should be recorded in a manner readily accessible to others in the instance of the superintendent's absence or departure.

Each principal shall be responsible for the supervision and implementation of components of the safety programs in their school, inclusive of school busses, school grounds (including playgrounds), during authorized school activities (such as field trips), within school building(s) (including classrooms and laboratories), off school grounds during school sanctioned activities (including, but not limited to work-based learning and internships), and in the use of online resources.

Policy History:

New Policy: December 12, 2022

DOVER SCHOOL DISTRICT	POLICY CODE: EBBB
DATE OF ADOPTION: SEPTEMBER 12, 2022	PAGE 1 OF 2

FIRST READING - REVISED POLICY

ACCIDENT REPORTS

A. General Accident Reporting: An accident report shall be required whenever an accident occurs;

1. in a school;
2. at any school-sponsored activity
3. on a school playground or school property

which requires a student or employee to be:

1. out of class or absent from school;
2. necessitates the services of a health care provider (physician, advanced registered nurse practitioner, licensed physician's assistant or dentist);
3. requires first aid; or
4. ~~which might~~ reasonably be anticipated to give cause to an insurance or liability claim or case for liability at a later date.

The school district employee who witnessed or first responded to the accident must fill out an accident form as soon as possible, but in no event more than 24 hours ~~of~~ **after** the accident. The form shall be submitted to the building principal and forwarded to the superintendent. The building principal, or in the principal's absence the supervisor on duty at the time of the accident, shall assure that an accident form is completed in a timely manner.

B. Insurance Notification: For accidents which might lead to an insurance or liability claim, the superintendent or superintendent designee, shall notify the district's liability carrier promptly.

C. Additional Reporting Required for Accidents Involving Death or Serious Injuries.

1. Within eight (8) hours of any accident involving a death **of an employee** which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the death to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the death and the place where the body of the deceased person was sent.
2. Within twenty-four (24) hours of any accident involving a serious injury **of an employee** which occurs during the school day, or on school property, the building principal or other supervisor on duty at the time, shall report the serious injury to the Commissioner of the New Hampshire Department of Labor via telephone or email. This initial report shall state as fully as possible the cause of the ~~death~~ **injury** and the place where the injured person was sent for medical evaluation or treatment. For the purposes of this provision,

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

"serious injury" means an incident that results in amputation, lost or fracture of any body part, head injury or internal injury that necessitates hospitalization.

D. Training: All staff shall receive annual training relative to accident and accident reporting protocols.

Policy History:

Adopted May 8, 2006

Revised September 12, 2022

DOVER SCHOOL DISTRICT	POLICY CODE: IHBH
DATE OF ADOPTION: APRIL 13, 2015	PAGE 1 OF 4

FIRST READING – REVISED POLICY

EXTENDED LEARNING OPPORTUNITIES

Purpose

“Extended Learning Opportunities” (ELOs) are personalized learning experiences that allow for achievement of competencies through means outside of the traditional classroom/course setting. The Board encourages students to pursue ~~extended learning opportunities~~ ELOs as a means of acquiring knowledge and skills through instruction or study ~~that is outside the traditional classroom methodology.~~ Extended Learning Opportunities may include, but are not limited to, independent study, private instruction, performing groups, internships, community service, apprenticeships, ~~online courses/distance education,~~ **remote learning, summer activities,** or other opportunities ~~by the Superintendent or his/her designee, in conjunction~~ **as provided below, and in accordance** with **applicable** Board policies.

The purpose of ~~extended learning opportunities~~ **ELOs** is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. In order to maximize student achievement and meet diverse pathways for learning, this policy permits students to employ ~~extended learning opportunities~~ **ELOs** that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth by State minimum standards and applicable Board policies.

~~Extended learning opportunities may be taken for credit or may be taken to supplement regular academic courses. Extended learning opportunities may also be used to fulfill prerequisite requirements for advanced classes. If the extended learning opportunity is taken for credit, the provisions of Policy IMBC, Alternative Credit Options, will apply. The granting of credit shall be based on a student’s mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Competency Assessments. Highly Qualified Teachers must authorize the granting of credit for learning accomplished through extended learning opportunities.~~

Credit is earned when students achieve the State or district competencies of a subject area. Students achieve competency when they can demonstrate proficiency in the subject area. Extended Learning Opportunities allow students to earn credit through demonstration of competencies or may be taken to supplement regular academic courses. Extended Learning Opportunities may also be used to fulfill prerequisite requirements for advanced classes. If a student can demonstrate proficiency in high school competencies after the completion of the ELO, irrespective of current grade level, the provisions of Policy IK will apply.

Roles and Responsibilities

All programs ~~areas~~ of study **in the program** must meet or exceed the proficiencies and skills identified by the New Hampshire State Board of Education, applicable rules and regulations of the Department of Education, and all applicable Board policies. All ~~programs of study proposed through this program~~ **learning opportunities approved as an ELO** shall have specific instructional objectives aligned with the State minimum standards and district curriculum standards. All ~~extended learning opportunities~~ **ELOs** will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

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DATE OF ADOPTION: APRIL 13, 2015	PAGE 2 OF 4

Students wishing to pursue programs of study under these guidelines a specific learning opportunity must first present their proposal to the school's ~~ELO coordinator(s)~~ principal or designee for approval. The name and contact information for the school's ~~ELO coordinator(s)~~ principal or designee will be found in the Student/Parent Handbook or by contacting the principal's office ~~or the guidance department~~. The designated ~~ELO coordinator~~ contact will assist students in preparing the application form and other necessary paperwork, and will work with the principal or designee to determine the competencies and potential credits that may be earned through the ELO.

The principal or designee will have primary responsibility and authority for ~~ensuring overseeing~~ the implementation of ~~extended learning opportunities~~ ELOs and all aspects of such programs. The principal or designee will determine who will be responsible for approving student eligibility and such approval will include a consideration of the overall benefits, costs, advantages and disadvantages to both the student and the district.

The principal or designee will review and determine what credit(s) ~~that will~~ can be awarded for ~~extended learning opportunities~~ ELOs toward the attainment of a high school diploma. Parents/guardians and/or students may appeal decisions rendered by the principal or designee within the provisions below (see Appeal Process).

Students approved for an ~~extended learning opportunities~~ ELO must have parental/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program.

