



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #1
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, January 14, 2019
Meeting Time:	7:00 pm

A. CALL TO ORDER

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. CITIZENS' FORUM

E. AGENDA APPROVAL

F. APPROVAL OF MINUTES

1. Regular Meeting #12, December 10, 2018

G. CONSENT AGENDA

1. **Correspondence:** None

2. **Resignations/Retirements:**

a. Corinne White, HSS Behavior Specialist

3. **Leaves of Absence:** None

4. **Job Shares:** none

5. **Nominations:**

a. Teacher

6. **Extended Travel (Student Trips):** None

7. **Donations:** January 14 Donations

H. STUDENT REPRESENTATIVE REPORT:

I. POLICY – CHANGES – PROPOSALS:

a. ADB – Tobacco Products Ban, Use and Possession in and on School Facilities and Grounds

b. EBC – Crisis Prevention and Response

c. EBCA – Emergency Plans, Crisis Prevention and Emergency Response

d. EHAB – Data Governance and Security

e. EHB – Data/Records Retention

f. EHB-R – Local Data/Records Retention Schedule

g. GADA – Employment References and Verification (Prohibiting Aiding and Abetting Sexual Abuse)

h. GBEC – Drug-Free Workplace and Drug-Free Schools

i. JCA – Change of School or Assignment Policy

j. JEC – Change of School or Assignment – Manifest Educational Hardship

J. POLICY ADOPTION: none



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- K. RESOLUTIONS:** None
- L. OLD BUSINESS:**
 - a. Budget presentation
- M. NEW BUSINESS:**
 - a. DHS Program of Studies Changes 2019-2020
 - b. Academic Calendar Issue
 - c. Condition of Accounts
- N. SUBMISSION AND PAYMENT OF BILLS**
- O. SUPERINTENDENT’S REPORT**
- P. COMMITTEE REPORTS**
- Q. SCHOOL BOARD MATTERS OF INTEREST**
- R. ADJOURNMENT**

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three 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.

January 7, 2019

Dear Dover School Board,

After more than 42 years of teaching, including 19 years with the Dover School District, I have decided that it is time for me to retire. I plan to complete the current school year before officially retiring at the end of June 2019.

I have thoroughly enjoyed my career guiding, planning for, and teaching special needs students at the high school and elementary level. They have taught me and given me so much more than I could ever have given them. They have enriched my life beyond measure.. I will miss them.

I also want to take this time to specifically thank some of the many people who have guided and supported me throughout my tenure in Dover. My coworkers Lynda Nelson, Linda Long, and Vicky Martuscello who have created a strong, nurturing and fun environment at Horne Street. Retired HS administrator Fran McNally who always had my back, and principal Patty Driscoll who has shown me that patience, consistency, and accountability tempered with encouragement and kindness create strong environments where children and adults can learn and grow. It has been my honor and pleasure to have gotten to work with them..

Thank you to the school district of Dover who has supported me and allowed me to work a schedule around my long term medical issues. This has made it possible for me to not only continue to work, but also heal emotionally and physically.

I will miss every aspect of my teaching career, but I'm looking forward to spending more time with my children and grandson in NYC and LA.

Respectfully'

A handwritten signature in cursive script that reads "Corinne White".

Corinne White

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

TO: **DOVER SCHOOL BOARD**

DATE: January 14, 2019

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 2018-2019 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
McKenney, Taylor (OYO)	Grade 4 Teacher	Garrison School	Rima Sawyer	\$22,546.20 (prorated on 39,136)	MA, Step 1

Donation Request List for Approval
January 14 School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
DHS & CTC	Conway Office Solutions	1000.00	Tree/Donation	Building it Brighter Campaign
DHS & CTC	DHS Class of 1978	643.00	Check	Project Graduation

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TOBACCO PRODUCTS BAN

USE AND POSSESSION IN AND ON SCHOOL FACILITIES AND GROUNDS

FIRST READING

USE OF TOBACCO PRODUCTS STRICTLY PROHIBITED IN/ON ALL SCHOOL FACILITIES AND/OR GROUNDS

~~No person shall use any tobacco product in any facility or vehicle maintained by the school district nor on any of the grounds of the district.~~

