



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #2
Meeting Location:	City Hall, Council Chambers
Meeting Date:	Monday, February 9, 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. Organizational Meeting, January 5, 2026
2. Budget Workshop, January 6, 2026
3. Special Session, January 6, 2026
4. Budget Workshop, January 12, 2026
5. Regular Meeting, January 12, 2026

G. SUPERINTENDENT'S REPORT

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Edison Quinatoa – World Language Teacher – Dover High School – Resignation (January 26, 2026)
3. **Leaves of Absence:**
 - a. Kendall Rittenberry – Social Studies Teacher – Dover Middle School (June 2-17, 2026)
4. **Job Shares:**
 - a. Kim Dube and Kayleigh Cassidy-Ketchen - Grade One - Frances G. Hopkins Elementary School at Horne Street
 - b. Betsy Breen and Kristen Dunham - Grade Three - Frances G. Hopkins Elementary School at Horne Street
 - c. Jillian Cote and Kerry Siebersma - Special Education - Frances G. Hopkins Elementary School at Horne Street
5. **Nominations:**
 - a. DTU Nominations
 - b. Non-Union Nomination
6. **Extended Travel (Student Trips):**
 - a. Preliminary Travel Request - NJROTC Trip to Maine Maritime Academy, Castine Maine - JROTC Leadership Challenge Weekend (March 20 – 22, 2026)
7. **Donations:** February Donations

I. STUDENT REPORT

J. FINANCIAL REPORT

K. POLICIES – CHANGES – PROPOSALS:

1. EEAG-R1 – Use of Private Vehicles to Transport Students – Statement of Insurance on Private Vehicles – New Policy Form – First Reading
2. EHAG – Use of Generative Artificial Intelligence – New Policy – First Reading



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3. IHCD – Advanced Course Work / Advanced Placement Courses and STEM Dual and Concurrent Enrollment Program – Revised Policy – First Reading
4. JICK – Bullying Prevention Pupil Safety and Violence Prevention Policy Bullying and Cyberbullying – Revised Policy – First Reading

L. POLICY ADOPTION:

1. GBEBB – Staff Conduct with Students – Revised Policy – Second Reading
2. IIB – Class Size – Revised Policy – Second Reading
3. IKB – Homework – Revised Policy – Second Reading
4. JCA – Change of Class or School Assignment Best Interests and Manifest Hardship – Revised Policy – Second Reading
5. JG – Assignment of Students to Classes – Revised Policy – Second Reading
6. JLCJA – Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation – Revised Policy – Second Reading

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. School Board Letter Regarding Open Enrollment
2. Winter Data Report
3. Bid Waiver Request and Award – Goalbook Toolkit
4. Dover School District Pre-School Program Tuition

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, February 9, 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

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G. SUPERINTENDENT'S REPORT: See below.

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7. **Donations:** February Donations

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

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

K. POLICIES – CHANGES – PROPOSALS:

1. **EEAG-R1 – Use of Private Vehicles to Transport Students – Statement of Insurance on Private Vehicles – New Policy Form – First Reading:** The district requires staff to provide proof of insurance coverage on all private vehicles used for transporting students for school-sponsored activities. While this requirement is outlined in the district's current policy EEAG – Use of Private Vehicles to Transport Students, there is no corresponding form for staff to complete.

2. **EHAG – Use of Generative Artificial Intelligence – New Policy – First Reading:** This new policy has been added in response to requests by multiple districts. This policy addresses guidelines for the proper management and responsible use of Generative AI in the district's educational and working environments and directs the Superintendent to create and maintain a Plan for the Responsible Use of Generative Artificial Intelligence.
3. **IHCD – Advanced Course Work / Advanced Placement Courses and STEM Dual and Concurrent Enrollment Program – Revised Policy – First Reading:** This policy was updated to reflect passage of 2025 HB193 (amending RSA 188-E:27, II) which limits the amount of state funding for Dual and Concurrent Enrollment funding to four courses per academic year for each student. Additional changes to section A relating to other advanced course work opportunities.
4. **JICK – Bullying Prevention Pupil Safety and Violence Prevention Policy Bullying and Cyberbullying – Revised Policy – First Reading:** New content (1) added to reflect 2025 passage of HB108 which amended RSA 193-F to address investigations of alleged bullying involving more than one district, (2) changed the title to emphasize connection to bullying, (3) additional definitions, some from 193-F, some as aids for clarity, and (4) reflecting statutory provisions relating to immunity and liability. In addition, sample JICK was completely reformatted and restructured.

Superintendent's Recommendation: I recommend the Board allow Director Rup and Director Mehalek an opportunity to discuss the process they used to draft the AI policy and to share some information prior to tabling the draft policies presented to be reviewed prior to the next regular meeting.

L. POLICY ADOPTION:

1. **GBEBB – Staff Conduct with Students – Revised Policy – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 – Second 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 approve the policies presented.

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS:

1. **School Board Letter Regarding Open Enrollment:** Chairperson Robin Trefethen has drafted a letter to Governor Ayotte regarding House Bill 751 (statewide open enrollment).
2. **Winter Data Report:** Director Bickford and other administrators will provide the board with a high-level overview of our winter data. Board members will be provided with a full data book for review prior to the March meeting. This data book will also be available on our website under the "District Strategic Plan" and "Accountability" tabs.
3. **Bid Waiver Request – Goalbook Toolkit:** Goalbook Toolkit is an on-line platform that increases teacher effectiveness throughout the special education process. The district would like to purchase 50 licenses for Goalbook Toolkit for the 26-27 school year for a total of \$30,750 to be paid for from the IDEA grant. Included in the cost is 50 licenses + 10 complementary licenses, 1 full day of in-person or remote professional development, 1 mid-year consultation, and as needed access to a dedicated Goalbook team member.

As included in the materials, Toolkit is a sole source product that is exclusive to Enome, Inc. (Goalbook). It is the district's request for the Board to waive bidding and approve the purchase with Goalbook.

Superintendent's Recommendation: I recommend the Board approve the bid waiver request and award \$30,750 to Goalbook.

4. **Dover School District Pre-School Program Tuition:** Director Small will be available to review the proposed tuition rate for the district's Pre-School Program.

Superintendent's Recommendation: I recommend the Board approve the tuition increase.

SUPERINTENDENT'S REPORT: Summary of key activities and events that transpired during January 2026.

Shoutouts:

- A huge thank you and note of gratitude to Woodman Park School Paraeducator **Eryn Aubin**. Eryn successfully administered the Heimlich Maneuver to a student who was choking.
- A shout out to the Elementary School Musicians and Music Teachers for a wonderful round of concerts this month!
- A big shoutout to **Jessica Knowlton**, our MTSS Building Coordinator at Garrison School for being featured in the NH Teaching, Learning and Leading Association member spotlight. She holds a master's degree in Elementary Education and a Certificate of Advanced Graduate Studies in Inclusive Education. Jess spent the first twenty years of her career teaching first grade. In her role as an MTSS Building Coordinator, she now supports systems and practices that ensure all students have access to high-quality, responsive instruction across all tiers. We are very fortunate to have her in Dover!
- Congratulations to our Curriculum, Instruction and Assessment (CIA) department for providing a great professional development day on January 16th. This day focused on learning from one another and featured 27 district staff members planning and delivering high quality professional development to their peers.
- Frances G. Hopkins Elementary School is celebrating two amazing teachers!

Mrs. Roxanne O'Connor has been named the Dover Chamber Educator of the Year. *The David K. Bamford Educator of the Year is Roxanne O'Connor, a music teacher at the Frances G. Hopkins Elementary School at Horne Street in Dover. Her approach to education is defined by her belief that learning is most effective when it is inclusive, movement-based, and deeply connected to the world around us.*

Roxanne will be honored at the Annual Awards Gala for the Greater Dover Chamber of Commerce on February 12th.

Ms. Courtney Daigle has been chosen as the 2025 recipient of the Fernand J. Prevost Mathematics Teaching Award from the NH Teaching of Mathematics (NHTM) organization. This award goes to a beginning teacher in her/his **first through fifth year** who meets the following criteria:

- commitment to good mathematics
- confidence that all children can learn
- a spirit of self-reflection and professional curiosity
- caring and concern for colleagues
- a willingness to explore, to learn, and to grow as a teacher of mathematics
- a willingness to share mathematical and pedagogical activities with others

The recipient will receive a plaque of achievement, a \$250 prize, and a one-year membership to NHTM. The presentation of the award will be made at the NHTM Spring Conference.