All ~~extended learning opportunities~~ ELOs not initiated and designed by the district shall be the financial responsibility of the student or their parent/legal guardian. Students ~~electing seeking~~ independent study, remote instruction, college coursework, internships, or other ~~extended learning opportunities~~ ELOs that are held off the high school campus will be responsible for providing their own transportation to and from the off-campus site. Students who have a financial or transportation need that would prevent such participation may request school assistance through their school guidance counselor. Such requests may be granted if district resources are available and at the discretion of the superintendent. The principal or designee, or guidance counselor will assist students in seeking alternative means of financial or transportation assistance if so needed.

Students approved for off-campus ~~extended learning opportunities~~ ELOs are responsible for their personal safety and well-being. Extended learning opportunities at off-campus sites will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Application Process

1. The application is to be completed by the student/parent/guardian seeking approval for the ~~extended learning opportunities~~ ELO.
2. The application should be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. However, the Board recognizes that short-term notice opportunities may present themselves to students from time to time. As such, the principal or designee may grant waivers to the thirty (30) day submission requirement at their discretion, provided all other application criteria are satisfied. Such waivers ~~will~~ shall be granted on a case-by-case basis. All required information must be attached to

DOVER SCHOOL DISTRICT	POLICY CODE: IHBH
DATE OF ADOPTION: APRIL 13, 2015	PAGE 3 OF 4

the application and submitted to the student's guidance counselor.

3. The application will be reviewed by appropriate ~~School~~ district staff and administration and a decision will be made within ten (10) days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.
4. It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the district cannot guarantee placement in an equivalent district-offered course.
5. The district reserves the right to determine the number of credits to be awarded. Any credits earned ~~will~~ may be calculated towards the overall Grade Point Average. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The principal or designee will evaluate all applications. At a minimum, all applications must meet the following criteria:

- Provides for administration and supervision of the program
- Provides that certified school personnel oversee and monitor the program
- Requires~~ment~~ that each ~~extended learning opportunities~~ ELO meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable district standards

Appeal Process

A student whose application has been denied may request a meeting with the principal or designee. The principal or designee will provide the student with rationale as to why the proposal was denied. Students may resubmit alternate proposals for consideration if such proposals are made within the timelines established by this policy. If the principal or designee rejects the resubmitted proposal, the student may appeal to the superintendent. All decisions made by the superintendent shall be final.

Program Integrity

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically, or upon demand, to provide evidence of progress and attendance. The principal will be responsible for certifying course completion and the award of credits (based on the achievement of competencies) consistent with the district's policies on graduation.

If a student ceases to attend or is unable to complete the ~~extended learning opportunities~~ ELO for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the principal or designee may determine that the student's transcript be adjusted to reflect the experience as a failure.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, the school will develop appropriate

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mechanisms to document student progress and ~~program completion~~ **achievement of competencies** on student personnel records.

Students transferring from other schools who request acceptance of ~~course~~ credit(s) awarded through ~~similar extended learning opportunities~~ **ELO** programs shall have their transcripts evaluated by the guidance counselor and principal **or designee as provided in Board policy IK.**

~~It shall be incumbent upon the students or his/her parent/legal guardian to request that copies of the student's official transcript be sent from the former school.~~

Legal References:

~~NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities
NH Code of Administrative Rules, Section Ed 306.26(f), Extended Learning Opportunities—Middle School
NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities—High School~~

Appendix IHBH R

Category R

See also IHBI, IKF, IMBA, and IMBC

Policy History

Adopted April 13, 2015

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DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 1 OF 4

FIRST READING – REVISED POLICY

ALTERNATIVE LEARNING PLANS

Purpose

In an effort to reduce the number of students who do not complete the requirements to graduate from high school and earn a diploma, the Board establishes a program for alternative learning plans for students to obtain a high school diploma or its equivalent. The District, through an Alternative Learning Plan team comprised of teachers, administrators, and guidance counselors, are directed to identify students who may be at risk for dropping out of high school, for developing alternative learning plans consistent with this policy, and for assisting students who are participating in alternative learning plans.

Alternative learning plans are designed to address the needs of individual students or groups of students that might be different from the needs of the general student population and includes delivery of learning opportunities through individualization, personalization and differentiated methods. Such plans may be designed for students who might otherwise be at risk for dropping out of school, or who require a more rigorous course of studies than otherwise offered by the district. The district, through its teachers, administrators, and school counselors, will endeavor to identify students who may be at risk of dropping out of high school, or who may otherwise benefit from an alternative learning plan or program.

Alternative learning plans **programs and plans under this policy** may include, but are not limited to, Extended Learning Opportunities (**ELOs**), independent study, private instruction, performing groups, internships, community service, apprenticeships, ~~online courses/distance education~~ **remote learning**, or other opportunities approved by the superintendent or his/her designee, in conjunction with Board policies. **Approval will be at the discretion of the superintendent.**

The purposes of alternative learning plans are to provide students with educational experiences that are meaningful, to provide students with opportunities to explore and achieve at high levels, and to meet State and district requirements to obtain a high school diploma or its equivalent. In order to maximize student achievement, this policy permits students to employ alternative learning plans that fulfill or exceed the expectations set forth by State minimum standards and applicable Board policy.

Alternative learning plans may include extended learning opportunities taken for credit or taken to supplement regular academic courses **to achieve competencies and earn full or partial credits, or taken to supplement regular academic courses**. If the alternative learning plan includes extended learning opportunities **to achieve identified competencies and earn full or partial high school credits, the provisions of Board policies IK and IHBH, Extended Learning Opportunities, will apply.** taken for credit, the provisions of Policies IMBC, Alternative Credit Options and IHBH, Extended Learning Opportunities, will apply. The granting of credit shall be based on a student's mastery of course competencies, as defined by Policies ILBA, Assessment of Educational Programs and ILBAA, High School Competency Assessments. Highly Qualified Teachers and the Principal must authorize the granting of credit for learning accomplished through extended learning opportunities. If credit is not granted, the extended learning opportunity may be used to fulfill prerequisite requirements for other courses.