~~Tobacco products means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.~~

~~"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the district. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.~~

~~It is the responsibility of the building principal(s), or designee, to enforce this policy initially by requesting that any person who is violating this policy to cease the use of tobacco products immediately. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.~~

~~STUDENTS:-~~

~~No student shall purchase, attempt to purchase, possess, or use any tobacco product in any facility, in any school vehicle, or anywhere on school grounds maintained by the district.~~

~~Enforcement of this prohibition shall initially rest with building principals, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.~~

~~The principal will develop regulations which cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by means deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties for fines may result from violations of this policy.~~

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EMPLOYEES:

~~No employee shall use any tobacco product in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.~~

~~Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. The principal may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.~~

~~The principal will develop and implement the appropriate means of notifying employees of the possible disciplinary consequences of violating this policy. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension, or dismissal. In addition, fines or other penalties may result from enforcement of these prohibitions by other law enforcement officials.~~

ALL OTHER PERSONS:

~~No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the district.~~

~~Responsibility for enforcement of this prohibition shall rest with all school district employees who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.~~

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Students and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

A. Definitions.

"Tobacco product(s)" means any product containing tobacco including, but not limited to, cigarettes, smoking tobacco, cigars, chewing tobacco, snuff, pipe tobacco, smokeless tobacco, and smokeless cigarettes, as well as any other product or item included in RSA 126-K:2, XI as the same may be amended or replaced from time-to-time.

"E-cigarette" means any electronic smoking device composed of a mouthpiece, a heating element, a battery, and electronic circuits that provides a vapor of pure nicotine mixed with propylene glycol to the user as the user simulates smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, or e-pipes, or under any other product name as well as any other product or item included in RSA 126-K:2, II-a as the same may be amended

or replaced from time-to-time.

"Liquid nicotine" means any liquid product composed either in whole or in part of pure nicotine and propylene glycol and manufactured for use with e-cigarettes, as well as any other product or item included in RSA 126-K:2, III-a as the same may be amended or replaced from time-to-time.

"Facility" is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, and storage areas.

B. Students

No student shall purchase, attempt to purchase, possess or use any tobacco product, E-cigarette, or liquid nicotine in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of the prohibition against students shall initially rest with building principals, or their designees, who may also report any violation to law enforcement, for possible juvenile, criminal or other proceedings as provided under state law. Additional consequences may be administered pursuant to printed student conduct rules.

C. Employees

No employee shall use any tobacco product, E-cigarette, or liquid nicotine, in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. Violations may also be referred to appropriate law enforcement and/or other appropriate agencies for criminal or other proceedings as provided under state law.

D. All other persons

No visitor, contractor, vendor or other member of the public, shall use any tobacco product, E-cigarette, or liquid nicotine in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

The building principal(s), and where appropriate, other site supervisor (athletic director, vehicle driver, etc.), or their designee(s), shall have the initial responsibility to enforce this section, by requesting that any person who is violating this policy to immediately cease the use of tobacco products, E-cigarette or liquid nicotine. After this request is made, if any person refuses to refrain from using such products in violation of this policy, the principal, site supervisor, or designee may call contact the appropriate law enforcement agency(ies) for possible criminal or other proceedings as provided under state law.

E. Implementation and Notice - Administrative Rules and Procedures.

The Superintendent shall establish administrative rules and procedures to implement this policy, which rules and procedures may be building level and/or district-wide. Rules and procedures relating to student violations and resulting disciplinary consequences should be developed in consultation with building principal(s).

The Superintendent, working with the building principal(s), shall provide annual notice to employees, students and parents of the pertinent provisions of this policy (e.g., student or staff handbook) along with applicable administrative regulations and procedures, which may include prescribed consequences for violations of this policy. Such notice should include information that violation of this Policy could lead to criminal or other such proceedings.

Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

Legal References:

- **RSA 155:64 - 77, Indoor Smoking Act**
- **RSA 126-K:2, Definitions**
- **RSA 126-K:6, Possession and Use of Tobacco Products by Minors**
- **RSA 126-K:7, Use of Tobacco Products on Public Educational Grounds Prohibited**

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Repeal per NHSBA ~~CRISIS PREVENTION AND RESPONSE~~

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, and other events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

The Superintendent shall establish an advisory committee to develop a Crisis Prevention and Response Plan. Board Policy [EBCA](#) and Appendix [EBCA-R](#) contain provisions relative to Emergency Response Plans. Consistent with Policy [EBCA](#) and RSA [189](#):64, the School Board directs the Superintendent to develop site specific emergency response plans for each school building and further directs the Superintendent to submit the emergency response plans to the Division Of Homeland Security And Emergency Management, Department Of Safety.

The committee will review school district programs and activities, assess the district's security and safety needs, and review Board policies, administrative regulations, response plans and procedures.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Legal References:

~~RSA [189](#):64, Emergency Response Plans~~

~~RSA [193](#)-D, Safe School Zones~~

~~RSA [193](#)-F, Pupil Safety and Violence Prevention~~

~~NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety~~

~~Revised: September 2014~~

~~Revised: August 2007~~

~~New Policy: November 2006~~

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EMERGENCY PLANS CRISIS PREVENTION AND EMERGENCY RESPONSE

~~The Superintendent is responsible for ensuring the district's Emergency Response Plan addresses hazards such as: acts of violence, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.~~

~~The School Board directs the Superintendent to develop site-specific emergency response plans for each school building, to have each plan reviewed annually prior to September 1, and to submit the emergency response plans or if the annual review does not change the plan, notice that the review has been completed to the Department of Education no later than September 1st each year. The Superintendent is authorized to provide a current building schematic floor plan in digital format to the Division of Homeland Security and Emergency Management, Department Of Safety.~~

~~The Superintendent is responsible for ensuring that at least two times per year, the district conducts emergency response drills. The Superintendent will establish relations with local and state emergency and law enforcement authorities. The Superintendent or his/her designee will serve as a coordinator/liaison with these authorities.~~

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

The Superintendent is responsible for ensuring that at least two times per year, the District conducts emergency response drills. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or his/her designee, will serve as a coordinator/liaison with these authorities.

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school. [NHSBA is aware that one of the toolkits/templates used by districts to prepare the site-specific plan uses "Operations" in the title in place of "Response". As "Response" is the term referenced in RSA 189:64, we recommend using that term, or "Response Operations".]

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The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such review, the plan remains unchanged, then the Superintendent shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is update/revised, the Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Legal References:

- ***RSA 189:64, Emergency Response Plans***
- ***RSA 193-D, Safe School Zones***
- ***RSA 193-F, Pupil Safety and Violence Prevention***
- ***NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety***

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DATA GOVERNANCE AND SECURITY

FIRST READING

To accomplish the District's mission and comply with the law, the District must collect, create and store information. Accurately maintaining and protecting this data is important for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. All persons who have access to District data are required to follow state and federal law, District policies and procedures, and other rules created to protect the information.

The provisions of this policy shall supersede and take precedence over any contrary provisions of any other policy adopted prior to the date of this policy.

A. Definitions

Confidential Data/Information - Information that the District is prohibited by law, policy or contract from disclosing or that the District may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information regarding students and employees.

Critical Data/Information - Information that is determined to be essential to District operations and that must be accurately and securely maintained to avoid disruption to District operations. Critical data is not necessarily confidential.

B. Data and Privacy Governance Plan - Administrative Procedures.

1. Data Governance Plan. The Superintendent, in consultation with the District Information Security Officer ("ISO") (see paragraph C, below) shall create a Data and Privacy Governance Plan ("Data Governance Plan"), to be presented to the Board no later than June 30, 2019. Thereafter, the Superintendent, in consultation with the ISO, shall update the Data Governance Plan for presentation to the Board no later than June 30 each year.

The Data Governance Plan shall include:

(a) An inventory of all software applications, digital tools, and extensions. The inventory shall include users of the applications, the provider, purpose, publisher, privacy statement, and terms of use;

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(b) A review of all software applications, digital tools, and extensions and an assurance that they meet or exceed minimum standards set by the New Hampshire Department of Education;

(c) Policies and procedures for access to data and protection of privacy for students and staff including acceptable use policy for applications, digital tools, and extensions used on District hardware, server(s) or through the District network(s);

(d) A response plan for any breach of information; and

(e) A requirement for a service provider to meet or exceed standards for data protection and privacy.