- We are proud to celebrate another incredibly successful Reset Day at Dover High School! Despite the curveballs Mother Nature threw our way, our staff, students, and community once again demonstrated flexibility, resilience, and teamwork. Shifting to Plan B without missing a beat is no small feat, and their ability to adapt with positivity and purpose made the day truly remarkable.

Throughout DHS, the joy, connection, and meaningful interactions were unmistakable. Reset Day continues to be a powerful reminder of what can happen when we come together with intention—to pause, reconnect, and create space for wellness and belonging.

Thank you to everyone who contributed their time, creativity, and energy to making this day possible. Especially DHS staff members: **Sarah McCarron-Stewart, Claudia Coconubo and Kristen Whitworth**. Your dedication to our students and to each other is what makes these moments so impactful.

Budget:

We will present the proposed school budget to City Council on February 18th at their regular meeting. A public hearing will be held on February 25th.

Negotiations:

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

Events of Note:

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
January 12	NHSAA Conference – Legislative Priorities Part 1
January 12	The Granite YMCA Board Orientation
January 12	School Board Budget Workshop
January 12	School Board Regular Meeting
January 13	Land Use Boards Meeting and Greet
January 14	DMHA Community Committee
January 14	DHS Athletic Complex JBC Committee
January 14	Grade 5 Band, and Grades 5/6 Chorus Concert
January 15	Southeasters Meeting
January 15	DMHA Steering Committee
January 15	Curriculum Advisory Committee
January 16	YMCA Advisory Board Meeting
January 19	No School – MLK Day
January 20	NHSAA Equity Committee
January 20	Chair/Vice Chairperson Meeting
January 20	Seacoast Big Band Concert with DHS Jazz Band
January 21	SEED Committee Meeting
January 21	Full-Leadership Team Meeting
January 21	WPS Winter Concert
January 26	Monthly Department of Education Updates for Public School Leaders
January 27	Dover High School Reset Day

Respectfully Submitted,

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

Job Share Proposal

For Kim Dube and Kayleigh Cassidy-Ketchen

Kim Dube and Kayleigh Cassidy-Ketchen wish to propose a 50/50 job share teaching position at Frances G. Hopkins Elementary School at Horne Street for the 2026-2027 school year. We first connected in 2014 while co-teaching the same kindergarten summer school class in Somersworth. In 2018 and 2021, we collaborated on the same grade level team in Dover. For the last three school years, we have been in a successful job share position in our first grade classroom. We have created a trusting relationship that encourages one another to take risks, reflect, and grow. We are eager to collaborate again in ways that will benefit one another, our students, their families, and the school community.

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

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

Job Share Proposal Details

For Kim Dube and Kayleigh Cassidy-Ketchen

Schedule:

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

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

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

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

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

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

Communication:

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

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

Classroom Management:

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

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

Curriculum & Assessment:

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

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

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

Job Share Proposal Benefits

For Kim Dube and Kayleigh Cassidy-Ketchen

Benefits for Students and their Families:

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

Benefits for School Community:

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

Benefits for Job Share Teachers:

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

Job Sharing Proposal- Betsy Breen and Kristen Dunham

We wish to propose to continue our elementary job share teaching position at the Frances G. Hopkins Elementary School at Horne Street for the 2026-2027 school year. Mrs. Betsy Breen and Mrs. Kristen Dunham are both currently teaching third grade in a 50/50 split at the Frances G. Hopkins Elementary School at Horne Street.

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

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

Yours truly,
Betsy Breen and Kristen Dunham

Advantages for Students

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

Advantages for the School

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

Advantages for Teachers

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

Advantages for Parents

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

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

Communication:

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

Curriculum Planning:

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

Parent Meetings/Communication and Report Cards:

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

Classroom Management:

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

Special School Events/Meetings/Workshops/Snow Days:

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

Insurance:

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

Special Education Job Share Proposal

Frances G. Hopkins Elementary School at
Horne Street

2026-2027



Jillian Cote & Kerry Siebersma
February 2026

Dear Superintendent Boston & Dover School Board Members,

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

Overview

Jillian Cote and Kerry Siebersma would like to propose a job share for the special education case manager position at FGH with a 50/50 split for the 2026-2027 school year. We have been sharing this position for the past six years and have been successful in fulfilling all job responsibilities and meeting the needs of students and families at FGH.

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

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

Details

Schedule

Jillian works Monday, Tuesday and Wednesday a.m.

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

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

Communication

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

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

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

Instructional Planning

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

Dividing our Caseload/IEP Meetings/Progress Monitoring & Data

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

To maintain an equal workload, we will also consider dates of student triennial evaluations and alternate incoming referrals. With a smaller group of students, the case manager has a strong

focus on each student, a deeper connection with families, and we are better equipped to manage and fulfill all case management responsibilities including paperwork requirements, evaluation process, reports, communication, and meetings. In addition to reviewing all student files and IEPs prior to the start of school, both case managers have access to the entire caseload in NHSEIS. This allows us to address needs that arise with knowledge of student files and access their electronic records.

School Events/Meetings/Snow Days

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

Insurance

Only one teacher would receive school insurance- Jillian.

Advantages of Job Sharing

For Students

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

For Teachers/Staff at FGH

- Two special educators are better than one. Teachers and staff have access to more resources for collaboration, sharing of ideas, and answers to questions. Having multiple perspectives is beneficial for all.
- Increased support for classroom teachers and specialists. One primary case manager for each classroom- higher quality collaboration and time with each student's case manager. The smaller case load allows for focus and attention to student needs on a more detailed, intense level.

- Improved staff morale because of more manageable caseloads and flexible schedule. Enthusiastic case managers with more creativity, focus, and energy. This will optimize instruction and student learning.
- Potential for reducing need for substitutes. For planned absences, we will do our best to cover one another as best we can with the goal of providing consistency for students. Any absences covered by case managers will be tracked and made up to maintain a 50/50 share.

For Parents/Guardians

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

For Job Sharing Special Educators

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

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

Thank you for your time in reviewing and considering our request to continue the special education job share position for the 2026-2027 school year.

Jillian Cote & Kerry Siebersma

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

TO: **DOVER SCHOOL BOARD**

DATE: February 9, 2026

MEMORANDUM: Nomination and Election of Teachers

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
Madsen, Megan	Grade Three Teacher	Frances G. Hopkins School at Horne Street	Amy Beauregard	\$59,587	BA, Step 9
O'Brien, Edward	Social Studies Teacher	Dover Middle School	Geoffrey Dibello	\$54,569	MA+30, Step 4

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

TO: **DOVER SCHOOL BOARD**

DATE: February 9, 2026

MEMORANDUM: Nomination and Election of Non-Union Employees

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

NAME	POSITION	SCHOOL	REPLACING	SALARY
Lane, Kelly	Noon Aide	Woodman Park School	Tracy Pond	\$13.00/hr

Feb. 5, 2026

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

Ref: (a) IJOAA – Extended Travel

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

- I. Commander Nicholas Price, the Senior Naval Science Instructor (SNSI), Dover High School NJROTC, formally requests school board approval for an overnight field trip to the Maine Maritime Academy from March 20-22. As per reference (a), please find the following information for the preliminary approval:
1. Educational value: This trip exposes students to college and career pathways while providing structured, hands-on opportunities to practice leadership, teamwork, and decision-making skills. Students build confidence, resilience, and adaptability by operating in unfamiliar learning environments, navigating social dynamics, and performing under physically and mentally demanding training conditions.

Dover NJROTC has participated in this program for several years and has consistently received positive student feedback. Participants report increased morale, a stronger sense of belonging and connectedness, and greater confidence in stepping outside their comfort zones and taking on new challenges.
 2. No travel agency used
 3. Dates of Travel: March 20-22, 2026
 4. Itinerary (expected):
 - a. Friday, Mar 20
 - i. 8:00 depart DHS
 - ii. 11:00 arrive Univ. of Maine for campus tour, lunch
 - iii. 1:00 depart Univ. of Maine
 - iv. 2:00 arrive MMA, event check-in
 - v. 3:00-21:00 leadership activities and training
 - b. Saturday, May 21
 - i. 5:00-21:00 leadership activities and training
 - c. Sunday, May 22
 - i. 5:00-10:00 leadership activities and training
 - ii. 10:00-12:00 graduation and check-out
 - iii. 12:00 depart MMA
 - iv. 4:00 arrive DHS
 5. Cost per student: recommended \$24 per student for 2-travel meals, all other meals and lodging covered by MMA Admissions
 6. Academic eligibility: no restrictions per current school guidance
 7. Insurance coverage: standard district coverage
 8. Principal and Superintendent opinion: TBD
 9. Release of duty: SNSI has no scheduled duty on days of the trip, Field trip absence will be requested, students not attending will be assigned routine work assigned by SNSI.