Roles and Responsibilities

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DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 2 OF 4

Alternative learning plan components shall have specific instructional objectives aligned with the State minimum standards and district curriculum and competency standards. All alternative learning plans will comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

Teachers, school counselors and administrators should inform students of the district's promotion of alternative learning plans and similar programs. District employees who believe a student may be at risk for dropping out of high school, or who would otherwise benefit from an alternative learning plan/program should inform either the principal or designee, or the school counselor of the ~~Teacher's~~ employees concerns. The principal or designee will then schedule a meeting with the student, the principal or designee, the school counselor, and the student's parent/guardian to discuss the student's participation in an alternative learning program. Students expressing interest in pursuing such a plan or program should be referred to the school counselor, principal, or principal's designee.

The school counselor or principal's designee is responsible for assisting students and their parents/guardians in preparing application forms and other necessary paperwork for alternative learning plans. The alternative learning plan components will be determined through a team consisting of the student, school personnel, parent/guardian and other appropriate people based on the individual student needs.

The principal or designee and the designated team will have primary responsibility and authority for approval ~~and implementation~~ of alternative learning plans ~~and will oversee all aspects of such programs.~~ The principal or designee will have responsibility for overseeing implementation of the plan. The principal or designee will be responsible for reviewing and approving ~~alternative learning plans and~~ determinations that district competencies have been achieved and related credits awarded toward the attainment of a high school diploma or its equivalent.

~~Parents/guardians and/or students may appeal decisions rendered by the Principal within the provisions set forth below (see Appeal Process).~~

Students approved for alternative learning plans must have parent/guardian permission to participate in such a program. Such permission will be granted through a Memorandum of Understanding for Educational Services signed by the parent/legal guardian and returned to the district before beginning the program. For alternative learning plans that require off-campus attendance, the district will require a signed agreement among the school, the student, and a designated agent of the third-party host. The agreement should specify the roles and responsibilities of each party.

Students engaged in alternative learning plans will remain as enrolled students of their district. Alternative learning plans that are approved by the district become the responsibility of the district to facilitate implementation, ~~including associated costs and transportation.~~

Approval Process

1. The student and parent/guardian ~~seeking an alternative learning plan~~ shall meet with the school counselor or principal or designee to discuss alternative learning plan options and initiate the formation of an alternative learning plan team. The team, including the student and parent/guardian, will meet to design the alternative learning plan ~~designed to enable the student to remain enrolled in school and complete educational requirements.~~ In order to be approved, the alternative learning plan must comply with and address the applicable elements included in Ed 306.17.

2. The superintendent or ~~superintendent's~~ designee will review the paperwork and will determine

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DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 3 OF 4

whether or not to approve the alternative learning plan. ~~Ideally, t~~The superintendent or designee's decision will be made within ten (10) days of receipt of the paperwork. ~~The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.~~
The student and parent/guardian will be notified in writing of the decision. If additional information is requested, the information must be submitted within ten (10) days of receipt of the request.

3. It is the student's responsibility to maintain academic standing and enrollment in **complete** the approved program. Any failure to complete an approved program may jeopardize the student's ability to remain in the program, **achieve the identified competencies,** and **if applicable,** receive credit towards obtaining a high school diploma or its equivalent. The student and parent/guardian recognize that in the event the student withdraws from an approved program, the district cannot guarantee placement in an equivalent district-offered course **or program.**
4. The district reserves the right to determine the **competencies to be recognized, and if applicable, the** number of credits to be awarded. The course name and actual grade earned will be noted on the student's official transcript.

Evaluation Criteria

The superintendent or designee will evaluate all applications of students wishing to participate in an alternative learning plan or program. At a minimum, any alternative learning plans must meet the following criteria:

Provides for proper administration and supervision of the program or plan

1. **Provides for proper administration and supervision of the program or plan,**
2. Provides that certified school personnel oversee and monitor the program,
3. ~~Requirement that each extended learning opportunity, if included in the alternative learning plan, meets rigorous standards, including the minimum standards established by the State Board of Education and all other applicable District standards~~
4. Includes age-appropriate academic rigor and the flexibility to incorporate the student's interests and manner of learning, **and**
5. Are developed and amended, if necessary, in consultation with the student, a school counselor, the school principal **or designee** and at least one parent/guardian of the student.

Appeal Process

~~If the submitted plan is rejected, the superintendent or designee will provide the student/parents with a rationale as to why the proposal was rejected. Students whose application has been denied by the superintendent may appeal that decision to the School Board. The School Board will place the item on its agenda for its next regularly scheduled meeting. Alternatively, if scheduling and time constraints do not allow for the matter to be placed on the agenda at the Board's next meeting, the Board may hold a separate meeting to hear the matter. The matter will be discussed in non-public session, pursuant to RSA 91-A:3, II, unless the parents request the Board hear the matter in public session, in which case the request will be honored. If the School Board upholds the superintendent's determination, the decision of the School Board may be appealed to the State Board of Education, consistent with applicable law. The School Board will inform the student/parents of their appeal rights.~~

Program Integrity

DOVER SCHOOL DISTRICT	POLICY CODE: IHBI
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In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon demand to provide evidence of progress. The principal **or designee** will be responsible for certifying completion of the plan ~~or program~~ and the ~~award of credits, consistent with the District's policies on graduation~~ **and ensuring that proper assessments are administered for determining achievement of competencies, and, if applicable, the awarding of credits, consistent with the district's policies (see, e.g., Board policy IK.**

If a student is unable to complete the alternative learning plan for valid reasons, the principal **or designee** will evaluate the experience completed to date and make a determination for the **recognition of achievement of competencies and, if applicable,** award of **full or** partial credits. ~~or recommend an alternative experience.~~ The principal **or designee** will determine the validity of such reasons on a case-by-case basis, **and when appropriate, may recommend an alternative experience.**

If a student ceases to attend or is unable to complete alternative learning plan for insufficient reason (lack of effort, failure to follow through, indecision, etc.), the principal **or designee** may determine that the student's transcript be adjusted to reflect the experience as a failure.

