



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #1
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, January 12, 2026
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. Budget Workshop, December 1, 2025
 - 2. Budget Workshop, December 8, 2025
 - 3. Regular Meeting, December 8, 2025
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Emily Boles – Dean's Assistant/Paraeducator – Dover Middle School – Resignation (12/31/25)
 - b. Denise Copley – Grade 6 Teacher – Dover Middle School – Retirement (06/30/25)
 - c. Lindsay Mahra – Paraeducator – Dover High School – Resignation (01/01/26)
 - d. Karen Merrill – Paraeducator – Dover High School – Resignation (01/02/2026)
 - e. Doreen Paiva – Paraeducator – Frances G. Hopkins Elementary School at Horne Street - Resignation (01/15/26)
 - f. Shawna Stahl – Accounting Coordinator – SAU – Resignation (01/09/26)
 - 3. **Leaves of Absence:** None
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DPA Nomination
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS:**
 - 1. GBEBB – Staff Conduct with Students – Revised Policy – First Reading
 - 2. IIB – Class Size – Revised Policy – First Reading
 - 3. IKB – Homework – Revised Policy – First Reading
 - 4. JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Revised Policy – First Reading
 - 5. JG – Assignment of Students to Classes – Revised Policy – First Reading
 - 6. JLCJA – Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Revised Policy – First Reading



**DOVER SCHOOL
DISTRICT**

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L. POLICY ADOPTION:

1. EBB – School Safety Program – Revised Policy - Second Reading
2. EBBB – Accident Reports – Revised Policy – Second Reading
3. IHBH – Extended Learning Opportunities – Revised Policy – Second Reading
4. IHBI – Alternative Learning Plans – Revised Policy – Second Reading
5. IHCA – Summer Activities – New Policy – Second Reading
6. IMBA – Distance Education – Revised Policy – Second Reading
7. IMBC – Alternative Credit Options – Withdraw Policy – Second Reading
8. JIC – Student Conduct – Revised Policy – Second Reading
9. JIH-R(1) – Student Searches and Their Property – Search of Students / Procedures and Regulations – New Policy Appendix – Second Reading
10. JLIA – Supervision of Students – New Policy – Second Reading

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. Dover High School Class of 2026 Graduation Date Request
2. Dover High School and Regional Career Technical Center Program of Studies
3. Dover School District Fiscal Year 2027 Budget Adoption

P. SUBMISSION AND PAYMENT OF BILLS

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. ADJOURNMENT

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

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

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

Citizen's Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, Citizens' Forum will be restricted to items on the meeting agenda. Statements shall be limited to five (5) minutes unless otherwise extended by the chairperson, with the approval of the School Board.

All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, January 12, 2026

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. Budget Workshop, December 1, 2025
2. Budget Workshop, December 8, 2025
3. Regular Meeting, December 8, 2025

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Emily Boles – Dean's Assistant/Paraeducator – Dover Middle School – Resignation (12/31/25)
 - b. Denise Copley – Grade 6 Teacher – Dover Middle School – Retirement (06/30/25)
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 - e. Doreen Paiva – Paraeducator – Frances G. Hopkins Elementary School at Horne Street - Resignation (01/15/26)
 - f. Shawna Stahl – Accounting Coordinator – SAU – Resignation (01/09/26)
3. **Leaves of Absence:** None
4. **Job Shares:** None
5. **Nominations:**
 - a. DPA Nomination
6. **Extended Travel (Student Trips):** None
7. **Donations:** None

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. **GBEBB – Staff Conduct with Students – Revised Policy – First Reading:** This sample was updated to reflect the enactment of contents of HB231 (codified as RSA 186:11, IX-f), which requires a policy that prohibits staff from transporting students to medical appointments and the like without parental permission, absent an emergency. The classification was changed from "recommended" to "required." The revisions also include a dissemination provision, a definition of covered staff, and additional information relating to reporting of violations.

2. **IIB – Class Size – Revised Policy – First Reading:** The former “class size” sample has been replaced in full and the changed title to reflect changes to the New Hampshire Minimum Standards for Approval of Public Schools (the “306 rules”). SPECIAL NOTE: The requirements included in the rule and this sample are the minimum requirements for “student-educator” class size ratios under Ed 306.14. The new rule expands the definition of “educator” (previously limited to teachers, specialists and administrators) to include certified paraprofessionals and allows classes of any size provided that the below student-educator ratios are observed. School boards retain the authority to set class size/educator ratios to best suit their local communities, and nothing in the new rule prevents a district from only using certified teachers in determining class sizes, all provided that the student-teacher/educator ratios do not exceed the ratios in the new rule. Additionally, although the rule does not address the issue, NHSBA strongly suggests that districts should consult with their Special Education legal counsel before including a certified paraprofessional who is assigned to a class as a 1:1 /1:2 aide pursuant to an IEP or otherwise assigned to a subset of the class in the determination of ratios. The ratio numbers in Section A of the sample are those included in Ed 306.14.
3. **IKB – Homework – Revised Policy – First Reading:** Revised to reflect changes to the Department of Education's "Minimum Standards," which included replacing former 306.14(a)(1) with 306.04(b)(21)(a). This sample is drafted with an eye to allowing the greatest flexibility at the building and even classroom level for whether and how homework is to be integrated into a specific course. However, under Department of Education Rule Ed 306.04 (b)(21)(a), the school board may include more prescriptive or flexible language/provisions, such as: "Homework shall not be assigned to students in grades K-4;" OR "In no event shall homework constitute more than 15% of a student's grade in a quarter. The preceding sentence shall not apply to take-home finals."
4. **JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Revised Policy – First Reading:** Revisions include complete restructuring of Section A (best interest determinations), with specific changes (1) to reflect passage of 2025's SB97 (amending RSA 193:3) which now requires approving in district best interest requests subject to a few conditions, (2) addition of a definition (from 193:3, VII) for "approved private school," (3) removal of some references to changing classrooms/assignments within the same school, (4) change to title of policy and (4) correction of reference to Ed 204.01(g) in Section B.4.
5. **JG – Assignment of Students to Classes – Revised Policy – First Reading:** Sample JG was revised to better coordinate with multiple sample policy changes resulting from the overhaul of the New Hampshire Minimum Standards for Public School Approval (the “306 rules”).
6. **JLCJA – Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Revised Policy – First Reading:** Revised to reflect additional requirements for Sports Injury Emergency Action Plan as required by passage of HB763 (amending RSA 200:40-c), (1) modification of the listing of employees trained in first aid and CPR to align with the American Heart Association or other organization, and requirement for related training on AED's, and (2) additional provisions for locating the AEDs (tied to new EBBCA - former KFD/GBGBA/JLCEA).

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. **EBB – School Safety Program – Revised Policy - Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 approve the policies presented.

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. **Dover High School Class of 2026 Graduation Date Request:** The Dover High School and Regional Career Technical Center is requesting Thursday, June 4, 2026, as their graduation date for the Class of 2026.

Superintendent's Recommendation: I recommend the Board to approve the requested graduation date.

2. **Dover High School and Regional Career Technical Center Program of Studies:** Dover High School will present an updated program of studies that aligns with the reissue of the Ed 306 Minimum Standards for Public School Approval.

Superintendent's Recommendation: I recommend the Board to approve the Program of Studies.

3. **Dover School District Fiscal Year 2027 Budget Adoption:** The first Regular Board Meeting of 2027 takes place immediately after Budget Workshop #6. Multiple scenarios and staffing patterns have been reviewed to support the Board in determining the budget they will approve to send forward to City Council.

The School District presentation to City Council is currently being scheduled.

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

Shoutouts

On behalf of the Dover School District, I extend a formal welcome to our newly elected members of the Dover School Board. Your willingness to serve reflects a deep commitment to the students, families, and community of Dover. The governance role you assume is essential to advancing our mission of providing high-quality educational opportunities and fostering an environment where every student can thrive.

As you begin your term, please know that your leadership and perspective will be instrumental in guiding policy decisions, supporting strategic initiatives, and ensuring fiscal responsibility. Together, we will work to uphold the standards of excellence that define our district and address the challenges and opportunities that lie ahead.

Thank you for your dedication to public education and for partnering with us in this important work. We look forward to collaborating with you in service to our students and community.

New Board Member: Seana Hallberg

Chair: Robin Trefethen

Vice Chair: Michelle Clancy

Secretary: Craig Flynn

Budget

The development of the Fiscal Year 2027 budget continues to be a challenging process, shaped by funding constraints and rising operational costs. These realities require us to make difficult decisions while remaining steadfast in our commitment to the district's core mission and strategic pillars.

Our approach is solution-oriented and focused on maintaining high-quality educational opportunities for all students. We are prioritizing strategies that preserve essential programs, support our dedicated staff, and sustain the resources necessary for student success. While the financial landscape presents obstacles, we are working collaboratively to identify efficiencies, explore alternative funding sources, and ensure that every decision reflects our responsibility to both fiscal stewardship and educational excellence.

Thank you for your continued engagement and partnership as we navigate this process together. Your leadership and input are critical as we strive to balance these challenges with the needs of our students and staff.

Negotiations

Negotiations for all three bargaining units (DTU, DPA, DEOP) and the administrators association (DAA) continue. January has multiple sessions scheduled as we work towards having ratified agreements for the upcoming school year.