2. Policies and Administrative Procedures. The Superintendent, in consultation with the ISO, is directed to review, modify and recommend (policies) create (administrative procedures), where necessary, relative to collecting, securing, and correctly disposing of District data (including, but not limited to Confidential and Critical Data/Information, and as otherwise necessary to implement this policy and the Data Governance Plan. Such policies and/or procedures will may or may not be included in the annual Data Governance Plan.

C. Information Security Officer.

The Director of Technology is hereby designated as the District's Information Security Officer (ISO) and reports directly to the Superintendent or designee. The ISO is responsible for implementing and enforcing the District's security policies and administrative procedures applicable to digital and other electronic data, and suggesting changes to these policies, the Data Governance Plan, and procedures to better protect the confidentiality and security of District data. The ISO will work with the both District and building level administrators and Data managers (paragraph E, below) to advocate for resources, including training, to best secure the District's data.

The [assistant director of technology] is the District's alternate ISO and will assume the responsibilities of the ISO when the ISO is not available.

D. Responsibility and Data Stewardship.

All District employees, volunteers and agents are responsible for accurately collecting, maintaining and securing District data including, but not limited to, Confidential and/or Critical Data/Information.

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E. Data Managers.

All District administrators are data managers for all data collected, maintained, used and disseminated under their supervision as well as data they have been assigned to manage in the District's data inventory. Data managers will monitor employee access to the information to ensure that confidential information is accessed only by employees who need the information to provide services to the District and that confidential and critical information is modified only by authorized employees. Data managers will assist the ISO in enforcing District policies and procedures regarding data management.

F. Confidential and Critical Information.

The District will collect, create or store confidential information only when the Superintendent or designee determines it is necessary, and in accordance with applicable law. The District will provide access to confidential information to appropriately trained District employees and volunteers only when the District determines that such access is necessary for the performance of their duties. The District will disclose confidential information only to authorized District contractors or agents who need access to the information to provide services to the District and who agree not to disclose the information to any other party except as allowed by law and authorized by the District.

District employees, contractors and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise. The ISO or designee will investigate immediately and take any action necessary to secure the information, issue all required legal notices and prevent future incidents. When necessary, the Superintendent, ISO or designee is authorized to secure resources to assist the District in promptly and appropriately addressing a security breach.

Likewise, the District will take steps to ensure that critical information is secure and is not inappropriately altered, deleted, destroyed or rendered inaccessible. Access to critical information will only be provided to authorized individuals in a manner that keeps the information secure.

All District staff, volunteers, contractors and agents who are granted access to critical or confidential information/data are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such confidential or critical data/information. All individuals using confidential and critical data/information will strictly observe all administrative

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procedures, policies and other protections put into place by the District including, but not limited to, maintaining information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information no longer needed in a confidential and secure manner.

G. Using Online Services and Applications.

District staff members are encouraged to research and utilize online services or applications to engage students and further the District's education mission. District employees, however, are prohibited from installing or using applications, programs or other software, or online system/website, that either stores, collects or shares confidential or critical data/information, until the ISO approves the vendor and the software or service used. Before approving the use or purchase of any such software or online service, the ISO or designee shall verify that it meets the requirements of the law, Board policy, and the Data Governance Plan, and that it appropriately protects confidential and critical data/information. This prior approval is also required whether or not the software or online service is obtained or used without charge.

H. Training.

The ISO will provide appropriate training to employees who have access to confidential or critical information to prevent unauthorized disclosures or breaches in security. All school employees will receive annual training in the confidentiality of student records, and the requirements of this policy and related procedures and rules.

I. Data Retention and Deletion.

The ISO or designee shall establish a retention schedule for the regular archiving and deletion of data stored on District technology resources. The retention schedule should comply with, and be incorporated [by reference] into the data/record retention schedule established under Policy EHB and administrative procedure EHB-R. including but not limited to, provisions relating to Litigation and Right to Know holds as described in Policy EHB.