10. Financial benefit to group leaders and chaperones: none
11. Cost to district: Bus transportation to and from MMA to be determined
12. Adult/Student Ratio: 1:25
13. Permission slips and student code of conduct will be issued after event planning is complete.
Student and chaperones lists will be emailed out two weeks prior to the event.

N. R. PRICE
Commander, US Navy(retired)
SNSI, Dover NJROTC

Donation Request List for Approval
February 9, 2026 - School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
Title I approved schools	The Donna Anne Poulack Foundation	\$3,000	Monetary	To support the district's Traveling Tales Program. Because the foundation can only donate to 501(c)(3) organizations, the Dover Rotary Charities will serve as the fiscal agent for the donation.
GES PTA	GES PTA	\$2,750	Skateboard Equipment	To purchase skateboard equipment for physical education classes at Garrison Elementary School.

Dover School District Monthly Financial Report

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

FROM: Michael Limanni, CFO

DATE: February 6, 2026

RE: Condition of *School* Accounts

The January update to the previous month's Condition of Accounts is attached for review.

Business Office Update:

Of the \$2,429,141.08 in budget remaining, the following cost expectations are not reflected in the reported year-to-date (YTD) transactions or encumbrances:

GF - Budget Balance	\$2,429,141.08
(-) Debt and Fund Transfers	\$(400,000.00)
(-) Continued Cost of Substitutes	\$(231,031.17)
(-) Estimated Continued Professional & Staff Dev	\$(285,107.93)
(-) Additional IT Services	\$(34,800.00)
(-) Severances	\$(134,462.33)
(-) Cost of SROs	\$(108,000.00)
(-) Dues & Fees	\$(44,092.71)
(-) New & Replacement Furniture & Equipment	\$(284,044.94)
(-) Supplies, Books, Software	\$(635,195.56)
(-) SchoolCare Assessment	\$(1,697,939.99)
Estimated Final Fund Balance:	\$(1,425,533.55)

We are currently working with Dover's City Manager and attorney to address SchoolCare's unprecedented assessment.

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

DOVER SCHOOL DISTRICT
Condition of Accounts - January 2026

DISTRICT-WIDE Expenditures							
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance	
1100	REGULAR EDUCATION PROGRAMS	\$ 28,288,837	\$ 13,025,815	\$ 15,263,022	\$ 14,233,424	\$ 1,029,598	
1200	SPECIAL EDUCATION PROGRAMS	\$ 21,505,598	\$ 10,731,282	\$ 10,774,316	\$ 11,024,101	\$ (249,785)	
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 3,189,599	\$ 1,522,669	\$ 1,666,930	\$ 1,563,177	\$ 103,753	
1400	OTHER EDUCATIONAL PROGRAMS	\$ 815,030	\$ 389,267	\$ 425,763	\$ 371,890	\$ 53,872	
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 285,446	\$ 169,778	\$ 115,668	\$ 115,194	\$ 474	
2100	SUPPORT SERVICES - Students	\$ 6,099,836	\$ 2,762,303	\$ 3,337,533	\$ 3,069,193	\$ 268,340	
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,270,929	\$ 1,035,943	\$ 1,234,986	\$ 884,335	\$ 350,651	
2300	SUPPORT SERVICES - General Admin.	\$ 2,054,446	\$ 1,235,275	\$ 819,171	\$ 579,248	\$ 239,923	
2400	SUPPORT SERVICES - School Admin.	\$ 3,688,068	\$ 2,107,292	\$ 1,580,776	\$ 1,474,200	\$ 106,576	
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 6,564,780	\$ 4,085,674	\$ 2,479,106	\$ 2,002,272	\$ 476,833	
2700	SUPPORT SERVICES - Student Transportation	\$ 5,912,427	\$ 2,808,423	\$ 3,104,004	\$ 3,582,505	\$ (478,501)	
2800	SUPPORT SERVICES - Centralized Services	\$ 2,157,733	\$ 1,529,636	\$ 628,097	\$ 527,736	\$ 100,361	
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	\$ 1,578,286	\$ 4,550,138	\$ 6,145,361	\$ (1,595,223)	
TOTAL GENERAL FUND EXPENDITURES:		\$ 90,989,019	\$ 42,987,240	\$ 48,001,779	\$ 45,572,638	\$ 2,429,141	
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,838,238	\$ 558,041	\$ 1,280,197	\$ 1,001,762	\$ 278,435	
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 5,776,763	\$ 2,188,459	\$ 3,588,305	\$ 1,115,414	\$ 2,472,891	
Summarized Condition of District Expenditures:		\$ 98,604,020	\$ 45,733,740	\$ 52,870,280	\$ 47,689,813	\$ 5,180,467	

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	\$ 367,875	\$ 122,625	\$ -	\$ 122,625
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	\$ 13,025	\$ 16,975	\$ -	\$ 16,975
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 67,816	\$ 36,184	\$ -	\$ 36,184
01980.3599	MISC REVENUE	\$ 10,000	\$ 50	\$ 9,950	\$ -	\$ 9,950
01990.3599	OTHER LOCAL REVENUE DW	\$ -	\$ 249	\$ (249)	\$ -	\$ (249)
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 10,119,494	\$ 7,083,646	\$ 3,035,848	\$ -	\$ 3,035,848
03210.3700	SCHOOL BUILDING AID	\$ 368,722	\$ 184,360	\$ 184,362	\$ -	\$ 184,362
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,986,579	\$ 2,316,446	\$ (329,867)	\$ -	\$ (329,867)
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	\$ 10,995,162	\$ 9,250,639	\$ -	\$ 9,250,639
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,838,238	\$ 628,924	\$ 1,209,314	\$ -	\$ 1,209,314
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 5,675,375	\$ 1,419,896	\$ 4,255,479	\$ -	\$ 4,255,479
Summarized Condition of District Revenue:		\$ 27,759,414	\$ 13,043,983	\$ 14,715,432	\$ -	\$ 14,715,432

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 20,245,801	\$ 10,995,162
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	\$ 74,966,652
TOTAL GF Expenditure:	\$ (90,989,019)	\$ (88,559,878)
Ending GF Fund Balance:	\$ (0)	\$ (13,593,226)
TOTAL FS Revenue:	\$ 1,838,238	\$ 628,924
TOTAL FS Expenditures:	\$ (1,838,238)	\$ (1,559,803)
Ending FS Fund Balance:	\$ -	\$ (930,879)
TOTAL Other SR Fund Revenue:	\$ 5,675,375	\$ 1,419,896
TOTAL Other SR Fund Expenditures:	\$ (5,776,763)	\$ (3,303,873)
Ending Grant Fund Balance:	\$ (101,388)	\$ (1,883,977)

DOVER SCHOOL DISTRICT	POLICY CODE: EEAG-R1
DATE OF ADOPTION:	PAGE 1 OF 2

FIRST READING – NEW POLICY

**USE OF PRIVATE VEHICLES TO TRANSPORT STUDENTS –
STATEMENT OF INSURANCE ON PRIVATE VEHICLES**

School Year _____

School _____ Date _____

The School Board requires proof of insurance coverage in force on all private vehicles used for the transportation for all school-sponsored activities. The groups that may be transported include, but are not limited to, students, coaches, sponsors, faculty, and chaperones.

This form is to be completed for each private vehicle used for the transportation of school sponsored groups. It is valid for the school year in which it is filed. If the insurance policy expires or is cancelled during the school year, a new statement must be submitted.