~~In order to certify completion of curricular programs and activities based upon specific instructional objectives aligned to the standards, the Principal will develop appropriate mechanisms to document student progress and program completion on student personnel records.~~

Legal References:

~~RSA 193:1, Duty of Parent; Compulsory Attendance by Student
NH Code of Administrative Rules, Section Ed 306.04(a)(13), Extended Learning Opportunities
NH Code of Administrative Rules, Section Ed 306.27(b)(4), Extended Learning Opportunities—
High School~~

Policy History
Adopted: May 2008

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

FIRST READING – NEW POLICY

SUMMER ACTIVITIES

The School Board recognizes that student learning is an ongoing process and that it is important for students to engage in learning activities even when not attending school. Therefore, the Board encourages students to have a plan for summer activities that support student learning. Such activities may include a summer book reading list, attending an education-themed summer camp, engaging in extended learning opportunities and other career readiness activities, or other activities that support student learning.

Whether or not summer activities are organized by the district, in appropriate circumstances, students may achieve identified district and graduation competencies toward high school credit as provided in Board policy IK. Students (along with their parent/guardian) wishing to avail themselves of the opportunity to achieve competencies in non-district summer activities should consult with the school counselor to maximize the alignment of the activity to the competency(ies).

Policy History
Adopted:

DOVER SCHOOL DISTRICT	POLICY CODE: IMBA
DATE OF ADOPTION: DECEMBER 12, 2022	PAGE 1 OF 3

FIRST READING – REVISED POLICY

DISTANCE EDUCATION REMOTE LEARNING

“Distance **Remote learning**/education” means and includes any instructional mode that is not in-person instruction including, but not limited to, ~~correspondence~~, video-based, internet-based, online courses, **other** remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of and traditional instruction in any combination. **Under the rules of the New Hampshire Department of Education, remote learning may be offered:**

~~Under rules of the N.H. Department of Education, distance education may be offered only:~~

1. When inclement weather makes it unsafe to safely transport students to or from in-person instruction (i.e., remote learning day); or
2. As an option for a parent/guardian or adult student making a request for ~~distance education~~ **remote learning** (e.g., online courses).**or**
3. **As articulated in a parent-approved program approved by the local School Board pursuant to Board policy IHBI.**

A. District/School-Wide ~~Distance Education~~ **Remote Learning** During Inclement Weather

When inclement weather makes it unsafe to safely transport students to or from in-person instruction, the district or school may elect to provide instruction remotely, pursuant to Board policy IC.

B. Individualized ~~Distance~~ **Participation in Remote Learning** ~~Education~~

The Board encourages students to take full advantage of ~~distance~~ **remote learning** ~~education~~ opportunities as a means of enhancing and supporting their education.

1. ~~Extended Learning Opportunities and Alternative Learning Plans.~~ Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.
2. ~~Alternative Credit Options~~ **High School Credit.** If the course is to be taken for credit, then Policy IMBC, ~~Alternative Credit Options~~ **IK – Earning of High School Credits – Achievement of Competencies,** will **also** apply. Students must have ~~distance education~~ **remote learning** courses approved by the school principal or designee ahead of time ~~in order to receive credit.~~
 - a. **Although courses may be offered for the earning of credits/competencies, students cannot be required to take a remote course for required courses/achievement of required competencies. Rather, remote courses may be electives, or duplicate or equivalent of in-person options;**
 - b. **Remote learning options for courses or programs that are used as part of the 43 courses required for an approved high school shall be included in the school's program of studies (Ed 306.22(q)(5));**

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- c. The district shall provide, where necessary, all equipment, software, and internet connectivity necessary to participate in district-based remote learning or alternative programs or learning opportunities that are to be counted toward the 43 courses required for an approved high school (Ed 306.22(q)(5)).
3. Pre-conditions for Online Enrollment in Independent Remote Learning Programs/Courses. The written approval of the building principal is required before a district student enrolls in ~~an online or virtual~~ a remote learning course or program that is intended to become part of their educational program. Students applying for permission to take ~~an online~~ a remote learning course or program must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the academic preparation and maturity level needed to function effectively in a ~~distance education~~ remote learning environment.
 4. Approved Courses. Approved ~~distance education~~ remote learning courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.
 5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
 6. Staff Supervision. ~~The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.~~ When students are participating in approved remote learning on school grounds during the school day, a teacher or other staff member will be assigned to provide general supervision, and to assist students having difficulty with remote learning.
 7. Assessments and Progress Monitoring. The principal will assign a teacher to monitor student progress, grading of assignments, and testing.
 8. 9. Earning of Credit. Students earning credit for ~~distance education~~ remote learning courses shall be required to demonstrate achievement of applicable competencies and participate in all assessments required by the statewide education improvement and assessment program. ~~Credit courses will require students to meet similar academic standards as required by the District.~~ Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher/educator.
 9. 7. Privacy and Confidentiality. Approved ~~distance education~~ remote learning courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents/guardians, and information shared between school district representatives, the virtual school or online teacher and others.

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10. **Student Conduct. Board policy JICL – Student Computer and Internet Use, as well as all Board policies and school rules and regulations will apply to and during all remote learning programs. Students participating in remote learning will also be subject to any policies or rules of any third-party program (e.g, VLACS, etc.).**

~~8. Safeguards. The school district will provide safeguards for students participating in online instruction activities.~~

C. Educational Progress and Policy Violations.

If a student participating in ~~distance education~~ **approved remote learning** is not making educational progress, as determined by educational assessments, the option to participate in ~~distance education~~ **remote learning** may be rescinded by the district. A parent or guardian may appeal this determination to the superintendent for review. If the superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 306.22(f) **200. A student shall remain in remote learning until the conclusion of the appeal. If the state board upholds the district's conclusion of lacking educational progress, the student shall immediately be disqualified from continued participation in the district's remote learning opportunities.**

Students who violate any part of the policy or engage in any other activity that school authorities consider inappropriate are subject to disciplinary action consistent with Board policies and the student handbook.