Events of Note

December 1	School Board Budget Workshop
December 3	Policy Review Committee
December 3	Dover High School Field Project Groundbreaking Ceremony
December 3	JBC Athletic Complex Meeting
December 3	Joint School Board/City Council Preliminary FY27 Budget Meeting
December 4	Southeaster's Meeting
December 4	The Granite YMCA's 171 st Annual Celebration Event
December 4	Elementary/Middle School Parent/Teacher Conferences
December 5	Teacher Workshop
December 8	NHSAA Executive Board Meeting
December 8	School Board Budget Workshop
December 8	School Board Regular Meeting
December 10	DMHA Community Meeting
December 10	NJROTC AMI
December 10	JBC Athletic Complex Meeting
December 10	DMS Choral Concert
December 11	DPA Negotiations
December 11	Joint City Council/School Board Orientation
December 11	DMS/DHS Band Concert (6-12)
December 15	Monthly Department of Education Updates for Public School Leaders
December 15	DEOP Negotiations
December 16	NHSAA Equity Committee
December 17	NHSAA Conference - Licensing and Credentialing
December 17	SEED Committee Meeting
December 18	DMHA Steering Committee
December 18	SLC Board of Directors Meeting
December 19	YMCA Advisory Board Meeting
December 19	DHS Poetry Out Loud
December 23	Bellamy Academy Holiday Breakfast Fundraiser
December 23	DHS CTE Holiday Light Show
December 23-Jan. 2	Holiday Recess
January 5	School Board Organizational Meeting
January 6	School Board Budget Workshop
January 6	School Board Special Session
January 7	NHSAA - How Dover School District Is Building a Unified, Proactive Approach to Student Safety
January 9	Policy Review Committee

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: January 12, 2026

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
Boni, Joseph	Paraeducator	Dover High School	Lyndsey Mahra	\$16.73	G2, Step 1

Dover School District Monthly Financial Report

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

FROM: Michael Limanni, CFO

DATE: January 9, 2026

RE: Condition of *School* Accounts

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

Business Office Update:

Of the \$4,097,456 in budget remaining, the following cost expectations that are not reflected in the reported year-to-date (YTD) transactions or encumbrances:

GF - Budget Balance - 01.09.26	\$	4,097,456
(-) Debt and Fund Transfers	\$	(1,995,571)
(-) Continued Cost of Substitutes	\$	(261,976)
(-) Estimated Continued Professional & Staff Dev	\$	(294,742)
(-) Additional IT Services	\$	(34,800)
(-) Severances	\$	(138,605)
(-) Cost of SROs	\$	(108,000)
(-) Dues & Fees	\$	(45,006)
(-) New & Replacement Furniture & Equipment	\$	(285,053)
(-) Supplies, Books, Software	\$	(667,041)
(-) SchoolCare Assessment	\$	(1,697,940)
Estimated Final Fund Balance:	\$	(1,431,277)

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 \$1,431,277 with our student services programs now exceeding their budget by \$617,831.54.

\$ (320,812.45)	Function 1200 Special Education
\$ 195,821.74	Functions 2140-2190 Specific Student Services (OT, PT, Speech, etc.)
<u>\$ (492,840.83)</u>	Function 2722 SPED Transportation
\$ (617,831.54)	

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

DOVER SCHOOL DISTRICT
Condition of Accounts - December 2025

DISTRICT-WIDE Expenditures						
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 28,288,837	\$ 10,910,484	\$ 17,378,353	\$ 16,278,026	\$ 1,100,327
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,505,598	\$ 9,237,933	\$ 12,267,665	\$ 12,588,478	\$ (320,812)
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 1,281,777	\$ 1,907,822	\$ 1,796,734	\$ 111,087
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 350,176	\$ 464,854	\$ 402,558	\$ 62,297
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 147,951	\$ 137,495	\$ 137,021	\$ 474
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 2,318,274	\$ 3,781,562	\$ 3,501,242	\$ 280,320
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,929	\$ 910,364	\$ 1,360,565	\$ 1,021,599	\$ 338,967
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 1,139,108	\$ 915,338	\$ 651,210	\$ 264,127
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 1,837,943	\$ 1,850,125	\$ 1,739,758	\$ 110,367
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 3,015,718	\$ 3,549,062	\$ 3,087,500	\$ 461,562
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 2,338,088	\$ 3,574,339	\$ 3,774,796	\$ (200,457)
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 1,454,456	\$ 703,277	\$ 605,305	\$ 97,972
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	\$ 137,342	\$ 5,991,082	\$ 6,222,124	\$ (231,043)
TOTAL GENERAL FUND EXPENDITURES:		\$ 90,989,019	\$ 35,085,213	\$ 55,903,806	\$ 51,806,351	\$ 4,097,456
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,838,238	\$ 557,539	\$ 1,280,699	\$ 1,002,003	\$ 278,696
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 5,359,665	\$ 1,905,486	\$ 3,454,178	\$ 1,355,393	\$ 2,098,785
Summarized Condition of District Expenditures:		\$ 98,186,922	\$ 37,548,238	\$ 60,638,684	\$ 54,163,747	\$ 6,474,937

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	\$ 245,250	\$ 245,250	\$ -	\$ 245,250
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	\$ 12,305	\$ 17,695	\$ -	\$ 17,695
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 61,755	\$ 42,245	\$ -	\$ 42,245
01980.3599	MISC REVENUE	\$ -	\$ 821	\$ (821)	\$ -	\$ (821)
01990.3599	OTHER LOCAL REVENUE DW	\$ 10,000	\$ 299	\$ 9,701	\$ -	\$ 9,701
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,119,494	\$ 4,047,798	\$ 6,071,696	\$ -	\$ 6,071,696
03210.3700	SCHOOL BUILDING AID	\$ 368,722	\$ 184,360	\$ 184,362	\$ -	\$ 184,362
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,986,579	\$ 55,833	\$ 1,930,746	\$ -	\$ 1,930,746
03241.3700	CTE TUITION AID	\$ 465,000	\$ 479,504	\$ (14,504)	\$ -	\$ (14,504)
03242.3700	CTE TRANSPORTATION AID	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500
03290.3700	OTHER RESTRICTED STATE AID	\$ 21,797	\$ -	\$ 21,797	\$ -	\$ 21,797
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	\$ 49,982	\$ 200,018	\$ -	\$ 200,018
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 20,245,801	\$ 5,570,117	\$ 14,675,684	\$ -	\$ 14,675,684
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,838,238	\$ 529,619	\$ 1,308,619	\$ -	\$ 1,308,619
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 5,258,277	\$ 1,380,957	\$ 3,877,320	\$ -	\$ 3,877,320
Summarized Condition of District Revenue:		\$ 27,342,316	\$ 7,480,692	\$ 19,861,624	\$ -	\$ 19,861,624

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,245,801	\$ 5,570,117
State Wide Property Tax:	\$ 7,348,968	\$ 6,937,255
Local Property Tax:	\$ 63,394,250	\$ 57,034,234
*TOTAL GF Revenue:	\$ 90,989,019	\$ 69,541,606
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (86,891,563)
Ending GF Fund Balance:	\$ (0)	\$ (17,349,957)
TOTAL FS Revenue:	\$ 1,838,238	\$ 529,619
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,559,542)
Ending FS Fund Balance:	\$ -	\$ (1,029,923)
TOTAL Other SR Fund Revenue:	\$ 5,258,277	\$ 1,380,957
TOTAL Other SR Fund Expenditures:	\$ (5,359,665)	\$ (3,260,880)
Ending Grant Fund Balance:	\$ (101,388)	\$ (1,879,923)

DOVER SCHOOL DISTRICT	POLICY CODE: GBEBB
DATE OF ADOPTION: MAY 8, 2017	PAGE 1 OF 4

FIRST READING – REVISED POLICY

STAFF CONDUCT WITH STUDENTS- EMPLOYEE-STUDENT RELATIONS

~~The Dover School Board expects all staff members, including teachers, coaches, counselors, administrators and others, to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers (including, but not limited to; coaches, volunteers, chaperones, and other individuals who have been entrusted with the care and safety of students).~~

~~The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between staff and students in an educational setting; and consistent with the educational mission of the schools. The staff in our schools are the key to securing a safe, responsive school environment. Educators, as part of their Code of Ethics and their professional responsibilities, must not only respond effectively, quickly, and consistently to incidents of bullying students, they must model the types of interactions that are appropriate.~~

Prohibited Conduct

~~Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:~~

- ~~• Behavior that intentionally exposes a student to embarrassment, disparagement, intimidation or retaliation. Staff bullying violates the Code of Ethics of the Profession (NEA Code of Ethics; Statement 5, Principle 1);~~
- ~~• Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;~~
- ~~• Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;~~
- ~~• For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance.~~
- ~~• Sexual banter, allusions, jokes or innuendos with students;~~
- ~~• Asking a student to keep a secret;~~
- ~~• Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;~~
- ~~• Addressing students with terms of endearment, pet names or otherwise in an overly familiar manner; and~~
- ~~• Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.~~

~~Before engaging in the following activities, staff members will review the activity with their building principal or supervisor, as appropriate:~~