DRIVER INFORMATION:

Driver's Name _____ Age _____

Address _____

Phone # _____

New Hampshire Driver's License:

Type _____ Number _____

VEHICLE INFORMATION:

Vehicle Make _____ Year _____ Model _____

Inspection Expiration Date _____

License Tag _____

INSURANCE INFORMATION:

Name of Insured(s) _____

Insurance Company _____

Policy Number _____

Policy Period From _____ To _____

DOVER SCHOOL DISTRICT	POLICY CODE: EEAG-R1
DATE OF ADOPTION:	PAGE 2 OF 2

This policy provides the following recommended limits of liability coverage for private passenger cars and qualified multipurpose passenger vehicles (MPV) being used to transport students on field trips and other activities:

- Combined Single Limit (CSL) or
- Bodily Injury Limit--per person/per accident

- ☐ Yes
☐ No

Insurance Agent _____

Address _____

Phone # _____

I certify that insurance policies, subject to their terms, conditions, and exclusions are at present in force with the company indicated and that the information above is correct.

Signature of Owner/Insured

Date

This information above has been verified.

Signature of Principal or Designee

Date

Policy History:

DOVER SCHOOL DISTRICT	POLICY CODE: EHAG
DATE OF ADOPTION:	PAGE 1 OF 6

FIRST READING – NEW POLICY

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

A. PURPOSE AND GENERAL POLICY STATEMENT

The School Board recognizes the potential that Generative Artificial Intelligence ("Generative AI") offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support dynamic education and working experiences.

The ultimate goal of this policy is to support learning, creativity, and innovation, all the while safeguarding student and employee data, academic integrity, and digital citizenship. The policy establishes the general guidelines for the responsible, ethical, and equitable selection and use of Generative AI in the district's educational and working environments, and directs the superintendent to create and maintain a Plan for the Responsible Use of Generative AI.

The Board directs that the use of Generative AI in the educational and working environments shall be limited, as provided in this policy, to approved Generative AI tools or resources and approved purposes.

B. DEFINITIONS

"Artificial Intelligence (AI)" – means technology designed to mimic human intelligence and perform tasks requiring human-like intelligence, such as reasoning, learning, and decision-making, such as analyzing data, recognizing patterns and making decisions.

"Generative Artificial Intelligence (Generative AI)" – is an advanced subset of AI that is capable of displaying human-like capabilities for cognitive tasks such as reasoning, learning, planning, and creativity. Generative AI tools and resources may adapt their behavior to a certain degree by analyzing the effects of previous actions and operating under varying and unpredictable circumstances without significant human oversight. As such, Generative AI tools and resources have the capacity to generate new content from learned data and pattern recognition across various mediums such as text, code, images, audio, and video data. *The focus of this policy is Generative AI.*

"Non-generative Artificial Intelligence" means AI technology/applications which can analyze, classify, or make decisions based on existing data, but, unlike Generative AI, is unable to create new content.

"AI Literacy" means the ability to understand, use and interact with AI systems effectively, efficiently and responsibly.

"AI-generated content" refers to any text, image, audio, video, or code that is created in whole or in part by a Generative AI tool rather than being directly authored by a

DOVER SCHOOL DISTRICT	POLICY CODE: EHAG
DATE OF ADOPTION:	PAGE 2 OF 6

human.

"Generative AI tool" means a software application or platform that uses generative AI to create new content (e.g., text, images, music). The user interacts directly with the Generative AI tool (e.g., ChatGPT, Google Gemini, Microsoft Copilot) to generate content based on prompts or inputs.

"Generative AI resource" means any material, guide, or support content that helps users understand, use, or teach about Generative AI tools. A Generative AI resource supports learning about or how to use Generative AI tools (e.g., lesson plans on AI ethics, tutorials on using Generative AI, policy documents/videos, etc.), rather than generating content itself.

"Deepfake" means a video, audio, or any other media of a person in which their face, body, or voice has been digitally altered so that they appear to be someone else, they appear to be saying something that they have never said or to manipulate the actual statement to suggest a meaning that the original statement did not convey, or they appear to be doing something that they have never done.

C. APPROVAL OF GENERATIVE AI TOOLS AND RESOURCES

No Generative AI tool may be introduced into the district's computer and network systems without prior written approval from the superintendent or designee. Prior to such approval, the superintendent or designee will ensure that a Generative AI tool is (1) reviewed by personnel appropriate to the anticipated use of that Generative AI tool (e.g., Curriculum Director, IT Director, Chief Financial Officer, and (2) vetted and approved according to the provisions of Board policy EHAB and the district's Data Governance and Privacy Plan and included in the district's Student Data Privacy Agreement Database.

When selecting and approving Generative AI tools and resources, the district will use the following as guiding principles:

1. Students and educators remain at the center of education;
2. Evidence-based AI technology can and should enhance the educational experience;
3. The district has a responsibility to ensure equitable access to and use of AI tools;
4. The district has a responsibility to protect student and employee data, and other confidential information (e.g., through using a "privacy-preserving AI interface" or "sandboxed AI deployment" rather than AI tools that are only "open-source");
5. The Board has a responsibility to use district resources efficiently; and
6. Effective, responsible, and ethical use of Generative AI requires ongoing and meaningful training for students, educators, and administrative personnel.

DOVER SCHOOL DISTRICT	POLICY CODE: EHAG
DATE OF ADOPTION:	PAGE 3 OF 6

The district's technology protection measures, including content filters, shall be enforced during use of Generative AI tools or resources on district computers/devices and network resources.

The availability of access to Generative AI tools and resources provided to students and staff does not imply endorsement by the Board or the district of a Generative AI tool or resource, nor does the district guarantee the accuracy of the information received from Generative AI tools or resources. The district shall not be responsible for any information that may be lost, damaged or unavailable when using a Generative AI tool or resource. The district shall not be responsible for the dissemination, replication, or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the district's obligations under applicable law or regulations.

The district shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

D. GUIDELINES FOR DISTRICT EMPLOYEES

1. District employees may only use Generative AI tools that have been formally approved by the district or school.
2. Clearly communicate to students when and how AI tools are being used.
3. Ensure AI-generated content is age-appropriate and aligned with curriculum standards.
4. Avoid using AI to replace core instructional responsibilities unless explicitly approved.
5. Supervise student use and provide guidance on ethical and responsible use.
6. Participate in training on AI literacy and responsible classroom integration.

E. GUIDELINES FOR ADMINISTRATOR USE OF GENERATIVE AI

1. Ensure staff compliance with this policy.
2. Support the review and approval process.
3. Monitor the impact of AI tools on teaching and learning.
4. Inform parents/guardians about the use of Generative AI in classrooms.
5. Maintain a public list of approved AI tools and their intended uses.
6. Ensure compliance with district data governance policies and applicable laws.

F. GUIDELINES FOR STUDENT USE OF GENERATIVE AI

DOVER SCHOOL DISTRICT	POLICY CODE: EHAG
DATE OF ADOPTION:	PAGE 4 OF 6

1. Students may only use Generative AI tools that have been reviewed and approved by the school or district.
2. Use must be directly tied to instructional goals.
3. Students must use AI tools ethically and honestly.
4. Clearly label or cite AI-generated content in assignments.
5. Follow teacher instructions regarding AI use.
6. Do not input personal or sensitive information into AI tools unless authorized.

G. EXAMPLES OF ACCEPTABLE USES OF GENERATIVE AI

1. Students.
 - a. Brainstorming ideas for essays or projects.
 - b. Practicing writing or coding with AI feedback.
 - c. Exploring creative expression through AI-generated art or stories.
 - d. Using AI to summarize reading passages or generate quiz questions.
 - e. Enhancing accessibility (e.g., text-to-speech or language translation).
2. District Employees.
 - a. Lesson planning, activities, or differentiated instructional strategies.
 - b. Assessment creation (quiz questions, writing prompts, or rubrics aligned with learning objectives).
 - c. Language support.
3. Administrators.
 - a. Drafting communications.
 - b. Policy summaries, and/or creation of policies aligned to administrative regulations/procedures/forms.
 - c. Strategic planning.
 - d. Professional development and training.

H. PROHIBITED USES OF GENERATIVE AI

1. Using AI to complete assignments or work tasks without permission.

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2. Submitting AI-generated work without proper attribution.
3. Generating or sharing inappropriate, violent, or discriminatory content.
4. Creating or spreading deepfakes or impersonations.
5. Using AI for cyberbullying or harassment.
6. Fabricating news, data, or sources.
7. Uploading or inputting any personal data or confidential information that is not solely owned by the person uploading/inputting.
8. Circumventing school filters or accessing restricted content.
9. Any other use that violates state or federal laws or regulations, Board policies, or any district, school, teacher, or district employee rules, regulations or procedures.