Policy History

Adopted: November 9, 2009

Revised: December 12, 2022

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FIRST READING – WITHDRAW POLICY

ALTERNATIVE CREDIT OPTIONS

~~Credit may be earned through alternative methods outside of regular classroom-based instruction offered by the district schools. Awarding of credits to be applied toward high school graduation will be determined by the high school principal, and will be granted only if the request fulfills the following:~~

~~The request is submitted with a plan to achieve competency that meets or exceeds the rigorous academic standards required by the school for students enrolled in a credit course offered by the school.~~

- ~~• The plan includes clear expectations for performance.~~
- ~~• The plan includes clearly defined methods and expectations for assessment.~~
- ~~• Verification of the plan's merit can be evaluated in a timely fashion and does not cause unnecessary burden of the resources of the administration.~~

~~The School Board encourages increased educational options for hospitalized or homebound students, dropouts, suspended or expelled students, young athletes, or other atypical students for whom regular classrooms are not practical or effective. It is hoped that such offerings will serve as a motivator for students with different learning styles.~~

~~Students earning credit via alternative methods will participate in all assessments required by the statewide education improvement and assessment program.~~

~~The Board directs the Superintendent to establish regulations and procedures for implementing this policy that will include:~~

- ~~• Definitions of allowable alternative learning opportunities~~
- ~~• Reasonable limits on the number of approved alternative courses that can be administered each school year—school wide and per student~~
- ~~• The number of alternative credits each student may use toward graduation requirements~~
- ~~• Application and approval process~~
- ~~• Criteria for determining which requests satisfy a particular subject area requirement~~
- ~~• Identification of person(s) responsible for approval, supervision, and monitoring progress~~
- ~~• Requirements that alternative opportunities meet the same rigorous academic outcomes as traditional classroom delivery~~
- ~~• Assurance of student safety including physical and technological~~
- ~~• Assurance of equal access for all students~~
- ~~• Assurance that approved alternative learning opportunities are consistent with all policies of this board~~
- ~~• The procedure will be made available to the public~~

~~It is the policy of the Board that alternative methods for the awarding of credit may include:~~

- ~~• Competency testing in lieu of enrollment under the provisions of Policy ILBAA~~
- ~~• Interdisciplinary credit~~
- ~~• Satisfactory completion of course requirements at~~
 - ~~▪ an approved school under the provisions of Board policy IK~~
 - ~~▪ an approved home education program (see Board policies IK and Board policy IHBC,~~

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and N.H. Dept. of Education Rule Ed 315).

- ~~Demonstration of mastery of required coursework and material, pursuant to Board policy IK~~
- ~~Extended learning opportunities under the provisions of Policy IHBH~~
- ~~Online/virtual learning opportunities under the provisions of Policy IMBA~~
- ~~College Credit, including credit earned through Dual and/or Concurrent Enrollment under Board policy IHCD~~
- ~~Early Graduation under Board policy IKFA~~
- ~~7th and 8th grade coursework meeting the standards of Board policy IMBD~~

~~If a student demonstrates knowledge and abilities on a placement pre-test developed by the school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective.~~

Funding

~~Unless otherwise recommended by the Superintendent and approved by the School Board, under ordinary circumstances students or their parents/guardians are responsible for all related expenses including tuition and textbooks. The District may pay the fee for expelled students who are permitted to take courses in alternative settings. If paid by the district and the course is not completed, the student must reimburse the district for the expenses.~~

Policy History:

Adopted: December 9, 2013

Revised: December 13, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: JIC
DATE OF ADOPTION: JUNE 14, 2021	PAGE 1 OF 3

FIRST READING – REVISED POLICY

STUDENT CONDUCT

A. General Policy

The School Board is committed to promoting a safe, healthy, orderly and supportive school and learning environment. To achieve that for all, it is important for students to conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration of other students, district personnel and other members of the community. Students are expected and required to maintain appropriate behavior that allows teachers and staff to perform their professional duties effectively and without disruption while on school district property or on property within the jurisdiction of the district (including vehicles); and/or while attending or engaged in school activities.

Expectations for student conduct and standards of behavior shall be communicated through written Board policies, as well as district and/or school rules. Those policies and rules should be included in a Code of Conduct for each school.

Student conduct that causes material or substantial disruption to the school environment, interferes with the rights of others, presents a threat to the health and safety of students, employees, or visitors, and/or violates the Code of Conduct, or classroom rules is prohibited. Response to violations of the Code of Conduct, however, should be designed to maximize student academic, emotional and social success, while at the same time assuring safety of all students, staff and school visitors. **With this objective, the Board endorses adoption of a Multi-Tiered System of Support for Behavioral Health and Wellness (“MTSS-B”) as the framework for the Code of Conduct.** District personnel who interact with students are expected to utilize progressive disciplinary measures, and to place emphasis on educating students so they may grow in self-discipline. Suspensions and expulsions shall be administered consistent with the applicable Code of Conduct and Board Policy JICD.

B. Student Code of Conduct

The School Board delegates to the superintendent, in consultation with the appropriate building principal and counselors, the responsibility of adopting and implementing a Student Code of Conduct with such age-appropriate rules and regulations for each school as ~~he/she~~ **they** deems necessary to implement the objectives of this policy, **and reflects the three-tiered support prevention of framework of MTSS-B;** school-wide approaches; targeted supports for at-risk students; and individualized services for highest-needs students.

The Code of Conduct for each school shall be submitted to the School Board for review each year, either separately or with the applicable student handbook. Consistent with the Board's statutory authority, and other Board policies regarding review of administrative rules, regulations and procedures, the School Board retains the authority to modify, supersede, or suspend any provision of the Code of Conduct.

The Code of Conduct shall include:

1. A graduated and age-appropriate system of supports and intervention strategies, such as:

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- parent conferences,
 - counseling,
 - peer mediation,
 - instruction in conflict resolution and anger management,
 - parent counseling and training,
 - community service, and
 - rearranging class schedules;
2. Graduated and age-appropriate disciplinary consequences such as:
- restriction from extra-curricular activities,
 - temporary (same day) removal from class or activity,
 - detention,
 - temporary reassignment/in-school suspension,
 - out-of-school suspension, and
 - expulsion;
3. Provisions describing how and when short term suspensions of up to 5 days, short-term suspensions up to 10 days, long-term suspensions up to 20 days, and/or expulsion should be imposed. These standards shall make reference to and reflect:
- the nature and degree of disruption caused to the school environment;
 - the threat to the health and safety of pupils and school personnel, volunteers or visitors;
 - whether the conduct or behavior is isolated or repeated.
 - all temporary (same day) removal from classrooms or activities, restriction from activities, detentions, suspensions and expulsions shall comport with applicable laws, regulations and Board Policy JICD; **and**
4. Information regarding RSA 193:13, 193-D, this policy, Board policy JICD, and other Board policies or district/school rules regulating student conduct on and off-campus. ~~Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age appropriate language. E.g., summaries for elementary grade levels.~~

C. Implementation and Notice

The superintendent shall assure that the Code of Conduct, complete with the information set out in section B.4, above, shall be printed in full in each student handbook, made available to parents at the beginning of the school year, publicly available on the school, district and/or SAU district websites ~~[or in some other manner to assure parental notification if neither the school district nor SAU maintain a website].~~ **The online publications of the Code(s) of Conduct shall be ADA compliant (see also Board policy KEE). Additionally, building principals shall ensure that verbal recitation of the applicable Code of Conduct is available as needed. Except where the complete text of a statute, regulation or policy is required, the Code of Conduct should include age-appropriate language. E.g., summaries for elementary grade levels.**

Additionally, building principals shall assure student awareness of the Code of Conduct and other district policies and building rules through print, postings and periodic announcements.