- ~~• Being alone with individual students out of public view;~~

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- ~~Driving students home or to other locations;~~
- ~~Inviting or allowing students to visit the staff member's home;~~
- ~~Visiting a student's home, unless on official school business;~~
- ~~Maintaining personal contact with a student outside of school by telephone or text messaging, computer (such as e-mail, Instant Messenger, social networking sites), or letters (beyond homework or other legitimate school business);~~
- ~~Exchanging personal gifts (beyond the customary student teacher gifts); and/or~~
- ~~Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events except as participants in organized community activities.~~

~~Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure about whether particular conduct may constitute a violation of this policy.~~

Student Safety

~~It is expected that any staff member who has a student in their charge will be responsible for that student from the time in which the student is released to the care of the staff member until such time as the student is returned to their next destination and designated supervision. It should not be expected that other staff members will accept that responsibility without the express approval of an administrator. In other words, staff members are "on duty" from the time they accept responsibility for a student until that student is returned to their next destination and designated supervision.~~

Reporting Violations

~~Students and/or their parents/guardians are strongly encouraged to notify the principal [or other appropriate administrator] if they believe that a teacher or other staff member may be engaging in conduct that violates this policy.~~

~~Staff members are required to notify promptly the appropriate building administrator or superintendent if they become aware of a situation that may constitute a violation of this policy.~~

Disciplinary Action

~~Staff violations of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in a referral to the Department of Health and Human Services and/or law enforcement in accordance with board's policy.~~

Policy to be Included in Handbooks [or disseminated by other means]

~~This policy shall be included in all employee, student and volunteer handbooks. All employees, volunteers and coaches shall sign that they received and agree to comply with this policy.~~

~~Cross Reference: ACAA Harassment and Sexual Harassment of Students
JLF Report Child Abuse and Neglect~~

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Staff members are expected to maintain courteous and professional relationships with students and maintain an atmosphere conducive to learning through consistently and fairly applied discipline and established professional boundaries.

For purposes of this policy, "staff member" and "staff" includes every person identified as a "covered individual" under Board policy GBCD, i.e., employee, stipend position (e.g., coach, trainer, drama coach, etc.), designated volunteer (whether direct or through a volunteer organization), or any contractor or person working on behalf of a contractor when the contractor provides services directly to students of the district.

A. Prohibited Interactions.

The Board understands that staff may interact with and have activities, friendships or natural relationships with students or the families of students outside of school. This Policy is not intended to prohibit such interactions, provided that appropriate limits are maintained.

The below types of interactions with district students are prohibited unless necessary to serve an educational or health-related purpose. Note that many of the interactions listed are also prohibited under other policies or laws (harassment, abuse/neglect, Code of Conduct for NH Educators, etc.), and this policy in no way limits the application of those policies or laws, including any reporting requirements.

1. Staff members shall not make derogatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged. Gift giving is prohibited when the gift is of more than de minimis value or is directed to an individual student.
3. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
4. Staff members shall not associate with students in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
5. Dating between staff members and students is prohibited.
6. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
7. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
8. Staff members shall not send students on personal errands.
9. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.

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10. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
11. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.
12. Staff members should be aware and consider the appearance of impropriety in their conduct with students, particularly when alone in a room with a student with a closed or locked door.
13. Staff members are strongly discouraged from socializing with students outside of school on social networking websites.
14. Unless following a published district emergency health or medical emergency protocol or policy, staff shall not accompany or transport a minor to any medical appointment, mental health appointment or visit that includes any type of mental health evaluation, treatment, or counseling, or any other health-related appointment or visit, without the knowledge and approval of the minor's parent or guardian.

B. Violations and Reporting Violations.

Staff members who violate this policy may face disciplinary measures, up to and including termination, consistent with state law and applicable provisions of a collective bargaining agreement.

Any employee who witnesses or learns of any of the above behaviors shall report it to the building principal or superintendent immediately.

Additionally, if the alleged violation of the above would also constitute a violation of the Code of Conduct for New Hampshire Educators, and the reporting employee is also a credential holder, then the credential holder must also make such reports as are required by the Code of Conduct and Board policy GBEAB.

Additional reporting is required if the conduct constitutes abuse or neglect prohibited by RSA 169-C (see Board policy JLF), or is required under some other Board policy, statute or regulation.

C. Dissemination of Policy.

The superintendent shall ensure that all staff members are provided a copy of this policy each year by way of handbooks, or other appropriate means.

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FIRST READING – REVISED POLICY

CLASS SIZES AND STUDENT-EDUCATOR RATIOS

~~The District will adhere to all state laws and regulations pertaining to class size. In the event of scheduling conflicts, staffing shortages, space limitations, fiscal limitations, or other issues that prevent a classroom from adhering class size regulations, the Superintendent or designee will contact the New Hampshire Department of Education and seek alternative compliance allowances through the applicable State procedures.~~

~~For kindergarten through grade two (K-2), the District will strive to achieve a class size of no more than 20 students or fewer per teacher. For grades three through five (3-5), the District will strive to achieve a class size of no more than 25 students per teacher. In the middle and high schools, the District will strive to achieve a class size of no more than 25 students per teacher.~~

Smaller classes foster better educator-student interaction, improving academic achievement and social development. Maintaining balanced ratios enhances the opportunity for all students to access quality learning. The below class sizes promote optimal learning environments, reduce overcrowding, and support the district's educators in delivering tailored, high-quality instruction to diverse student populations.

For the purposes of this policy, "Educator" is defined as a teacher or non-special education certified paraprofessional.

A. Student-Educator Ratios/Class Size Limits: To successfully carry out its educational programming and instructional needs, the School Board establishes the following student-educator limitations for each class:

- 1. Kindergarten - Grade 2: Maximum class size is limited to 25 students per educator. However, it is the policy of the School Board that class sizes for Kindergarten through grade 2 should, whenever possible, be limited to 20 students or fewer per educator.**
- 2. Grade 3 - Grade 5: Maximum class size is limited to 30 students per educator. However, it is the policy of the School Board that class sizes for grades 3 through 5 should, whenever possible, be limited to 25 students or fewer per educator.**
- 3. Middle School - High School: Maximum class size is limited to 30 students per educator. However, it is the policy of the School Board that middle school and high school class sizes should, whenever possible, be limited to 25 students or fewer per educator.**

B. Exceptions: The student-educator ratios and class size limits above may be exceeded in the following circumstances:

- a. Study halls,**
- b. Band classes,**
- c. Choir classes,**
- d. Large group instruction (including, but not limited to, lectures, and showings of educational television and films), and**

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- e. Laboratory classes (including science and CTE programs), the maximum class size shall be determined by the number of workstations available, alongside the size and design of the classroom.

NH Statutes

RSA 21-N:8-d, I (c)

NH Dept of Ed Regulation

N.H. Code Admin. Rules Ed 306.12

N.H. Code Admin. Rules Ed 306.14

Description

[Recruitment of Educators in New Hampshire](#)

Description

[Provision of Staff and Staff Qualifications](#)

[Class Size](#)

Legal References

~~Rules: 306.17~~

Policy History:

Adopted May 12, 2014

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FIRST READING – REVISED POLICY

HOMEWORK

Homework ~~can be~~ is a constructive tool in the teaching/learning process when geared to the needs, and abilities, ~~and age~~ of students. Purposeful assignments not only enhance student achievement but may also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

~~Teachers may give purposeful and meaningful homework to students to aid in the student's educational development. If homework is to be assigned by teachers as part of a student's grade, the teacher will explain to students how such homework assignments relate to the teacher's grading system. Homework should be an extension of a classroom experience and will not be assigned for disciplinary purposes.~~

Prior to the assignment of any homework, the assigning teacher will provide a written "class homework policy" in accordance with building student handbooks describing how homework assignments may be accessed, how homework will be assessed or graded, and whether and how homework assignments will relate to the overall class grade. The class homework policy is to be clearly communicated and made accessible to both students and their parents/guardians. If any changes are made to the initial class homework policy, the teacher shall provide a written summary of the revised standards to students and parents/guardians. In no case, however, may revised class homework policy standards apply to previous homework assignments if the effect would negatively impact a student's overall grade.

For homework accessibility, teachers are encouraged to use online learning management systems/parent/guardian portals when available to communicate homework assignments. Also, without limiting a teacher's own methods for assessment and grading of homework, common objectives or elements for assessment might include accuracy, timeliness, effort, and demonstration of understanding and achievement of related competencies.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(b), Policy on Homework

Policy History;

Adopted December 11, 2017

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FIRST READING – REVISED POLICY

CHANGE OF CLASS OR SCHOOL ASSIGNMENT BEST INTERESTS AND MANIFEST HARDSHIP

The superintendent is charged with assigning students of the district to schools and classes consistent with Board policies and procedures. New Hampshire RSA 193:3 recognizes that there are limited instances when the class or school to which a student might be assigned under a district's ordinary assignment policies and procedures might not be in that student's best interests, or other factors might exist under which create a manifest educational hardship upon the student such that a change (referred to in this policy as "reassignment") in the student's class or school assignment is warranted. The Board has adopted this policy consistent with RSA 193:3 and to provide procedures for parents/guardians to follow when they believe a reassignment is appropriate. Under specified conditions and procedures as set forth below, reassignment may be made to another public school, public academy or "approved private school" within or outside the district.

As used in this policy, "approved private school" means a school that has been approved and contracted by the School Board to provide a student or students with the opportunity to acquire an adequate education (see RSA 193:3, VII). The term also includes schools that the Board has "approved as a school tuition program." (See NH Dept. of Education Rule Ed 307.01(a).