I. CONSEQUENCES FOR VIOLATIONS OR IMPROPER USE

Violations of this policy can result in:

1. Revocation of access to AI tools;
2. Disciplinary action in accordance with the student or staff Code(s) of Conduct;
3. Notification to parents/guardians (for student violations);
4. Reporting to appropriate authorities if laws are violated.

J. CREATION, REVIEW AND MAINTENANCE OF DISTRICT GENERATIVE AI USE PLAN

The superintendent or designee shall develop and maintain a Generative AI Use Plan that operationalizes this policy and provides clear guidance for implementation across the district. The Plan shall address and include, but is not limited to:

- a. Procedures for ongoing review and approval of current and new Generative AI tools and resources;
- b. Specific acceptable use provisions for students, administrative personnel, and district employees age appropriate when necessary;
- c. Identification of methods of ensuring equitable access to Generative AI tools and resources;
- d. Provisions for improved and ongoing training in the responsible use of Generative AI;
- e. Dissemination of information regarding use of Generative AI in the district to students, parents, district employees, and other appropriate groups;

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- f. Integration of Generative AI information or provisions into the districts Acceptable Use policies and agreements;
- g. Provisions for obtaining stakeholder input (e.g., administrative committee(s), parent/guardian surveys/engagement, etc.).

The superintendent in consultation with appropriate personnel (curriculum and building administrators, IT personnel, teacher representatives) shall review the district's Use of Generative AI Plan annually. The then current Plan, and any recommendations for policy changes or required resources shall be reported to the Board each year no later than October 1.

Policy History
Adopted:

Statutory/Regulatory/Policy Cross References

NH Code of Administrative Rules, Section Ed. 306.05, School Philosophy, Goals, and Objectives

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FIRST READING – REVISED POLICY

ADVANCED COURSE WORK/ADVANCED PLACEMENT COURSES AND STEM DUAL AND CONCURRENT ENROLLMENT PROGRAM

A. Advanced Course Work/Advanced Placement Courses

Any student who is capable of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. ~~District administrators and school counselors will aid students who wish to enroll in such courses.~~ If advanced course work or advanced placement courses are not available within the school district, administrators or school counselors are instructed to assist students in identifying alternative means of taking such classes or earning related credit. This may include taking courses through the Dual and Concurrent Enrollment Program at a different public school, a private school, through distance education remote learning courses, Extended Learning Opportunities (ELO's), or other suitable means.

~~Any student whose eligibility for taking advanced course work who is recommended by their counselor may enroll in a course.~~ Credit may be given, provided the course comports competencies are applicable with district policies (see Board policy IK) and state standards. The district will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10, 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science, technology, engineering, and mathematics), ~~and~~ STEM-related courses designated by the Community College System of New Hampshire ("CCSNH"), and/or career and technical education courses.

Although there is no limit to the number of credits a student may earn per academic year through the Dual and Concurrent Enrollment Program, pursuant to RSA 188-E:27, II, students enrolling in courses exceeding a total of 4 credits (see Board policy IK) are responsible for all costs above and beyond 4 credits in an academic year.

The superintendent or designee shall be responsible for coordinating any agreements with CCSNH and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the district. The superintendent or designee shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The superintendent or designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;

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3. Require that program and courses comply with the standards for accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. Establish criteria for student eligibility to participate in the program;
5. Establish standards for course content;
6. Establish standards for faculty approval;
7. Establish program coordination and communication requirements;
8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
9. Require annual notification to high school students and their parents/guardians of Dual and Concurrent Enrollment opportunities; and
10. Set out how any Dual and Concurrent Enrollment courses correlate with a Career Readiness Credential under Board policy IKFG.

Policy History:

Adopted: March 12, 2018

Revised: March 9, 2020

Revised: December 13, 2021

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FIRST READING – REVISED POLICY

BULLYING PREVENTION - PUPIL SAFETY AND VIOLENCE **PREVENTION POLICY BULLYING AND CYBERBULLYING**

I. GENERAL STATEMENT OF POLICY

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyberbullying will not be tolerated and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories

This policy, in conjunction with the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R), is intended to comply with RSA 193-F. The Superintendent is responsible for implementing this policy but may delegate specific responsibilities to administrators and others as deemed appropriate.

II. BULLYING AND CYBERBULLYING DEFINED

Definitions

1. "Bullying" means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:
 - a. physically harms a pupil or damages the pupil's property;
 - b. causes emotional distress to a pupil;
 - i. For the purposes of this policy, the term "emotional distress" means distress that materially impairs the student's participation in academic or other school-sponsored activities. The term "emotional distress" does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint.
 - c. interferes with a pupil's educational opportunities;
 - d. creates a hostile educational environment; or
 - e. substantially disrupts the orderly operation of the school.
- "Bullying" shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs if those actions cause one or more of the results in paragraphs (a) through (e) above. The above-referenced conduct is only considered "bullying" if it:
- (a) Occurs on, or is delivered to, school property or a school-sponsored activity or event, on or off school property; or

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~~(b) Occurs off school property or outside of a school sponsored activity or event, and the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school sponsored activity or event.~~

~~Bullying or cyberbullying of a student on the basis of sex, sexual orientation, gender identity, race, color, creed, ancestry, national origin, religion, age, marital status, familial status, economic status, physical or mental disability may also constitute illegal discrimination or harassment under federal and/or state laws.~~

- ~~2. "Cyberbullying" means conduct defined in paragraph 1 of this section that takes place through the use of electronic devices.~~
- ~~3. "Electronic devices" include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.~~
- ~~4. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.~~
- ~~5. "Perpetrator" means a pupil who engages in bullying or cyberbullying.~~
- ~~6. "Victim" means a pupil against whom bullying or cyberbullying has been perpetrated.~~

~~III. BULLYING, CYBERBULLYING, AND RETALIATION PROHIBITED~~

~~It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyberbullying of a student.~~

~~It shall be a violation of this policy to engage in retaliation or false accusations against a complainant, witness, or anyone else who in good faith provides information about an act of bullying or cyberbullying.~~

~~All students are protected by this policy, regardless of their status under the law.~~

~~There shall be disciplinary consequences or interventions, or both, for a student who commits an act of bullying or cyberbullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy. If it is determined, after investigation, that a student has engaged in bullying or cyberbullying conduct prohibited by this policy, that student shall be subject to appropriate disciplinary action, which may include, but not be limited to suspension and expulsion. Any such disciplinary action shall be taken in accordance with applicable school board policy and legal requirements.~~

~~IV. REPORTING AND INVESTIGATION PROCEDURE~~

~~Students who are subjected to bullying or cyberbullying, or who observe bullying/cyberbullying by or against other students are strongly encouraged to report it to any school employee, including but not limited to teachers, administrators, counselors, or other staff.~~

~~School staff and volunteers are required to report possible incidents of bullying or cyberbullying to the building principal or designee as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyberbullying of students to the building principal or designee.~~

~~(See Form ACAA-R).~~

~~The reporting procedure and investigative procedure for reports of bullying and/or cyberbullying is set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).~~

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V. ~~TRAINING~~

~~The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyberbullying, if possible, and to educate staff on how to properly identify, respond to, and report incidents of bullying/cyberbullying.~~

~~The school administration shall provide age appropriate education programs for students and parents regarding this policy, bullying/cyberbullying prevention, how to identify, respond to and report bullying/cyberbullying.~~

VI. ~~ANNUAL REPORT TO NEW HAMPSHIRE DEPARTMENT OF EDUCATION~~

~~The Superintendent shall prepare and submit an annual report of substantiated bullying/cyberbullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.~~

VII. ~~IMMUNITY~~

~~By virtue of NH RSA 193 F:7, any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.~~

VIII. ~~POLICY DISSEMINATION~~

~~This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.~~

IX. ~~APPEAL~~

~~The procedures under RSA 193:13 and NH Admin. R. Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.~~

~~Appeal rights related to complaints of bullying/cyberbullying are set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).~~

X. ~~CAPTURE OF AUDIO & VIDEO RECORDINGS ON SCHOOL BUSES:~~

~~Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.~~

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A. Purpose and Intent. The Dover School District is committed to providing a safe and respectful learning environment for all students. Through education, prevention, and consistent enforcement, we aim to eliminate bullying and promote positive peer relationships for all of our students.