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The MTSS Director will explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS-B per RSA 135-F:5, I(c) and (d).

~~The Superintendent should also designate personnel to explore the availability of and pursue any State or Federal grants, technical assistance and professional development opportunities available to facilitate implementation of MTSS B per RSA 135 F:5, I(c) and (d).~~

D. Parental Notification of Simple Assaults

Pursuant to RSA 193-D:4, I (b), the superintendent is directed to adopt and implement procedures requiring parents/guardians of each student involved in a simple assault (victim and perpetrator) occurring during the school day, when such assault causes: any form of bodily injury, including bruising or discoloration, or would otherwise constitute a disciplinable offense under the Code of Conduct. For purposes of this policy, "simple assault" shall have the same meaning as that provided in RSA 631:2-a (a simple assault occurs when one purposefully or knowingly causes bodily injury or unprivileged physical contact to **with** another; or recklessly causes bodily injury to another or negligently causes bodily injury to another by means of a deadly weapon).

E. Disciplinary Removal of Students with Disabilities

If a student is disabled under the Individuals with Disabilities Act (IDEA), the New Hampshire RSA 186-C, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, or any other law providing special rights to disabled students, those laws shall govern and shall supersede these local policies to the extent these local policies are inconsistent with those laws. Accordingly, any class or activity removal, suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Policy History:
Adopted: June 14, 2021

NH Statutes

RSA 135-F:5
RSA 193-D:4
RSA 193:13
RSA 631:2-a

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.04(b)(3)(e)
N.H. Code Admin. Rules Ed 306.06
N.H. Code Admin. Rules Ed 317.04(b)

Description

[System of Care for Children/Duties of Commissioner of Dept. of Education](#)
[Written Report Required \(Safe School Zones\)](#)
[Suspension and Expulsion of Pupils](#)
[Simple Assault](#)

Description

[Student Discipline](#)
[Culture and Climate](#)
[Disciplinary Procedures](#)

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FIRST READING – NEW POLICY

STUDENT SEARCHES AND THEIR PROPERTY
– SEARCH OF STUDENTS –

PROCEDURES AND REGULATIONS

In accordance with policy JIH, searches shall be conducted under the following provisions:

A student is subject to a search by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be discovered. School staff shall report a student's suspicious activity to the principal or designee prior to initiating a search, except in emergency situations.

Persons Authorized to Conduct a Search.

Only the superintendent, building principals, student resource officers, or other authorized personnel are authorized to conduct searches of a student's person or a student's belongings. Such individuals may only conduct a search if they have reasonable suspicion.

Reasonable Suspicion.

For the purposes of these regulations, "reasonable suspicion" means that a district employee has reasonable grounds to believe that either the law or school rules have been violated. Reasonable suspicion may be established if a district employee observes, hears, or is informed of behavior or actions that violate either the law or district rules.

District employees who have reason to believe that either the law or district rules have been violated are obligated to inform the building principal or designee, who will then ascertain whether or not reasonable suspicion exists, and that a search of the student or their belongings is justified.

Conducting the Search.

If a district employee authorized to conduct a search determines that reasonable suspicion and reasonable grounds exist to search a student's person, clothing, personal effects, desk, locker, assigned storage area or automobile, the search shall be conducted as follows:

- A. In addition to the person conducting the search, at least one other district employee shall be present during the search. At least one of the district employees present during a search shall be the same sex/gender as the student being searched.
- B. If the authorized person concludes that the student's person is to be searched, the student will be informed that it is believed they have violated either the law or district rules, and that a search of their person, clothing, and/or personal effects will be forthcoming.

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- C. If the student refuses to allow their person to be searched, and acts in any manner that threatens the safety or well-being of district employees or students, school officials are authorized to contact local law enforcement authorities and turn over all necessary investigative procedures to them.
- D. Students do not have any expectation of privacy in belongings stored in/on district property, including but not limited to desks, lockers, storage areas, etc. Such areas may be searched by the principal or designee, or student resource officer at any time, with or without reasonable suspicion. Students will not necessarily be informed that such areas are going to be searched.

Responsibilities of School Employees After A Search.

- A. If the search yields evidence that a school rule has been violated, the principal or designee is authorized to proceed with disciplinary measures in accordance with other School Board policies.
- B. If the search yields evidence that a crime has been committed or a law has been broken, the principal or designee is authorized to contact local law enforcement, in accordance with other School Board policies and the Memorandum of Understanding between the district and the law enforcement agency. Students may still be disciplined in accordance with other School Board policies in this scenario.
- C. The principal or designee will formulate a written report for each search conducted, within 24 hours of the search. Such report will be forwarded to the superintendent within 24 hours of it being finished. If local law enforcement officials were contacted for any reason, the superintendent shall inform the School Board thereof.

Contraband / Paraphernalia.

- A. The authorized person conducting the search is authorized to seize and hold any contraband, paraphernalia, or any other object that violates either school rules or the law. Such objects should be turned over to the principal or designee for proper documentation.
- B. The principal or designee shall document such objects and include a description of such objects in their report. The principal or designee is authorized to photograph such objects.
- C. Any items seized during a search shall be stored in a secure location until such time as it is deemed necessary or prudent to dispose of such items. The principal or designee, and/or superintendent shall take into consideration the exhaustion of all available appeals, transfer of such items to law enforcement authorities, and other factors before disposing of seized items.
- D. The principal or designee shall refer to the Memorandum of Understanding with the local law enforcement agency in determining whether such items should be turned over to the law enforcement officials.