A. Best Interest Re-Assignment – Determination by Superintendent.

~~Consistent with RSA 193:3, I, and subject to the provisions below, the superintendent is authorized to reassign a student residing in the district to another class within the school, (if applicable) to another public school within the district, to another public school, public academy, or approved private school within the district, or to another public school, public academy, or approved private school in another district.~~

~~Authorization granted to the superintendent to make reassignments under this policy applies only after application is made by the parent/guardian of the student or with the parent/guardian's consent, and upon a finding by the superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic, physical, personal, or social needs.~~

~~This policy, however, does not limit the superintendent's discretion to make other in-district assignments consistent with applicable Board policies and administrative rules.~~

1. Procedure:

- ~~a. In order to initiate consideration of a reassignment based upon the child's best interests, the parent/guardian shall submit to the superintendent a written request stating why and/or how the child's best interests warrant reassignment. In order to facilitate a determination, such application may also include any additional information described in Number 4 below. The written request should be mailed or delivered to the SAU office or emailed to the superintendent at the email address provided on the district's website.~~

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- ~~b. Upon such request, the superintendent shall schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the request.~~
- ~~c. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to another class/grade within the same school, (if applicable) to another public school, public academy, or an approved private school within the district or to a public school, public academy, or an approved private school in another district.~~
- ~~d. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent's/guardian's belief that reassignment is in the best interest of the student.~~
- ~~e. The superintendent may present such information as they deem appropriate.~~
- ~~f. In determining whether reassignment is in the student's best interest the superintendent shall consider the student's academic, physical, personal, or social needs.~~

2. Finding Reassignment Is or Is Not in the Best Interest.

- ~~a. Within five school days of the reassignment meeting, the superintendent shall deliver to the parent/guardian a written determination as to whether or not reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).~~
- ~~b. If the superintendent finds it is in the best interest of the student to change the student's school or assignment, the superintendent shall initiate:

 - ~~i. A change of assignment within the student's current assigned school;~~
 - ~~ii. The student's transfer to another public school, public academy, or an approved private school within the district of residence; or~~
 - ~~iii. The student's transfer to a public school, public academy, or an approved private school in another district.~~~~
- ~~c. If the superintendent does not find that it is in the best interest of the student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.~~

3. Tuition Determination.

- ~~a. Assignment to Another School District or Public Academy. If a student is to be reassigned to another public school in another school district or approved public academy as a result of a best interest determination, the superintendent shall work with the superintendent or administrator of the receiving school district/approved school to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the superintendent has made a finding that it is in the best interest of the student to be~~

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reassigned, then the School Board shall approve the tuition payment consistent with the Board's ordinary manifest hardship approval procedures.

- b. ~~Assignment to an Approved Private School.~~ If the student is reassigned to an approved private school as a result of a best interest determination, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the school district in which the student resides. The superintendent shall consult with counsel regarding tuition obligations in such an instance.

The superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

4. ~~Transportation.~~ Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian.
5. ~~Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I.~~ It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this district under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).
6. ~~Other In-District Assignments.~~ Nothing in this policy is intended to limit authority otherwise extended to the superintendent to make assignments or reassignments according to the policies, regulations, and ordinary practices of the district.
7. ~~Review/Appeal of Decision.~~ The decision of the superintendent shall be final, and any appeal shall be limited to the process set forth in Section B, below.
8. ~~Annual Review of Decision.~~ A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the superintendent may, at their discretion, waive the review when they deem such to be appropriate.

A. Best Interest Re-Assignment – Determination by Superintendent.

Consistent with RSA 193:3, I, and subject to the provisions below, the superintendent is authorized to reassign a student residing in the district to another public school, public academy or approved private school within the district, or to another public school, public academy, or approved private school in another district.

This policy, however, does not limit the superintendent's discretion to make other in-district assignments consistent with applicable Board policies and administrative rules.

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1. Procedure for Best Interest Assignments to a School/Academy Within the District.

- a. Request for Change of Assignment Within District. In order to initiate consideration of a reassignment within the current school, or to a public school, public academy or approved private school within the district, the parent/guardian shall submit to the superintendent a written request indicating the specific school requested. The parent/guardian is encouraged, but not required, to provide information as to how the child's interests are served by the change in assignment.

NOTE: The request by the parent/guardian should be delivered to the superintendent no later than July 1. Requests following that date may require a meeting with the superintendent and may require the parent/guardian to provide relevant evidence supporting the parent/guardian's belief that it is in the best interest of the student to change the current assignment.

- b. Reassignment Determination. In determining whether to grant a request to change a student's current assignment within the current school or to another public school/academy or approved private school within the district, the superintendent will only consider whether the school has the ability to accommodate the student based upon "existing school capacity." For purposes of determining existing school capacity, the superintendent will consider the district's Board policy IIB, the Program Capacity Guideline for that school year, and shall consult with the Student Services Director for special considerations relating to the student's educational program.

If the superintendent determines that the requested school within the district does not have the ability/capacity to accommodate the student and therefore denies the request, the superintendent will give written notice to the parent/guardian with the reason the request was denied. The parent/guardian is encouraged to provide a supplemental written statement to the superintendent with any additional information that the parent/guardian believes is relevant to the initial request. The superintendent will review the additional information and inform the parent/guardian of the decision within 5 school days.

If the superintendent grants the request to change the student's school or assignment, the superintendent shall initiate the student's transfer within the current school, or to the other school/academy within the district.

If the superintendent does not find that it is in the best interest and does not approve the request to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy.

2. Procedures for Best Interest Assignments to a School Outside the District.

A change in assignment to a school/academy outside of the district under this section requires a finding by the superintendent that reassignment is in the student's best interests, after taking into consideration the student's academic,

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physical, personal, or social needs (Note: if the public school/academy is an open enrollment school, the parent/guardian need not use this process).

a. Change of Assignment Request. In order to initiate consideration of a reassignment to a public school, a public academy or approved private school outside of the district ("school outside the district") based upon the child's best interests, the parent/guardian shall submit to the superintendent a written request stating why and/or how the child's best interests warrant the change. To facilitate a determination, such application should also include any additional information described in paragraph A.1.a.iii, below. The written request should be mailed or hand-delivered to the SAU office or emailed to the superintendent at the email address provided on the district's website.

b. Reassignment Meeting and Review of Request.

i. Upon receiving a request to change assignment to a school outside the district, the superintendent will schedule a meeting (the "reassignment meeting") with the parent/guardian, to be held within 10 days of receiving the written request.

ii. Prior to or at the reassignment meeting, the parent/guardian shall make a specific request that the student be re-assigned to a specific school outside the district.

iii. At the reassignment meeting, the parent/guardian may present documents, witnesses, or other relevant evidence supporting the parent/guardian's belief that reassignment is in the best interest of the student.

iv. The superintendent may present such information as they deem appropriate.

v. In determining whether reassignment is in the student's best interest, the superintendent shall consider the student's academic, physical, personal, or social needs.

c. Determination Whether Reassignment is in Best Interest.

Within five school days of the reassignment meeting, the superintendent shall deliver to the parent/guardian a written determination whether reassignment is in the child's best interest. Delivery of the written determination should be done in a manner to produce evidence of the delivery (e.g., courier, email, fax).

i. *Finding that Change is in Student's Best Interest.* If the superintendent finds it is in the best interest of the student to change the student's school or assignment, the superintendent shall initiate the process to implement the student's transfer to a school outside the district (requires agreement of the other school/district).

ii. *No Finding that Change is in Student's Best Interest.* If the superintendent does not find that it is in the best interest of the

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student to change the student's school or assignment, the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship as provided in Section B of this policy. The superintendent shall assure that the reassignment approval is placed on the agenda for the next regularly scheduled Board meeting.

3. Tuition Determination.

- a. *Public Academy Within the District.* A student whose assignment is changed to a public academy within the district, then tuition will be based upon outstanding agreements between the district and the public academy.
- b. *Public School or Academy Outside the District.* If a student is to be reassigned to a public school or academy in another school district following a best interest determination, the superintendent shall work with the superintendent or senior education official of the receiving school district/academy to establish a tuition rate for such student. Pursuant to RSA 193:3, I(g), if the superintendent has made a finding that it is in the best interest of the student to be reassigned, then the School Board shall approve the tuition payment; such approval shall be consistent with the Board's ordinary manifest approval procedures.
- c. *Approved Private School Either Within or Outside of the District.* If the student is reassigned to an approved private school under this policy, that school may charge tuition to the parent/guardian or may enter into an agreement for payment of tuition with the district in which the student resides. The superintendent shall consult with counsel regarding tuition obligations in such an instance. Any such Agreement shall be subject to approval by the School Board on behalf of the district and shall be at the sole discretion of the School Board with due consideration given to the fiscal impact of such approval of the district, and shall not be granted if, in the opinion of the School Board, there are other viable public school options for reassignment.

The superintendent shall assure that the reassignment to an approved private school is placed on the agenda for the next regularly scheduled Board meeting.