1. Prohibition of Bullying or Cyberbullying of a Student - RSA 193-F:4, II(a). This policy is intended to comply with and implement RSA 193-F. Bullying, in any form - whether physical, verbal, social, or cyber - is strictly prohibited and will not be tolerated. This policy defines bullying and related conduct, and establishes clear procedures for reporting, investigating, and responding to incidents.
2. Protection of all School Aged Children - RSA 193-F:4, II(c). This policy shall apply to all students and school-aged persons on school district grounds and participating in school district functions, whether or not such school-aged person is a student within the district and regardless of status.
3. Prohibition of Retaliation and False Accusations - RSA 193-F:4, II(b). This policy prohibits retaliation or false threats against a victim, witness, or anyone else who, in good faith, provides information about an act of bullying or cyberbullying.
4. This policy, in conjunction with the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R), is intended to comply with RSA 193-F. The superintendent is responsible for implementing this policy but may delegate specific responsibilities to administrators and others as deemed appropriate.

B. Definitions - (RSA 193-F:3).

1. "Bullying" means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at any student which:

Bullying shall also mean and include actions motivated by an imbalance of power based on a student's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the student's association with another person and based on the other person's characteristics, behaviors, or beliefs.

As used throughout this or other Board policies, and unless the context indicates otherwise, the term "bullying" as used in this policy will include cyberbullying.

Bullying prohibited and covered by this policy includes any action or communication described above that:

- a. Physically harms a student or damages the student's property;
- b. Causes emotional distress to a student;
- c. Interferes with a student's educational opportunities;
- d. Creates a hostile educational environment; or

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- e. Substantially disrupts the orderly operation of the school.
 - f. occurs on, is delivered to, school property or a school-sponsored activity or event on or off school property; or
 - g. Occurs off of school property or outside a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or any school-sponsored activity or event.
2. "Cyberbullying" means conduct defined above as bullying committed or undertaken through the use of electronic devices. Unless the context indicates otherwise, the term "bullying" as used in this policy will include acts of cyberbullying.
 3. "Electronic devices" includes, but is not limited to, telephones, cellular or smartphones, computers, pagers, or any other device which is used for or can transmit: voice calls or messages; electronic mail; text/instant or other verbal messaging; images or videos; and websites.
 4. "Parent" means a person who has legal custody of a minor child as a natural or adoptive parent, as a legal guardian, or who is functioning in a parental role if the actual parent or guardian is absent from the child's daily life. Additionally, "parent" may include students who have been emancipated, either by age or legal process. The term "parent", shall not, however, include a parent as to whom the parent-child relationship has been terminated by judicial decree or voluntary relinquishment.
 5. "Perpetrator" means a student who engages in bullying or cyberbullying.
 6. "Principal" shall mean and include the building principal or other senior building administrator of a school, as well as any qualified person appointed by the principal to carry out all or some principal functions as described in this policy.
 7. "Retaliation" means and includes such conduct as intimidation, threats, coercion, harassment, or discrimination in response to (or an effort to prevent) a victim, witness or other person, who in good faith provides information about an act or conduct that the person providing the information believes is bullying or cyberbullying.
 8. "School property" means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
 9. "Staff" means and includes all district, school or SAU employees, designated volunteers (as defined in Board policy GBCD), or other volunteers who are regularly on school property, or who have significant contact with students, and any employees of a company under contract to the district or SAU and who have significant contact with students.

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10. "Student" shall have the same meaning as "pupil" as used in RSA 193-F and this or any other Board policy.
11. "Superintendent" means the superintendent (Senior Education Official) or other person designated by the superintendent to carry out all or some superintendent functions as described in this policy.
12. "Victim" means a student against whom bullying or cyberbullying has been perpetrated.

- C. Retaliation - RSA 193-F:4, II(b). Retaliation or false accusations related to bullying or cyberbullying shall be deemed a violation of this policy. Upon receiving any report of bullying or cyberbullying, the principal will immediately assess the need to develop a plan or take steps to protect the alleged victim or any witnesses against retaliation. The same assessment shall be made at any point upon a report of retaliation or false accusations made during or after a bullying/cyberbullying investigation.

Reports of retaliation or false accusations relating to a bullying/cyberbullying report may be made in the same manner as for reports of bullying/cyberbullying as provided in this policy.

Investigations, and responses (i.e., interventions, supportive measures, disciplinary consequences) to reports of retaliation or false accusations may be made as provided in the same manner as provided in Sections E-H for reports or incidents of bullying/cyberbullying, or in accordance with procedures and provisions set forth in the Code of Conduct / Student Handbook.

- D. Procedures for Reporting Bullying, Cyberbullying, Retaliation or False Accusations - RSA 193-F:4, II(f). At each school, the principal is responsible for receiving reports or complaints of bullying or cyberbullying.
1. Student Reporting. Any student who believes they have been the victim of bullying/cyberbullying, retaliation, or false accusations should report the alleged acts immediately to the principal, or to a school district employee or volunteer that the student feels more comfortable making the report.
 2. Staff Reporting. Any school employee or volunteer who receives a report of, witnesses, or has knowledge or belief that bullying/cyberbullying or retaliation may have occurred, shall inform the principal as soon as possible, but no later than the end of that school day.
 3. Parent Reporting. Parents and other adults are also encouraged to report any concerns about possible bullying/cyberbullying or retaliation of students to the principal.
 4. Report Forms. The administration may develop student reporting forms to assist students and staff in filing such reports. An investigation shall still proceed even if a student is reluctant to fill out the designated form and chooses not to do so.

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5. Anonymous Reports. Although students, parents/guardians, volunteers and visitors may report anonymously, an investigation based upon such reports may by necessity be incomplete. More significantly, formal disciplinary action may not be based solely on an anonymous report, and, likewise, other remedial or supportive measures may require some form of evidentiary verification.

E. Actions Upon Receipt of Report of Bullying or Cyberbullying.

1. Receipt of Report. Upon receipt of a report of bullying, the principal shall commence an investigation consistent with the provisions of Section F of this policy, shall assess:
 - a. the need for a plan to protect students against retaliation,
 - b. whether the conduct may be construed as illegal discrimination or harassment related to a protected class as set forth in Board policy AC (if so, the principal shall confer with the district staff member(s) charged with handling such discrimination or harassment to determine how to proceed (e.g., parallel or combined investigations)); and
 - c. whether such conduct constitutes a safe schools violation requiring a report pursuant to RSA 193-D:4 and Ed 317.05.
2. Parental Notice of Bullying Report — RSA 193-F:4, II(h). Within forty-eight (48) hours of receiving a report of bullying, the principal will notify the parents/guardians of any student reported as a victim of bullying, as well as the parents/guardians of any student who has been reported as a perpetrator of bullying. Such notification may be made by telephone, writing or personal conference. The date, time, method, and location (if applicable) of such notification and communication shall be included in the investigative report. Notifications shall be consistent with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) relative to the student privacy rights of each student indicated in the report.

The principal may request of the superintendent or designee a waiver of the parental notification requirement, which may be granted only if the superintendent or designee deems such a waiver to be in the best interest of either the alleged victim or alleged perpetrator. Details of any request for a waiver and any grant of such request will be included in the investigative report.

F. Investigative Procedures - RSA 193-F:4, II(j).

1. The reporting procedure and investigative procedure for reports of bullying and/or cyberbullying is set forth in the Board's Student Discrimination, Harassment, and Bullying Complaint Procedure (ACAA-R).
2. Upon receipt of a report of bullying, the principal shall, within five (5) school days, initiate an investigation into the alleged act. If the principal is directly and personally involved with a complaint or is closely related to a party to the complaint, then the superintendent shall direct another district employee to conduct the investigation.