J. Consequences

Employees who fail to follow the law or District policies or procedures regarding data governance and security (including failing to report) may be disciplined, up to and including termination. Volunteers may be excluded from providing

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services to the District. The District will end business relationships with any contractor who fails to follow the law, District policies or procedures, or the confidentiality provisions of any contract. In addition, the District reserves the right to seek all other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The District may suspend all access to data or use of District technology resources pending an investigation. Violations may result in temporary, long-term or permanent suspension of user privileges. The District will cooperate with law enforcement in investigating any unlawful actions. The Superintendent or designee has the authority to sign any criminal complaint on behalf of the District.

Any attempted violation of District policies, procedures or other rules will result in the same consequences, regardless of the success of the attempt.

Legal References:

15 U.S.C. §§ 6501-6506 * Children's Online Privacy Protection Act (COPPA)

20 U.S.C. § 1232g * Family Educational Rights and Privacy Act (FERPA)

20 U.S.C. § 1232h * Protection of Pupil Rights Amendment (PPRA)

20 U.S.C. § 1400-1417 * Individuals with Disabilities Education Act (IDEA)

20 U.S.C. § 7926 * Elementary and Secondary Education Act (ESSA)

RSA 189:65 * Definitions

RSA 186:66 * Student Information Protection and Privacy

RSA 189:67 * Limits on Disclosure of Information

RSA 189:68 * Student Privacy

RSA 189:68-a * Student Online Personal Information

RSA 359-C:19-21 * Right to Privacy/Notice of Security Breach

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DATA/RECORDS RETENTION

FIRST READING

The Superintendent shall develop procedures for a records retention system that is in compliance with RSA 189:29-A and Department of Education regulations **and also addresses retention/destruction of all other record which are subject to specific statutes or regulations.** The procedures should ensure that all pertinent records are stored safely and are stored for such durations as are required by law. Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

Special Education Records

~~The District shall retain a student's special education records until at least the student's 25th birthday, unless written consent to destroy the records or a written request to destroy the records is received from the parent or, where applicable, the adult student.~~

~~The District shall inform parents when personally identifiable information collected, maintained, or used under related to providing special education for their student is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.~~

~~The District shall maintain a copy of the last Individualized Education Plan ("IEP") that was in effect prior to the student's exit from special education until the student's 60th birthday.~~

Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.

The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.

Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday.

The District shall provide parents, or where applicable the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.

The District shall provide public notice of its document destruction policy at least annually.

Litigation Hold

On receipt of notice from legal counsel representing the District in that a litigation hold is required, the routine destruction of governmental records, including paper and electronic records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the district has received a written

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directive from legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.

Right-to-Know Request - Hold

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt under this chapter, the requested material shall be preserved for no less than 90 days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from legal counsel representing the District authorizing destruction of the records has been received.

Legal References:

RSA 91-A, Right to Know Law

RSA 189:29-a, Records Retention and Disposition

NH Code of Administrative Rules, Section Ed 306.04(a)(4), Records Retention

NH Code of Administrative Rules, Section Ed 306.04(h), Records Retention

NH Code of Administrative Rules, Section Ed. 1119.01, Confidentiality Requirements

20 U.S.C. 1232g, Family Educational Rights and Privacy Act (FERPA)

Appendix EHB-R, Records Retention Schedule

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LOCAL DATA/RECORDS RETENTION SCHEDULE

FIRST READING

Special Education Records

1. Upon a student's graduation from high school, his or her parent(s)/guardian(s) may request in writing that the District destroy the student's special education records, including any final individualized education program.
2. The parent(s)/guardian(s) may, at any time prior to the student's twenty-sixth birthday, request, in writing, that the records be retained until the student's thirtieth birthday.
3. Absent any request by a student's parents to destroy the records prior to the twenty-sixth birthday, or to retain such records until the student's thirtieth birthday, the District shall destroy a student's records and final individualized education program within a reasonable time after the student's twenty-sixth birthday, provided that all such records be destroyed by the student's thirtieth birthday
4. A permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.
5. The District shall provide parents/guardians, or where applicable, the adult student, with a written notice of the District's document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights, whichever occurs first.
6. The District shall provide public notice of its document destruction policy at least annually.