- d. *Tuition for Students Reassigned by Other Districts Pursuant to RSA 193:3, I.* It is the general policy of the Board that the tuition amount to be charged to another district for any student reassigned by that district to a school within this district under the best interest standard of 193:3, I, shall be the lesser of the tuition charged for non-residential students under Board policy JFAB or as computed under the formula set out in RSA 193:4. The superintendent, however, is authorized to reduce the tuition amount below those thresholds or for other good cause shown (e.g., reciprocal assignments between the two districts).
4. Transportation. Transportation for a student reassigned to a school in another district under this Section A (best interest) shall be the responsibility of the parent/guardian. Transportation within the district will be consistent with the

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transportation policies of the district for the public, charter and private schools located within the district.

5. Annual Review of Decision. A reassignment on the basis of best interest of the student shall be limited to no longer than the end of the ensuing school year, and shall be subject to review by the superintendent prior to any subsequent school year to determine that the reassignment remains in the best interest of the student, with the understanding that the superintendent may, at their discretion waive the review when they deem such to be appropriate.
6. Review/Appeal of Decision. The decision of the superintendent relative to best interest reassignments shall be final and any appeal shall be limited to the process set forth in Section B, below.

B. Manifest Educational Hardship – Determination by School Board and Appeal to State Board.

If, after following the procedure outlined in Section A of this policy, the superintendent did not find that it was in the best interest of the student to reassign the student as requested by the student's parent/guardian, then the parent/guardian may request a hearing before the School Board to determine if the student is experiencing a manifest educational hardship.

1. "Manifest Educational Hardship" Defined. As provided in RSA 193:3, II (a), "manifest educational hardship" means that a student has a documented hardship in their current educational placement; and that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being. Such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability of the student to receive an education.
2. Procedure for Determination of Manifest Educational Hardship.
 - a. Within thirty (30) days after receipt of the superintendent's written determination ~~describing that reassignment is not in a student's best interest as described in paragraph A.2. a & c~~ **denying a request for change of assignment as described in Section A,** above, the parent/guardian requesting a manifest educational hardship hearing shall submit a written application to the superintendent detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship.
 - b. The superintendent shall duly notify the School Board that the parent/guardian has requested a manifest educational hardship hearing, upon which the School Board shall schedule a hearing to be held no more than 15 days after the request has been received by the superintendent. The Board shall provide at least two full days' notice of the hearing. The Board will conduct the hearing in non-public session, unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c). **The hearing will be held following the procedures set forth under NH Dept. of Education rules Ed 204.01, and Ed 307.01(f).**
 - c. Prior to or at such hearing, the parent/guardian shall provide to the superintendent a specific request in writing that the student (if applicable) attend another public school, public academy, or approved private school in the district, or attend a public school,

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public academy, or approved private school in another school district. The superintendent shall provide such request to the School Board at the hearing. Although not required, the parent/guardian may include this request as part of the original hearing request.

- d. At such hearing, the parent/guardian may present documents, witnesses, or other relevant evidence supporting their belief that the student is experiencing a manifest educational hardship. The superintendent may present such information as they may deem appropriate to assist the School Board in reaching its decision. The parties (or their appointed designee) shall have the right to examine all evidence and witnesses. The formal rules of evidence shall not apply. The superintendent will ~~assure~~ **provide** the means for the Board to establish an adequate record of the hearing.
 - e. The parent/guardian shall have the burden of establishing the presence of a manifest educational hardship by clear and convincing evidence, which means that the evidence is highly and substantially more likely to be true than untrue, and the Board must be convinced that the contention is highly probable.
 - f. The Board will render its decision in writing within seven (7) days after the hearing and will forward its written decision to the parent/guardian via means producing proof of delivery (e.g., courier, email, etc.). The decision will conform to the requirements of New Hampshire Department of Education Rule Ed 320(c)-(e). **204.01(d) and (e)**.
3. **Finding of Manifest Educational Hardship.** If the School Board finds that the student has a manifest educational hardship, the School Board shall grant the parent/guardian's request to reassign the student (if applicable) to another public school, public academy, or approved private school in the district, or to a public school, public academy, or approved private school in another district.
 4. **Finding that Manifest Educational Hardship Was Not Established – Appeal to the New Hampshire State Board of Education.** If the School Board finds that the parent/guardian has not met their burden of proof, the parent/guardian may appeal the local Board decision to the New Hampshire State Board of Education ("SBOE"), within thirty (30) days of receipt of the Board's written decision in accordance with New Hampshire Department of Ed. Rule Ed. ~~2004(g)~~ **204.01(g)**. If a parent/guardian believes that denial of a re-assignment under this policy is based upon the child's disability, the parent/guardian may appeal to the SBOE or file a complaint with the N.H. Human Rights Commission under RSA 354-A:28.
 5. **Tuition for Students Reassigned Upon Finding of Manifest Educational Hardship.** If, after a finding of a manifest educational hardship - by either the School Board or the State Board - a student of the district is assigned to attend a public school or public academy in another district, or a student from another district is assigned to a school in this district, the district in which the student resides shall pay tuition to the district to which the child is reassigned.

Such tuition shall be computed according to RSA 193:4. The School Board of the district in which the student resides shall approve the tuition payment consistent with its ordinary manifest approval process.

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6. Transportation: Transportation for a student reassigned to a school in another district under this Section B (manifest educational hardship) shall not be the responsibility of the district unless otherwise ordered by the SBOE.
7. Annual Review of Manifest Hardship Determination. A reassignment on the basis of manifest educational hardship shall be limited to no longer than the end of the ensuing school year and shall be subject to review by the School Board prior to any subsequent school year to determine that the manifest educational hardship still exists, with the understanding that the Board may, at its discretion, waive the review when it deems such to be appropriate.

C. Admission Requirements. Students reassigned under this Policy shall meet the admission requirements of the school to which the student is to be reassigned.

D. Statutory Reassignment Limit. Pursuant to RSA 193:3, III-a(d), tThe total reassignments or transfers made under this policy in any one school year will not exceed one (1) percent of the average daily membership in residence of a school district, or five (5) percent of the average daily membership in residence of any single school, whichever is greater, unless the School Board votes to exceed this limit.

E. Count of Reassigned Pupils, Tuition Payment and Rate, and Transportation. Pupils reassigned under this policy will be counted in the average daily membership in residence ("ADMR") of a given pupil's resident school district. Said pupil's resident district will forward any tuition payment due to the district to which the pupil was assigned.

F. Notice to the Department of Education. The superintendent of the pupil's resident SAU will notify the Department of Education within thirty (30) days of any reassignment made under this policy.

G. Special Education Placements. A placement made relative to a student's special education needs and services shall not be deemed a change of school assignment for purposes of this section.

Policy History:

Adopted: November 8, 2021

Revised: December 11, 2023

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FIRST READING – REVISED POLICY

ASSIGNMENT OF STUDENTS TO CLASSES AND GRADE LEVELS

~~Students will be enrolled in grades and classes in which they can be expected to master established district instructional and learning objectives. All students who are included under the compulsory attendance law must be enrolled and required to attend all classes prescribed by the state and the district unless exempt by the school authorities.~~

~~Students will be placed in the grade level and class that best meets the student's academic needs, after consultation between the building principal and the student's parent/guardian.~~

~~Students transferring into the school district will be placed in the grade level and class that best meets the student's needs, after review of the records from the student's prior school, and after consultation between the building principal and the student's parents.~~

~~Students receiving special education services will be placed in accordance with applicable law.~~

~~The decision of the building principal regarding student placement may be appealed to the Superintendent, and then to the School Board. The School Board will give significant consideration to the principal's and Superintendent's recommended placement.~~

Legal References:

- ~~———— NH Code of Administrative Rules, Section Ed [302.02\(l\)](#), Duties of Superintendent~~
- ~~———— NH Code of Administrative Rules, Section Ed [306.14\(a\)](#), Instructional Program;~~
- ~~———— Appropriate Assignment of All Incoming Students~~

Student placement and assignment decisions prioritize academic growth, emotional well-being, and skill development. Assignments endeavor to place students where they are most likely to succeed in the school's instructional program and achieve identified competencies. Thoughtful placement fosters confidence, engagement, and social interaction, enhancing learning outcomes. By considering competencies and developmental needs, schools create environments where students thrive academically while building resilience, collaboration, and critical-thinking skills essential for lifelong success.

Grades K-8

Students will be placed in the grade, learning level and class that best meets the student's academic and emotional needs, after consultation between the building principal or designee and the student's parent/guardian. Grade and learning promotion and retention determinations are made according to Board policies IKE and JEB.

For students transferring into grades K-8, the district will place the student in the grade level and class that best meets the student's needs, after review of the records from the student's prior school, and consultation between the building principal and the student's parents/guardians, with assessment testing as necessary.

A parent/guardian who disagrees with the principal's decision may request review by the superintendent. The decision of the building principal regarding student placement may

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be appealed to the superintendent, and then to the School Board. The School Board will give significant consideration to the principal's and superintendent's recommended placement.

High School

High school students are assigned in accordance with Board policy IK for information regarding required competencies/credits, placement, transfer of credits, and learning opportunities.