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3. The investigation should include documented interviews with the alleged victim, alleged perpetrator and any witnesses. All interviews shall be conducted privately and shall be confidential to the extent permitted by law. Each individual will be interviewed separately and at no time will the alleged victim and perpetrator be interviewed together during the investigation.
4. The investigation should include review of any available surveillance recordings subject to the provisions of Board policies.
5. If the alleged bullying was in whole or in part cyberbullying, the principal may ask students and/or parents to provide the district with printed copies of e-mails, text messages, website pages, or other similar electronic communications, consistent with Board policy JIH and RSA 189:6. The principal may not, however, require or request a student to disclose or to provide access to a personal social media account through the student's user credentials.
6. Factors the principal or other investigator may consider all relevant facts and circumstances during the course of the investigation, including but not limited to:
 - a. Description of incident, including the nature of the behavior;
 - b. How often the conduct occurred;
 - c. Whether there were past incidents or past continuing patterns of behavior;
 - d. The characteristics of parties involved, (name, grade, age, etc.);
 - e. The identity and number of individuals who participated in the bullying behavior;
 - f. Where the alleged incident(s) occurred;
 - g. Whether the conduct adversely affected any student's education or educational environment;
 - h. Whether the alleged victim felt or perceived an imbalance or power as a result of the reported incident;
 - i. Whether the conduct violated any district or school policies or rules; and
 - j. The date, time and method by which parents or legal guardians of all parties involved were first contacted.
7. The superintendent may grant an extension of up to seven (7) school days. In the event such extension is granted, the principal shall notify in writing all parties involved of the granting of the extension.

Without limiting what might constitute sufficient cause for an extension under this paragraph, the superintendent may consider the interests of the victim or alleged perpetrator related to any investigation into some or all of the same alleged conduct which other investigation includes procedures and timelines mandated by a

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regulation or statute other than RSA 193-F (e.g., Title IX, criminal investigations, etc.). Before waiving the time requirement on account of such other investigation, the superintendent should confer with counsel and/or the district's Human Rights Officer/Title IX Coordinator.

G. Completion of Investigation and Report.

1. Investigative Determination and Report. Whether a particular action or incident constitutes bullying/cyberbullying, retaliation or other violation of this policy – requires review and consideration of available evidence of all facts and surrounding circumstances. The investigative determination along with a summary of the investigation, shall be included in a comprehensive report. If the determination is that the bullying allegation is substantiated, the report shall include provisions describing any disciplinary consequences, interventions, supportive measures or other assistance for the victim or perpetrator, and, when indicated, any steps appropriate to protect all students from retaliation of any kind. The report may also include policy, training or other recommendations for preventing future bullying conduct within the school.
2. Communication with Students and Parents/Guardians Upon Completion of Investigation - RSA 193-F:4, II(m).
 - a. The principal will meet promptly with each student directly involved in the incident(s) and communicate the general investigative determination as to whether the allegations of bullying/cyberbullying were substantiated, and any initial consequences or interventions appropriate to the determination.
 - b. Within ten (10) school days, the principal will notify the parents of the alleged victim and of the alleged perpetrator regarding the school's remedies and assistance, within the boundaries of applicable state and federal law. The initial communication may be in writing, in person or by telephone, but if verbally, the principal will also send a letter confirming earlier determination to the parents/guardians within two (2) school days confirming the earlier notification.
 - c. If the parents/guardians request, the principal shall schedule a meeting with them to further explain the investigative determination.
 - d. In accordance with the Family Educational Rights and Privacy Act and other laws concerning student privacy, the district will not disclose educational records of students, including the discipline and remedial action assigned to those students and the parents/guardians of other students involved in a bullying incident.
3. Appeals. A parent/guardian aggrieved by the investigative determination of the principal may appeal the determination in accordance with the standards and procedures set forth in Board policy ACAA-R.
4. Additional Reporting Requirements.

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- a. Reporting Substantiated Incidents - RSA 193-F:4, II(l). The principal shall forward all substantiated reports of bullying to the superintendent upon completion of the principal's investigation.
 - b. Department of Education Reports - RSA 193-F:4, II(g). The principal shall be responsible for completing such reports/forms as required by the New Hampshire Department of Education (NHED) for all substantiated incidents of bullying. Irrespective of the time/date a form/report is due to be filed with the NHED, the report/form or the information required for the report/form shall be completed/compiled within ten (10) school days following an investigative finding of a substantiated bullying/cyberbullying report. The principal or designee shall retain a copy and shall forward one copy to the superintendent. Hard copies are not necessary if the digital form/data is retained and accessible to both the building administration and SAU.
 - c. Reporting to New Hampshire Department of Education (NHED) - RSA 193-F:6, I. The superintendent shall annually report the district's substantiated incidents of bullying to the NHED. Pursuant to FERPA, such reports shall not contain any personally identifiable information pertaining to any student.
- H. Substantiated Instances of Bullying or Retaliation: Interventions, Remedial Measures and Disciplinary Consequences — RSA 193-F:4, II(k).

While students who have been found to have committed an act of bullying/cyberbullying can face disciplinary consequences, the Board encourages the administration and school district staff to explore alternative or additional measures and interventions to address the substantiated instances of bullying/cyberbullying and prevent their reoccurrence.

1. Interventions and Other Remedial Measures. Examples of interventions and remedial measures include, but are not limited to:
 - a. Restitution,
 - b. Parent conferences,
 - c. Student counseling,
 - d. Behavior assessment,
 - e. Corrective instruction or other relevant learning experience,
 - f. Peer support group, and
 - g. Mediation (but only after the investigation has been completed).

Interventions and other remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim, and take corrective action for documented systematic problems related to bullying.

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2. Disciplinary Consequences - RSA 193-F:4, II(d). Disciplinary consequences for students shall be consistent with the Student Code of Conduct (see policy JIC) for the conduct that constituted bullying/cyberbullying. Disciplinary consequences should be varied according to specific circumstances such as: the nature of the behavior, the developmental age of the student, the student's prior disciplinary history, and performance. Students will be afforded any due process applicable to the level of consequences as provided in Board policy JICD, RSA 193:13 and Ed 317.

Consequences and appropriate remedial actions for a staff member who commits one or more acts of bullying/cyberbullying or retaliation may range from up to and including dismissal from employment for staff members, with additional reports, if appropriate, in accordance with the Code of Conduct for New Hampshire Educators.

I. Dissemination of Policy and Bullying Prevention Education - RSA 193-F:4, II(e) and 193-F:5.

1. Staff and Volunteers. All staff will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (employee handbook, hard copy, website, workshops, etc.). The superintendent will ensure that all school employees and volunteers receive annual training on bullying and related Board policies, consistent with RSA 193-F:5.
2. Students. All students will be provided with a copy of this policy annually. The superintendent may determine the method of providing the policy (student handbook, mailing, hard copy, website, etc.).

Each year, all students will participate in programming that includes anti-bullying/cyberbullying materials presented in age-appropriate language. The materials and information should, among other things, describe expectations for student behavior, emphasize an understanding of what bullying/cyberbullying, harassment and intimidation is and looks like, the district's prohibition of such conduct and the reasons why the conduct is destructive, unacceptable, and how and when the conduct can lead to disciplinary consequences.

The superintendent, in consultation with staff, will, to the extent reasonably possible, integrate student anti-bullying training and education into the district's curriculum, behavior programs and other violence prevention efforts.

3. Parents. The superintendent will ensure that all parents are annually provided with a copy of this policy or informed in writing where a copy of the policy may be located on the district and/or school's website. Student/family handbooks will include information of the district/school's anti-bullying program, as well as the means for students to report bullying acts either experienced or witnessed, and how parents, themselves, may inform/report to the school when they believe their child is being bullied or is bullying other students and encourage their children to report bullying when it occurs.

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4. Additional Notice and School District Programs. The Board may, from time to time, host or schedule public forums in which it will address this anti-bullying policy, discuss bullying in the schools, and consult with a variety of individuals, including teachers, administrators, guidance counselors, school psychologists and other interested persons.

J. Summary of School Officials' Duties to Implement Policy - RSA 193-F:4, II(n).

The superintendent, as the person charged with supervision of all employees of the district, is responsible for the implementation of this policy and the provisions of RSA 193-F. The school principal(s) are expected and required by statute to implement this policy within their respective school buildings and ensure the procedures are followed.

Consistent with this policy, the principal(s) shall receive reports of alleged bullying or retaliation, investigate the alleged conduct, and communicate with the parties involved (including their parents/guardians) consistent with privacy laws, and communicate/report to the superintendent. The superintendent shall oversee the principal(s) in their duties relative to this policy and shall ensure each school is compliant with this policy. Additionally, the superintendent will receive reports of substantiated incidents, review waivers and time extension requests, and communicate with the principal(s), the School Board, and the NHED, all as provided in this policy.