Locker Searches.

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- A. Lockers, desks, and storage areas are the property of the district. When assigned a locker, desk or storage area, a student shall be responsible for its proper care. A student may be subject to a fine for any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked. A shared locker implies shared responsibility for a locker and its contents.
- B. A student's locker, desk or storage area may be searched by the principal or designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. District employees shall report a student's suspicious activity to the principal or designee prior to initiating a search, except in emergency situations when the risk of harm to students or staff demands immediate action.
- C. Authorized persons may search all lockers, desks, or storage areas without prior notice given to students and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.

Use of Dogs and/or Detection Devices for Searches.

- A. Building principals or designees are authorized to arrange for the use of trained dogs and/or detection devices to aid in the search for drugs, alcohol, and related paraphernalia in school buildings and on all school facilities, grounds, parking lots and any other district owned property.
- B. Prior to arranging for the use of trained dogs to aid the search, the principal or designee will inform the superintendent of their desire to have such dogs in the school.
- C. Prior to the use of trained dogs to assist in a search, the superintendent will notify the district's legal counsel to review all pertinent factors of such action. Additionally, the superintendent will notify the School Board chairperson when trained dogs are to be used to aid in a search.
- D. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions, and who can verify the dog's reliability and accuracy in performing the search. Trained dogs may sniff lockers, motor vehicles, and other inanimate objects.
- E. Dogs may not be used for random searches of students or other persons.

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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FIRST READING – NEW POLICY

SUPERVISION OF STUDENTS

The Board is committed to ensuring that students are appropriately supervised at times when the district is responsible for providing for the safety of students with a reasonable duty of care and supervision.

The building principal is responsible for promoting and providing for student safety on all school property, both on school property and during school-sponsored activities off school grounds. For the purposes of this policy, "school property" shall include: all real property, physical plant and equipment used for school purposes, including but not limited to school playgrounds, and buses and vans, whether public or private. Among other things, execution of this responsibility means delegation of supervisory responsibilities for all such activities and ensuring that sufficient protocols for emergency response and communication are in place for all activities.

Without limiting the above, students should be under the supervision of a member of the school staff at all reasonable times while they are in school or attending school-sponsored activities on and off school property. All school staff have a duty to help ensure the safety of students even when such staff are not specifically scheduled for supervisory duty.

All dangerous conditions in the school should be reported at once to the building principal.

In schools where bus transportation is provided, the supervisory duties shall include the loading and unloading, when necessary, of the students at the school.

The superintendent and building principal are authorized to establish administrative rules and/or regulations in furtherance of this policy.

*Policy History:
Policy Adopted*

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SECOND READING – REVISED POLICY

HIGH SCHOOL GRADUATION REQUIREMENTS

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

A. Credit Requirements

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

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

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

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

In addition to the credits listed above required to graduate and earn a high school diploma, the district also requires students to demonstrate 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

DOVER SCHOOL DISTRICT	POLICY CODE: IKFA
DATE OF ADOPTION: APRIL 13, 2015	PAGE 1 OF 1

SECOND 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.

DOVER SCHOOL DISTRICT	POLICY CODE: IKFG
DATE OF ADOPTION: OCTOBER 5, 2020	PAGE 1 OF 2

SECOND 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

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

SECOND 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

SECOND 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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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 _____

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DATE OF ADOPTION: FEBRUARY 11, 2008	PAGE 1 OF 1

SECOND 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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DATE OF ADOPTION: DECEMBER 11, 2006	PAGE 1 OF 2

SECOND 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. Student participation shall be voluntary. Students who choose not to participate in the recitation must sit or stand quietly. ~~as they choose but shall respect the rights of those pupils electing to participate.~~ The rights of all individuals shall be respected by everyone.

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

DOVER SCHOOL DISTRICT	POLICY CODE: JIH
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SECOND 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,

DOVER SCHOOL DISTRICT	POLICY CODE: JIH
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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:

DOVER SCHOOL DISTRICT	POLICY CODE: JIHB-R(1)
DATE OF ADOPTION:	PAGE 1 OF 1

SECOND 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: _____

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

SECOND 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*

RESOLUTION OF APPRECIATION

RE: Carolyn Mebert

WHEREAS Carolyn Mebert has served the students and represented the citizens of Dover for twenty years, and

WHEREAS she currently serves on multiple Dover School District committees, including the District Data Leadership Committee, Educational Council Committee, Policy Review Committee and Wellness Advisory Committee. Before joining these groups, she participated in more than a dozen other committees, and

WHEREAS her unselfish efforts and commitment to educational excellence have contributed to the enhancement of the Dover School District, and

NOW, THEREFORE, BE IT RESOLVED by the Dover School Board that it go on record as thanking Carolyn Mebert for her many hours of dedicated service to the Dover School District, and the citizens of the Garrison City;

BE IT FURTHER RESOLVED that on behalf of the people of Dover, the School Board hereby presents to Carolyn Mebert a small token of thanks and appreciation for her dedicated service to the city.

SUBMITTED BY:

Robin Trefethen, Chairperson

Carolyn Mebert, Vice-Chairperson

Michelle Clancy, Secretary

Maggie Fogarty

Elizabeth Goldman

Micaela Demeter

Craig Flynn

December 8, 2025



Friends Program

CLASSROOM FRIENDS PROGRAM MEMORANDUM OF UNDERSTANDING

Friends Program
130 Pembroke Road Suite 200
Concord NH 03301
603-228-1193

Between

AND

FOR THE THREE-YEAR PERIOD FROM: _____ to _____.

This document reflects a simple understanding between both organizations and does not determine any individual volunteer's term of service. Friends Program staff and the Site (school or other organization) may agree to amend this memorandum or terminate a volunteer at any time. Both parties will work cooperatively to provide the services listed below.

The Site has designated _____ as the Site Contact to serve as liaison with the Friends Program staff.

Classroom Friend(s) will volunteer with children for a predetermined number of hours between 10-40 at the Site each week. The Site Contact and Friends Program will develop work schedules and assignments for each Classroom Friend volunteer at the Site.

The Friends Program will seek Site assistance in acquiring a small amount of documentation needed to assess the Program's impact each school year.