*Policy History
Adopted May 12, 2014*

DOVER SCHOOL DISTRICT	POLICY CODE: JLCJA
DATE OF ADOPTION: MARCH 10, 2025	PAGE 1 OF 3

FIRST READING – REVISED POLICY

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

A. Creation of Plan.

The Superintendent or designee in consultation with each building principal, the athletic director, district athletic trainer(s) and school nurse(s), shall maintain a "Sports Injury Emergency Action Plan" (at times referred to in this policy as the "Plan") for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

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

B. Dissemination of Sports Injury Emergency Action Plan.

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

C. Additional Written Protocols and Procedures Required.

No later than August 1, 2022, the superintendent or designee in consultation with each building principal, the athletic director, district athletic trainer(s) and school nurse(s), shall maintain written procedures and protocols as described below:

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

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

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

D. Annual Review and Update.

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

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

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

Policy History:

Adopted November 8, 2021

Revised March 10, 2025

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SECOND 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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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

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

SECOND 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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"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

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SECOND 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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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

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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

SECOND 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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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, 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

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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

SECOND 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

SECOND 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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DATE OF ADOPTION: DECEMBER 12, 2022	PAGE 3 OF 3

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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DATE OF ADOPTION: DECEMBER 13, 2021	PAGE 1 OF 2

SECOND 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

SECOND 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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DATE OF ADOPTION: JUNE 14, 2021	PAGE 2 OF 3

- 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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SECOND 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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DATE OF ADOPTION:	PAGE 1 OF 1

SECOND 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*



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

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Dear Dover School Board Members,

Dover High School and Regional Career Technical Center would like to request Thursday June 4, 2026 as the graduation date for the Class of 2026. The event will be held at the Whittemore Center on the campus of the University of New Hampshire. Preparations have begun and everyone is looking forward to the culminating event of our student's careers at Dover High School.

Sincerely,

Peter Driscoll
Dover High School Principal

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Freshman Program of Studies Updates and Edits

Page Number	Current Reading	Change
2		Added: PLEASE NOTE: Descriptions of courses in this catalog do not constitute a guarantee that all courses will be taught during the coming school year. Course offerings are contingent upon enrollment requests and scheduling feasibility. Elective courses may be offered on a semester or annual basis depending on student enrollment. Dover High School reserves the right to cancel any class due to under-enrollment, scheduling issues, or budgetary constraints.
3& 4	Updated Names: Linda Madden , Dean of Student Services Meredith Lapoint , Dean of Students Valerie West , Dean of Instruction	Robin Lyndes , Dean of Student Services Patrick Colonna , Dean of Students Meredith Lapoint , Dean of Instruction
6	At Dover High School, students are required to earn a minimum of 26 credits to be awarded a Dover High School diploma. Dover High School will award a Diploma of Distinction to students who earn a total of no less than 28 credits with a cumulative GPA of 3.0 or above.	Added new language to reflect ED306 competency requirements: At Dover High School, students are required to earn a minimum of 26 credits to be awarded a Dover High School diploma. Dover High School will award a Diploma of Distinction to students who earn a total of no less than 28 credits with a cumulative GPA of 3.0 or above. Credit will be awarded by demonstrating competency through the completion of: a collection of evidence demonstrating a student's achievement of competencies, an assessment demonstrating achievement of competencies approved

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		by the local school district for a particular course, or an assessment approved by the department demonstrating achievement of competencies if the local school district has not developed an assessment. See chart HERE
6		Updated required Courses for Standard Diploma and Diploma of Distinction based on ED306 requirements. *For class of 2030, removed “Information and Communication technologies” requirement and replaced with “Digital Literacy”
7		Added section to highlight "minimum Required Credits for graduation" *Updated to reflect Ed.306.23. Added: Beginning with students entering high school in the 2026–2027 school year, a high school diploma will be awarded to students who demonstrate achievement of competencies as encompassed in at least 20 of the credits in the chart below. The minimum required credits listed below are embedded within the courses offered at Dover High School. These are the minimum credit requirements for high school graduation. Credits toward graduation are earned through the demonstration of competency. In addition, students shall engage with and apply English Language Arts and mathematics competencies during every year they are enrolled in high school. See minimum requirements chart HERE
9	<u>Suggested sequence of Courses</u>	*updated to reflect Ed.306.23. (h) “beginning in the 2026-2027 school year for those students entering high school, the following credits in Table 306-2 shall be the minimum required for high school graduation”: See chart here.

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9		Updated “suggested sequence of courses” to reflect ED306 requirements and where the competencies are embedded in DHS courses. See here Added “Advisory to include Digital Portfolio”
9	<u>Schedules and Class Standing:</u> Freshmen are expected to be in school for the full school day and be enrolled in seven classes per semester. They may take a maximum of one study hall per semester. Students may not register for more than 7.0 credits per year at initial course registration unless lagging on graduation required credits. Students choosing to add additional electives to fill study hall slots will be given this opportunity at add/drop. Freshmen must earn a minimum of six credits to be a member of the sophomore during their second year of high school.	Updated to reflect ED 306 language (including VLACS and other learning opportunities): Freshman, Sophomores and Juniors are expected to be in school for the full school day and be enrolled in seven credits per year. Freshman may take a maximum of one study hall per semester. Students must be enrolled in a minimum of 4 credits at Dover High School and may supplement approved outside learning opportunities (i.e. VLACS) to meet their yearly credit requirement to maintain full-time student status (7 credits for freshmen, sophomores, and juniors, and a minimum of 6 credits for seniors). A study hall will be added to the student's schedule each semester as their course plan allows. Student athletes must be aware that decisions to reduce their course load may make them ineligible to participate. Questions about eligibility should be discussed with the Athletic Director. Students must earn a minimum of six credits to be a sophomore, twelve credits to be a junior, and eighteen credits to be a senior. If students are on the 20-credit diploma track, they must earn a minimum of five credits to be a sophomore, nine credits to be a junior, and twelve credits to be a senior.
9	<u>Involvement</u>	Updated link for clubs/activities based on 25-26 staff feedback.
10		• Added Flex and Advisory Program language. • Added “Portrait of a Learner and Digital Literacy” to outline

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		the digital literacy requirement of the digital portfolio that is organized around the Dover School District Portrait of a Learner attributes. • This includes the awarding of .25 credit at the end of sophomore year and .25 credit at the end of senior year, upon completion of the portfolio and capstone. • See here for complete language
11	English Department: The English Department believes that every individual must have knowledge of the basic skills of reading, writing, speaking, listening, visual awareness, and research to communicate in everyday situations, to hold a job, and to promote his or her social and personal development. Additionally, every student should be introduced to the humanizing influences of literature. To this end, the department offers a sequential program of courses on various levels. While all levels emphasize the basic skills, each level provides a comprehensive program tailored to the differing needs of Dover High School students. Students must successfully complete at least one English credit during their senior year. Courses for which honors credit is awarded carry distinct expectations. Students can expect to write 3-4 essays per quarter that require synthesis of critical material from multiple sources. Reading material is challenging both in textual difficulty and in conceptual sophistication. The research component of these courses requires insightful, original thought substantiated by significant, documented evidence. Mastery of complex vocabulary is an important component of honors level work. Honors courses require an average of at least five hours of homework per week. An honors student is an independent learner who comes to class fully prepared to participate.	Updated with the assistance of AI to include the ED306 Competencies: The Dover High School English Department is committed to developing students who communicate effectively, think critically, and engage meaningfully with language and literature. The English program emphasizes reading, writing, speaking, listening, research, and visual literacy as essential skills for academic success, the workplace, and personal growth. Central to this work is exposure to literature that fosters empathy, reflection, and an understanding of diverse human experiences. In alignment with New Hampshire’s competency-based education framework, students demonstrate proficiency in listening and speaking purposefully, comprehending and analyzing literary and informational texts, producing clear written explanations, narratives, and logical arguments for varied audiences, and applying the conventions of standard English with accuracy and precision. These shared competencies form the foundation of all English courses, while allowing teachers professional discretion in text selection, instructional approaches, and assessment design to meet diverse learner needs. Courses are offered at different levels to provide appropriate challenge and support for students. College Preparatory (CP) courses emphasize proficiency and application of core competencies through critical reading, thesis-driven writing, research supported by

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	Courses for which college preparatory (CP) credit is awarded carry rigorous expectations. Reading material is challenging and requires critical thinking about connections between in-class materials and supplementary texts. The research component of these classes requires a thesis-driven argument substantiated by significant documented evidence. CP classes require up to three hours of homework each week. The CP learner possesses the ability to productively participate in an academic environment, and responsibly complete individual and group projects both in and outside of class.	documented evidence, and collaborative learning. Honors courses extend these same competencies through greater depth, complexity, independence, and sustained analysis, requiring students to synthesize ideas across multiple texts, engage in advanced research, and communicate with precision and sophistication. Through a balance of department-aligned competencies, instructional flexibility, and clearly defined expectations for course rigor, the English Department prepares students to apply their learning effectively in academic, professional, and real-world contexts.
11-12		Added ED306 English Competencies to English 9 course descriptions: <i>This course addresses NH Ed 306 English Language Arts competencies related to purposeful listening and speaking, comprehension and analysis of literary and informational texts, and the creation of written explanations, narratives, and logical arguments for a variety of audiences, with consistent application of the conventions of standard English. The course includes an embedded 0.5 credit in Writing, emphasizing the development of clear, coherent, and well-supported written communication.</i> • Listening and speaking thoughtfully and purposefully to understand others and convey meaning; • Comprehending, analyzing, and critiquing a variety of literary and informational texts; • Creating written explanations, narratives, and logical arguments that effectively convey ideas, analyses, and critiques encompassing broad topics suitable for a variety of audiences; and • Correctly using the conventions of standard English such as grammar, punctuation, spelling, capitalization, and word usage in all written work;