K. Immunity and Liability – RSA 193-F:7 & 9.

Under 193-F:7, employees, volunteers, students, parents and any other person covered by this policy will be immune from civil liability for good faith conduct arising from or pertaining to the reporting, investigation, findings, recommended response, or implementation of a recommended response under this policy or RSA 193-F. (Note – civil liability could arise, (including for attorney's fees) in the event of gross negligence or willful misconduct for violations of this policy.)

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SECOND 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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SECOND 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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SECOND 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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SECOND 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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DATE OF ADOPTION: DECEMBER 11, 2023	PAGE 8 OF 9

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), t**~~he~~ The 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

DOVER SCHOOL DISTRICT	POLICY CODE: JG
DATE OF ADOPTION: MAY 12, 2014	PAGE 1 OF 2

SECOND 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

DOVER SCHOOL DISTRICT	POLICY CODE: JG
DATE OF ADOPTION: MAY 12, 2014	PAGE 2 OF 2

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

SECOND 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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DATE OF ADOPTION: MARCH 10, 2025	PAGE 2 OF 3

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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DATE OF ADOPTION: MARCH 10, 2025	PAGE 3 OF 3

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

Governor Ayotte:

Should HB 751 (statewide open enrollment) be passed by the House Legislature, the Dover School Board is writing to ask you to veto this bill.

While it can be said that education reform is needed in this state, we disagree that statewide open enrollment is the solution for New Hampshire.

In a state that already underfunds education and places the primary financial tax burden on state property owners and municipalities, statewide open enrollment would further shift costs onto sending districts, exacting more strain to already bare bones budgets. If just 1% of Dover students choose to go elsewhere, it would cost the district an extra \$600,000+ in new tuition fees. Additionally, because this bill does not address existing tuition agreements for sending schools, Dover is at risk of losing revenue from the neighbors we support high school education for.

Approving this bill without a full analysis of the financial impacts on municipalities does not show a good faith effort by the state legislator to act in a fiscally responsible manner.

Outside of financial concerns, there are many other unanswered questions in this bill that would leave school districts scrambling to figure out the logistics. Some examples include:

- missing definition of how school capacity is determined,
- how is residency determined,
- how will enrollment be managed,
- will there be deadlines and an application process,
- how is special education and FAPE accounted for,
- how will the finances and fluid tuition payments be accounted for,
- how is a district supposed to determine appropriate staffing and classroom sizes if enrollment is always fluid,
- what will be the oversight established to support the implementation of this bill?

Furthermore, the use of a procedural maneuver to advance this legislation without any public hearings limits transparency, excludes the voices of residents, and shows this bill is not being put forth in a good faith effort to make meaningful change to public education.

Due to the financial risk, number of unanswered questions and lack of public input, we again ask that you veto this bill.

Signed,

The Dover School Board



DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809 | dover.k12.nh.us

Empowering all Learners

To: Members of the Dover School Board
Dr. Christine Boston, Superintendent
From: Abigail Small, Director of Student Services
Date: February 3, 2026
Re: Request to waive bidding

Request to waive bidding:

The District requests to waive bidding to purchase 50 licenses for Goalbook Toolkit for the 26-27 school year for a total of \$30,750.00 to be paid for from the IDEA grant. Included in the cost is 50 licenses + 10 complementary licenses, 1 full day of in-person or remote professional development, 1 mid-year consultation, and as needed access to dedicated Goalbook team member.

Goalbook Toolkit is an on-line platform that increases teacher effectiveness throughout the special education process.

Goalbook Toolkit:

- Provides assessments and a present level of performance tool to help identify areas of regression and urgent need for skill recoupment, including essential standard areas.
- Supports the development of skills and NH standards aligned IEP goals with the appropriate levels of scaffolding to support both recoupment and growth.
- Delivers classroom-ready resources and strategies that support planning and the delivery of specially designed instruction in both classroom and small group environments.

As of January 2026:

- There are 48 active users in Goalbook, accessing over 4,500 resources
- Most accessed areas of Goalbook are present levels and developing IEP goals
- Most accessed subjects are math, reading, and executive functioning
- Feedback from all three levels has been positive and enthusiastic

Please reference the attached Sole Source letter.



Goalbook
700 South B Street, Suite 200
San Mateo, CA 94401

July 1, 2025

Goalbook Partner:

This letter is to confirm that Toolkit is a sole source product, developed, sold, and distributed exclusively by Enome, Inc. (Goalbook). Enome, Inc. (Goalbook) is the Sole Source of the items, content and services listed below. Competition in providing the below items, content, and services is precluded by the existence of a copyright held by Enome, Inc. (Goalbook). There are no other solution for purchase that would serve the same purpose or function. This product must be purchased directly by institutions from Enome, Inc. (Goalbook). There are no agents or dealers authorized to represent this product.

Toolkit guides teachers to confidently identify student present levels that are data driven by providing unique content and features including:

- Research-based framework that guides and supports teachers to consistently use best-practices in developing IEP present level statements including: editable starter narratives for each functional grade level, grade-level expectation for assessments, and prompting questions to tell the story of the student and to clearly articulate the impact of their disability.
- Downloadable assessments and screeners and data collection sheets for use in developing present levels data for IEPs.
- Exemplar IEP present levels content for grades Pre-K through 12th and student strengths and needs areas: academics (pre, core, and alt), social and emotional, behavior, communications, physical, functional/management, and vocational.
- Validated by ESSA aligned research.

Toolkit saves time in developing and monitoring standards-aligned IEP goals that address student's individual needs by providing unique content and features including:

- Research-based framework that guides and supports teachers to consistently use best-practices in developing IEP goals and objectives including thousands of exemplar IEP goals which contain the elements of representation, expression, and criteria with alignment to state specific standards and differentiated with scaffolding at up to 3 levels of supports.
- Learning goals in academic and non-academic areas including: core academics, behavior, SEL, pre-k, EL, autism, speech & language, alt & life skills, OT, success & management, deaf/hard of hearing, adapted PE, blind & visually impaired, birth to 3, and dyslexia.
- Search and filter content by: subject, grade (Birth-3 and Pre-K to 12), category / subdomain, standard, and key word.
- State specific standard unpacked to its core purpose (unpacked standard).
- Horizontally aligned standards and goals for foundational and precursory skills.
- Progress monitoring assessments and exemplars aligned specially to the goal.
- Validated by ESSA aligned research.

Toolkit helps teachers successfully implement IEPs with instant access to research-based instructional strategies and classroom-ready resources by providing unique content and features including:

- Curated list of targeted research-based strategies and ready-to-use resources to implement IEPs in reading, writing, speaking, math, behavior & SEL for use in-person and remote settings.
- Mini root causes analysis approach to identifying strategies.
- Coaching and implementation tips including how to use the strategies cross circularly and in multiple settings.

Goalbook | P.O. Box 1289, San Mateo, CA 94401 | goalbookapp.com
1-855-207-5443 | support@goalbookapp.com



Goalbook
700 South B Street, Suite 200
San Mateo, CA 94401

- Aligned to the Universal Designed for Learning (UDL) framework of engagement, representation, and action & expression.

If you desire additional information, please do not hesitate to contact us at 1-855-207-5443.

Sincerely,

Justin Su
Founder, Goalbook



DOVER SCHOOL DISTRICT SAU 11

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Empowering all Learners

To: Members of the Dover School Board
Cc: Dr. Christine Boston, Superintendent
From: Abigail Small, Director of Student Services
Date: February 3, 2026
Re: Dover Preschool Program Tuition Rate Approval for FY2026-2027

Recommendation:

The District has not increased tuition in over 5 years; the recommendation below is just slightly higher than the current inflation rate (4%), but not cost prohibitive as it would be to make up for the years post COVID where no increases were made.

SESSIONS PER WEEK	COST PER MONTH	TUITION DUE 9/1/2026 (SEPT, OCT, NOV)	TUITION DUE 12/1/2026 (DEC, JAN, FEB)	TUITION DUE 3/1/2026 (MAR, APR, MAY, JUN)
2 half-days per week	\$55	\$165	\$165	\$220
3 half-days per week	\$82	\$246	\$246	\$328

The Dover School District Preschool Program is an integrated Preschool that addresses the developmental needs of children, ages 3-5, with and without disabilities, while nurturing their growth and development as unique individuals.

Currently, the Dover School District Preschool Program serves approximately 40 identified students and 11 community peers (non-identified students).