The Site Contact and/or Teacher will notify the Friends Program if problems arise. All parties will work towards the resolution of any problems. The final decision as to the continuation of volunteer work by a Classroom Friend volunteer at this Site shall rest with the Site.

Classroom Friend volunteers may not take the place of employed staff at the Site. A Classroom Friend volunteer may not be left alone with children, unless by prior agreement with The Friends Program. Under no circumstance is a Classroom Friend volunteer to provide transportation for children at the Site.



Friends Program

This Site is a public or non-profit organization: Yes ____ No ____ (The Friends Program may not place volunteers at sites that are not public or non-profit organizations.)

____ Non-profit (secular or faith-based private, non-profit organization)

NOTE EIN # _____

____ Public school

NOTE ID# _____

The Site will provide space adequate for the Classroom Friend volunteer to carry out their duties and will provide time and space for them to have adequate breaks.

The Site will provide information and training for Classroom Friend volunteers. Site staff will speak freely with the Classroom Friend volunteers about their expectations.

The Friends Program will provide each Classroom Friend volunteer with regular workshop trainings throughout the school year. Friends Program staff will provide reasonable support services to assure quality service.

The Site may not discriminate against Classroom Friend volunteers on the basis of race, color, national origin, sex, age, political affiliation, religion, disease or disability if the participant is capable of providing appropriate service in their assignments. The site will provide reasonable accommodations for those serving at the site.

The aforementioned parties may agree to amend this memorandum (in writing) or terminate a volunteer at any time (with prior notification to the Site or Program).

SITE

Signature

Title

Date

Friends Program

Maggie Logan-Phillips, Foster Grandparent Program Manager

Date

DOVER SCHOOL DISTRICT SAU 11 - ACADEMIC CALENDAR

2026 – 2027 (DRAFT)

MONTH	M	T	W	TH	F
AUG/SEPT	24	25	26	27	28
S = 19	31	1	2	3	4
T = 23	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

OCTOBER				1	2
S = 20	5	6	7	8	9
T = 21	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

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

DECEMBER		1	2	3	4
S = 16	7	8	9	10	11
T = 17	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

JANUARY					1
S = 18	4	5	6	7	8
T = 19	11	12	13	14	15
S Total = 89	18	19	20	21	22
T Total = 97	25	26	27	28	29

MONTH	M	T	W	TH	F
FEBRUARY	1	2	3	4	5
S = 15	8	9	10	11	12
T = 15	15	16	17	18	19
	22	23	24	25	26

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

APRIL				1	2
S = 17	5	6	7	8	9
T = 17	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

MAY	3	4	5	6	7
S = 19	10	11	12	13	14
T = 20	17	18	19	20	21
	24	25	26	27	28
	31				

JUNE		1	2	3	4
S = 12	7	8	9	10	11
T = 12	14	15	*16	**17	**18
S Total = 85	**21	**22	**23	24	25
T Total = 87	28	29	30		

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

August 26 – 31, 2026	Teachers' Return - Teacher Workshop
September 1, 2026	First Student Day
September 4 - 7, 2026	Labor Day Recess
September 8, 2026	State Primary Elections
October 9, 2026	Teacher Workshop
October 12, 2026	Columbus Day
November 3, 2026	Teacher Workshop (State General Elections)
November 11, 2026	Veterans' Day
November 25 – 27, 2026	Thanksgiving Recess
December 4, 2026	Teacher Workshop K-8 Parent/Teacher Conferences DHS Professional Development
December 24, 2026 – January 1, 2027	Holiday Recess
January 15, 2027	Teacher Workshop
January 18, 2027	Martin Luther King Jr. Civil Rights Day
February 22 - 26, 2027	Winter Recess (To include February 15 th Washington's Birthday)
March 26, 2027	Teacher Workshop
April 26 – 30, 2027	Spring Recess
May 28, 2027	Teacher Workshop
May 31, 2027	Memorial Day
*June 16, 2027	Tentative – Last Student Day (half-day) and Last Teacher Day (full-day)
**	Makeup Days for Inclement Weather



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members Dover School Board
Dr. Christine Boston, Superintendent of Schools
FROM: Michael Limanni, Chief Financial Officer
DATE: December 5, 2025
RE: Disposal of Surplus Equipment

Purpose

The purpose of this memo is to request the Board's approval to offer the remaining items from the Dover Middle School STEM room remodeling project to school district employees. Any items not selected through this process will be disposed of at the City's Recycling Center.

Background

During the remodeling of the Middle School's STEM room, a significant number of furnishings, equipment, and materials were identified as surplus. These items were included among many others previously auctioned in **three waves** using the City's Constant Contact platform.

Before bringing this request forward, the Business Office made the remaining items available to **all school and city departments**. Only the items that were not claimed remain.

Proposed Distribution Process

With the Board's approval, the Business Office will proceed with the following process for offering the remaining items to district employees:

1. **Employee Bid Opportunity**
 - All employees will be offered the opportunity to bid on the listed items.
 - For each item, the **highest bidder** will receive the item.
2. **Zero-Bid Option**
 - Employees may also submit a **zero bid** for any item.
 - All zero-bid participants for a given item will have their names pooled.
 - The District's Facilities Director will randomly draw a name from the pool to determine the recipient.
3. **Final Disposition**
 - Items that receive **no bids of any kind** will be transported to the **City's Recycling Center** for appropriate disposal.

Items to Be Offered to Employees

809	G26-031		DELTA ShopMaster Band Saw
798	G26-019		RIDGID Power Sander
795	G26-016		Central Machinery 1"x30" Belt Sander
794	G26-015		RYOBI - Drill Press
808	G26-030		RYOBI 16" Scroll Saw
807	G26-029		RYOBI 16" Scroll Saw
806	G26-028		RYOBI 16" Scroll Saw
805	G26-027		RYOBI 16" Scroll Saw
801	G26-021		SKIL Band Saw
800	G26-022		SKIL Band Saw

793	G26-014		RYOBI - Drill Press
788	G26-009		Rockwell Jointer
787	G26-008		Rockwell Scroll Saw
786	G26-024		Rockwell Table Saw
785	G26-007		Rockwell Lathe
780	G26-002		Blodgett 981/951 Pizza Oven

Requested Action

The Business Office respectfully requests that the School Board **approve the proposed employee offering and final disposition process** for the remaining STEM room remodeling items.