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13	English Electives	Added: ** Course offerings are contingent upon enrollment requests and scheduling feasibility. Elective courses may be offered on a semester or annual basis depending on student enrollment.
17	Math Classes: Technology is assuming an ever-increasing role in our society, both in the workplace and in everyday life. A thorough knowledge of mathematics is the foundation upon which much of this technology is built. Students need to have even stronger backgrounds in mathematics if they are to be prepared for the internationally- competitive jobs in the 21st Century. Thus, every student at Dover High School is encouraged to take all the mathematics courses he or she can possibly handle. The mathematics department will adopt the use of the Texas Instrument 83 plus (TI 83 plus) or TI-84 plus graphing calculator. Should a student wish to purchase a calculator, we encourage students to select one of these models. The homework expectations for math courses are as follows: Basic level math courses assign an average of one hour per week, CP level math courses assign two-three hours per week, and honors level math courses assign three-five hours per week.	Updated with the assistance of AI to include the ED306 Competencies: The Mathematics Department believes that a strong foundation in mathematics is essential for students to communicate, reason, and solve problems in everyday life, the workplace, and an increasingly technology-driven society. Mathematics provides the framework for students to develop both conceptual understanding and procedural fluency to be prepared for postsecondary study, careers, and informed citizenship in the 21st century. To this end, the department offers a sequential program of courses designed to meet diverse student needs while emphasizing core mathematical practices, including understanding number systems and computation, interpreting numerical and graphical data, analyzing geometric relationships, and reasoning logically to construct and evaluate mathematical arguments. Students are encouraged to challenge themselves by enrolling in the highest level of mathematics appropriate to their readiness and goals. Courses are differentiated by level to provide appropriate rigor and support for students. College Preparatory (CP) courses emphasize application, reasoning, and connections across topics. Honors

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		courses require a higher degree of independence, abstract reasoning, and depth of understanding. Through a balanced emphasis on department-aligned competencies, instructional flexibility, and clearly defined expectations, instruction supports conceptual understanding, procedural fluency, and real-world application while encouraging connections across mathematical ideas and disciplines.
18	College Prep Geometry course description: A Euclidean Geometry course that addresses primarily measurement of geometric figures at a traditional pace. The areas of focus include a review of solving one variable equations, logic and reasoning, measurement of angles and segments, congruence, similarity, transformations, polygons and circles, probability and surface area and volume. Additional topics include formal geometric proofs, right triangle trigonometry, and area of regular polygons. REQUIRED: Successful completion of CP Algebra I and teacher recommendation	Updated to reflect the ED306 Data Analysis requirement: Geometry is a Euclidean-based course taught at a traditional pace that focuses on geometric relationships, measurement, and mathematical reasoning. Students apply number sense and algebraic skills to analyze numerical and graphical representations and solve problems involving angles, congruence, similarity, transformations, polygons, circles, right triangle trigonometry, probability, and surface area and volume. Emphasis is placed on developing logical reasoning, problem-solving strategies, and introductory geometric proofs. REQUIRED: Successful completion of CP Algebra I and teacher recommendation.
18	Geometry Course Description: This is a course in Euclidean and Analytic Geometry in which students will learn to visualize, analyze, and reason formally at a rigorous pace. An emphasis is placed on the understanding and use of formal proofs. Students will prove properties of congruence of triangles and other various polygons, and the relationships involved with similar figures. Students will review and strengthen algebraic skills as they master and apply their geometric knowledge. Throughout the course the relevancy of geometric concepts in the real world	Updated to reflect the ED306 Data Analysis requirement: Honors Geometry is a rigorous Euclidean-based course that emphasizes depth of understanding, formal reasoning, and mathematical precision. Students analyze geometric relationships using algebraic, numerical, and graphical representations and engage extensively in logic, formal proofs, and mathematical argument. Topics include congruence and similarity, transformations, polygons, circles, right triangle trigonometry, probability, and advanced applications of surface area and volume, with expectations for independent thinking and complex problem-solving.

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	will be stressed. This is a rigorous course that moves at a fast pace, examines topics in depth, emphasizes critical thinking skills, and fosters conceptual knowledge. REQUIRED: Successful completion of Honors Algebra I and teacher recommendation.	REQUIRED: Successful completion of Honors Algebra I and teacher recommendation.
20	Science Department statement: The Science Department's multi-level curriculum has been designed to provide a sequential program of studies which recognizes student needs to prepare for future education as well as to prepare those students whose formal education will terminate upon graduation. To meet this goal, the curriculum addresses the need for the student to think critically, solve problems resourcefully and effectively, read, write and speak effectively, and access and analyze information.	Updated with the assistance of AI to include ED306 Competency requirements in biological and physical science: The Science Department believes that scientific literacy is essential for students to understand the natural world, make informed decisions, and prepare for postsecondary education, careers, and civic life. The department offers a multi-level, sequential program of study designed to meet diverse student needs, including those pursuing further education and those whose formal education may conclude upon graduation. Through this program, students develop the knowledge and skills necessary to think critically, solve problems effectively, communicate scientific ideas clearly, and access, analyze, and evaluate information. All science courses emphasize a deep understanding of foundational principles in the physical and life sciences and engage students in authentic scientific practices. Students regularly design and carry out investigations to explore biological, chemical, and physical phenomena; analyze and interpret data; and construct and defend explanations and arguments based on evidence. Instruction highlights crosscutting scientific concepts such as patterns, scale, proportion and quantity, and cause-and-effect relationships to help students recognize, model, and explain both observable and non-observable phenomena. Courses are differentiated by level to provide appropriate rigor and support for students while maintaining a consistent focus on inquiry, reasoning, and evidence-based thinking. Through this balanced and

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		progressive approach, the Science Department prepares students to be curious, critical thinkers who can apply scientific understanding to real-world contexts and future learning.
21	Science electives	Added: **NOTE:** Course offerings are contingent upon enrollment requests and scheduling feasibility. Elective courses may be offered on a semester or annual basis depending on student enrollment.
23	Social Studies: The Social Studies Program provides opportunities for students to increase academic skills, personal knowledge and the civic values needed for quality decision making in a diverse society. The curriculum and teachings stress reading, writing, researching, listening, debating, interpreting and evaluating past and present information in relation to specific topics. Through this, students will grow to be aware of historical and contemporary values and norms, issues, problems and trends with an emphasis on the rights and responsibilities of citizenship. The program includes a variety of readings and current media to enhance the educational experience. All freshmen must complete a semester course in Global Studies. Subsequent requirements include American Government, US History and Economics.	Updated with the assistance of AI to include ED306 competency requirements: The Dover High School Social Studies program is designed to develop informed, thoughtful, and engaged citizens who can analyze the past, understand the present, and participate responsibly in a diverse, democratic society. The program emphasizes critical thinking, communication, and civic responsibility through the study of history, government, economics, geography, and civics at the local, state, national, and global levels. In alignment with New Hampshire's competency-based education framework, students demonstrate learning through inquiry, research, discussion, analysis, and explanation. They examine United States history—including founding principles and the ongoing effort to realize those ideals—while developing an understanding of local, state, and federal government within a constitutional republic. Students explore civic engagement in a democratic society, practicing respectful dialogue and well-mannered participation across differences of perspective, philosophy, culture, race, and heritage. Courses are offered at different levels to provide appropriate challenge and support for students.

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		Students also investigate major events in world history and their influence on cultural, political, and economic systems, develop geographic literacy and an understanding of human interaction and interdependence, and analyze economic systems and their effects on individuals and society. The program includes instruction in personal finance and economics to support effective planning and management of financial resources. A variety of texts, sources, and current media are used to enhance relevance and deepen understanding. Through a balance of department-aligned competencies, instructional flexibility, and clearly defined expectations for course rigor, the Social Studies Department prepares students to apply their learning effectively in academic, professional, and real-world contexts.
23		Social Studies Paths chart updated to reflect ED306 requirements. See here.
24	Global Studies course description	• Changed course description to include ED306 Competencies: <i>This course addresses NH Ed 306 social studies competencies related to world history, geography, global economic systems, and research and analysis of global interdependence.</i> • Understanding important events marking world history and how those events have shaped cultural, political, and other aspects of civilization through multiple perspectives; • Recognizing local, state, national, and global geography, and understanding how geography has influenced humanity through multiple perspectives; • Understanding economic systems and their effect on individuals and society; • Researching, inquiring, analyzing, and explaining historical, civic, government, geographic, and economic developments

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		including interaction and interdependence through multiple perspectives; This course covers physical and cultural geography around the world. Each region's study includes the geographic area as well as a historical and cultural overview. Emphasis is placed on developing an understanding of cultures, recent events in the world and the effects of those events on different societies. Reading, writing, discussion, debate, and cooperative learning skills and techniques will be used. Students will review historical fiction as part of the course. Reading, writing, discussion, debate, and cooperative learning skills and techniques will be emphasized. Increased credit amount to 1 credit (from .5) as this will be a year long course.
24	Social Studies course electives	Added: **NOTE:** Course offerings are contingent upon enrollment requests and scheduling feasibility. Elective courses may be offered on a semester or annual basis depending on student enrollment.
25	Under Social Studies course electives: <u>405232 HISTORY AND CULTURE OF THE SEACOAST AND NEW HAMPSHIRE</u> Grades 9-12 0.50 Credit/Semester This course will focus on Dover, the seacoast and NH area from pre-colonial settlement through the 20th century. Students will explore how historical events, economics, and geography of the area affected the lives of citizens, impacted local and national history, and created the current culture. Research, accessing and analyzing information, written communication, and reading will be among the academic skills students will apply and improve throughout the course.	**REMOVED as elective due to state graduation requirement

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26	Wellness Department: The Wellness Education Program emphasizes the benefits of what living a healthy lifestyle is. The High School Wellness program is designed to help meet the needs of students who are varying in fitness levels and health journeys. Participating in physical activity is a requirement in all wellness classes other than Health and Athletic Training to assist in the application of knowledge and demonstration learning within each course.	Updated to reflect ED306 competencies: The Wellness Education Program believes that developing the knowledge, skills, and habits necessary for a healthy lifestyle is essential to students' overall well-being and lifelong success. The high school wellness curriculum is designed to meet the diverse needs of students across a wide range of fitness levels, interests, and personal health journeys, while promoting physical, mental, and social wellness. Courses emphasize research-based understanding of health promotion and disease prevention, while encouraging students to set goals, advocate for themselves and others, and pursue positive health outcomes. Participating in physical activity is a required component of all wellness courses, with the exception of Health and Athletic Training, in order to support the application of learning and the demonstration of skills and concepts within each course. Through active engagement, reflection, and goal setting, students develop personal responsibility, resilience, and an understanding of how healthy choices impact lifelong wellness.
29	Visual Arts: The Visual Arts Department believes that the arts are essential to developing each student's sense of personal identity, creativity, and connection to the world. Through the integration of visual arts into the continual learning process, students expand their creativity, critical thinking, and problem-solving skills while valuing diversity, individual learning styles, and multiple perspectives. The department is committed to opening pathways for self-discovery and fostering a strong sense of community by nurturing imagination, encouraging risk-taking, and preparing students for a wide range of future possibilities.	Updated to reflect ED306 competencies AND removed "Skill Level" requirements: The Dover High School Arts program fosters creativity, self-expression, and critical thinking through visual arts, music, and performing arts experiences. In alignment with New Hampshire's competency-based education framework, students create, perform, respond to, and connect artistic works while developing technical skills, aesthetic awareness, and personal voice. Through a balanced emphasis on department-aligned competencies, instructional flexibility, and clearly defined expectations, the arts program values imagination, risk-taking, reflection, and diverse perspectives as essential components of artistic growth. Courses are offered at different levels to provide appropriate challenge and support for

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	All visual arts courses engage students in creating, presenting, and performing artistic works, as well as responding to and connecting with the work of others. Students explore artistic processes, techniques, and concepts while reflecting on meaning, intent, and cultural context. The Art Department faculty believes that every student has creative potential and is committed to helping students discover and develop their individual artistic talents. A wide variety of course offerings allows students to pursue either a broad foundation in the visual arts or a more specialized pathway for advanced study or a visual arts–related career. Visual Arts Program Skills Requirements: Skill Level 1 = No Previous Skills Skill Level 3 = Proficiency Skill Level 2 = Basic/Prerequisites Met Skill Level 4 = Advanced	students, allowing teachers flexibility in instructional approach and artistic focus to meet varied interests and talents. **NOTE:** Course offerings are contingent upon enrollment requests and scheduling feasibility. Courses may be offered on a semester or annual basis depending on student enrollment.
35	Career and Technical Education Courses	Added: **NOTE:** Course offerings are contingent upon enrollment requests and scheduling feasibility. Elective courses may be offered on a semester or annual basis depending on student enrollment.

Required Courses for Standard Diploma and Diploma of Distinction

English (must include .5 credit of Writing and .5 credit of Logic and Rhetoric)	4 credits
Mathematics (must include 4 credits, including algebra and at least .5 credit in data analysis through Geometry)	4 credits
Social Studies (must include 1 credit Global Studies, 1 credit History, Government, and Constitution of New Hampshire and the United States; includes .5 credit Civics, 1 credit United States and New Hampshire History, .5 credit Personal Finance and .5 credit Economics and passing the US Citizenship Exam)	4 credits
Science (must include 1 credit in Biological Science and 1 credit in Physical Science)	3 credits
Arts Education	1 credit
Wellness Education (must include 1 credit Physical Education & .5 credit Health)	1.5 credits
Digital Literacy (Awarded after the successful completion of a digital portfolio in Advisory)	0.5 credit
Electives (Distinction)	8 Credits (10)
TOTAL (Distinction)	26 credits (28 credits)

Minimum Required Credits for Graduation				
Arts education	.5 credit		Logic and Rhetoric	.5 credit
Digital Literacy	.5 credit		Civics	.5 credit
English	3.5 credits, to include .5 credit in writing		History, Government and Constitution of US and NH	1 credit
Mathematics	3 credits, including algebraic concepts and at least .5 credit in statistics or data analysis		Economics	.5 credit
Physical sciences	1 credit		Financial Literacy	.5 credit
Biological sciences	1 credit		World History, Global Studies, or Geography	1 credit
US History	.5 credit		Health and Wellness Education	1 credit
NH History	.5 credit		Open electives	4 credits
Totals				20 credits

Page 9: Suggested Sequence of Courses

Freshman Year (2026 - 2027)	Sophomore Year (2027 - 2028)
English 9 - includes .5 writing credit Math - Algebra I or Geometry Social Studies - Global Studies Science - Integrated Science Physical Education I World Language - Spanish I, French I, or Latin I Electives - Art, Music, Career Exploratory *Advisory to include Digital Portfolio	English 10 - includes .5 logic and rhetoric credit Math - Geometry or Algebra II Science - Biology Social Studies - History, Government, and Constitution of New Hampshire and the United States Physical Education II and Health World Language- Spanish II, French II, or Latin II Electives - Business, Art, Music, Career Tech *Advisory to include Digital Portfolio
Junior Year (2028 - 2029)	Senior Year (2029 - 2030)
English 11 Math - Algebra II or Pre-Calculus Science - Chemistry Social Studies - United State and New Hampshire History World Language - Spanish III, French III, or Latin III Electives - Advanced courses in Art, Music, Career Tech or other Core Departments *Advisory to include Digital Portfolio	English 12 - English Electives Math - Pre-Calculus, Calculus, or other Math Electives Science - Physics or other Science electives Social Studies - Personal Finance and Economics World Language -Spanish IV, French IV, Latin IV, or AP Latin, AP Spanish Electives - Advanced courses in Music, Art, Career Tech, or other Core Departments *Digital Literacy credit to be awarded after successful completion of Digital Portfolio and Capstone

Page 10:

FLEX AND ADVISORY PROGRAM

Each student is a member of a small advisory group with a faculty advisor who will follow that student during their four years at Dover High School. This program is part of the regularly scheduled day and is designed to meet five goals:

1. Developing interpersonal relationships among staff and students
2. Providing academic support to students
3. Enriching the curriculum
4. Providing college and career preparation
5. Building a positive school culture

The advisory program provides grade appropriate activities to support the varying needs of students, provides for additional academic monitoring, and focuses on issues related to school culture while building and fostering a sense of community within the school. Currently, advisory groups meet each Thursday and Friday and schedule students for the remainder of the week to see different teachers for extra-help and enrichment. This dynamic schedule allows students to have small group time with teachers and is responsive to real-time academic needs.

PAGE 10:

PORTRAIT OF A LEARNER AND DIGITAL LITERACY

As part of Dover High School's graduation requirements, students are required to exhibit proficiency in digital literacy competencies. Digital literacy includes the responsible, ethical, and effective use of digital tools to access information, communicate ideas, collaborate, create content, and solve problems.

Students will demonstrate these competencies through the completion and maintenance of a digital portfolio. The digital portfolio serves as a cumulative record of student learning experiences across their high school career and provides evidence of digital literacy skills applied in authentic academic contexts.

The digital portfolio is organized around the district's Portrait of a Learner attributes. Portfolio artifacts reflect student experiences that demonstrate these attributes, including but not limited to coursework, projects, performance tasks, reflections, and other approved learning experiences. While the Portrait of a Learner guides the selection and organization of portfolio evidence, the graduation requirement is the demonstration of digital literacy competencies through the use of the digital portfolio.

Completion of the digital portfolio and demonstration of digital literacy competencies are required to meet graduation expectations. You will earn 0.25 credit at the end of your sophomore year and 0.25 credit at the end of your senior year for completing your digital portfolio and capstone presentation.

DHS Social Studies Paths		
REQUIRED COURSES		ELECTIVES
**The sequence below is designed to meet the State of NH minimum graduation requirements in Social Studies.		**Elective offerings are contingent upon enrollment requests and scheduling feasibility. Elective courses may be offered on a semester or annual basis depending on student enrollment.
Grade 9	Global Studies (1 credit)	• Current Events • The Modern United States • U.S. Presidency • History of Medieval Europe • Society and Culture in 20th Century Russia • World Religions • American Pop Culture • Topics in Psychology
Grade 10	History, Government, and Constitution of New Hampshire and the United States (1 credit; includes .5 credit Civics) • US Citizenship Exam	
Grade 11	United States and New Hampshire History (1 credit; includes .5 credit US History, .5 credit NH History)	
Grade 12	Personal Finance (.5 credit) Economics (.5 credit)	AP US History (11th or 12th grade)