Litigation Hold

On receipt of notice from legal counsel representing the District that a litigation hold is required, the routine destruction of governmental records, including paper and electronic records, which are or may be subject to the litigation hold shall cease. The destruction of records subject to a litigation hold shall not resume until the district has received a written directive from the attorney representing the district authorizing resumption of the routine destruction of those records.

Right-to-Know Request - Hold

On receipt of a Right-to-Know law request to inspect or copy governmental records, the Superintendent shall cease any destruction of governmental records which are or may be the subject of the request. The records shall be retained regardless of whether they are subject to disclosure under RSA Chapter 91-A, the Right-to-Know law. If a request for inspection is denied on the grounds that the information is exempt, the requested material shall be preserved for no less than 90 days and until any lawsuit pursuant to RSA 91-A:7-8 has been finally resolved, all appeal periods have expired, and a written directive from the attorney representing the District authorizing destruction of the records has been received.

Electronic Records.

For legal purposes, electronic records and communications are no different than paper documents. The state law on preservation of electronic records, RSA 33-A:5-a Electronic Records, does not explicitly apply to school districts, but does provide guidance: "Electronic records as defined in RSA 5:29, VI and designated on the disposition schedule under RSA 33-A:3-a to be retained for more than 10 years shall be transferred to paper or microfilm, or

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stored in portable document format/archival (PDF/A) on a medium from which it is readily retrievable. Electronic records designated on the disposition schedule to be retained for less than 10 years may be retained solely electronically if so approved by [Superintendent as the party] responsible for the records. The [Superintendent] is responsible for assuring the accessibility of the records for the mandated period."

Retention Period Schedule.

The following schedule shall apply to all records obtained, created or maintained by the District, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc.. [The superintendent should include language to this administrative procedure identifying one or more persons responsible for either assuring retention/destruction in accordance with the schedule, as well as any specific means of retention/destruction]

Note regarding records relating to federal funds (items marked below with "*"): Before any records related to federal funds are destroyed, however, the requirements of the General Education Provisions Act (GEPA) 20 U.S.C. 1232f shall be observed. Namely, that statute requires that district "shall keep records which fully disclose the amount and disposition by the recipient of [federal] funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit for three years after the completion of the activity for which the funds are used." Therefore, to the extent that the below schedule, or other authorities, suggest that a purchase order, with accompanying documentation, may need to be retained only until the records are audited, plus 1 year, if the purchase is in part or in whole with federal funds the record must be retained for three years after the completion of the activity for which the funds are used, a much longer period of time.

<u>Type of Record</u>	<u>Statute, Rule, or other legal authority – if none listed the retention period is a recommendation</u>	<u>Retention Period</u>
<u>Business Records</u>		
<u>Accident Reports:</u>		
<u>Employee</u>		<u>Term of employment, plus 6 years</u>
<u>Student</u>		<u>Age of majority, plus 6 years</u>
<u>Accounts Receivable</u>	<u>RSA 33-A:3-a</u>	<u>Until audited, plus 1 year</u>
<u>Annual Audit</u>	<u>RSA 33-A:3-a (10 years)</u>	<u>Permanent</u>
<u>Annual Report (District), Warrants, Annual Meeting Minutes, Budgets (District & SAU)</u>	<u>RSA 33-A:3-a</u>	<u>Permanent</u>
<u>Application for Federal Grants</u>	<u>20 U.S.C. 1232f., (three years after the completion of the activity for which the funds are used) other authorities may apply</u>	<u>5 years</u>
<u>Architectural Plans</u>		<u>Permanent</u>
<u>Asbestos Removal</u>		<u>Permanent</u>
<u>Bank Deposit Slips</u>	<u>RSA 33-A:3-a</u>	<u>6 years</u>
<u>Bonds and continuation certificates</u>	<u>RSA 33-A:3-a (expiration plus 2 years)</u>	<u>Permanent</u>
<u>Budget Worksheets</u>		<u>End of budget year, plus 1 year</u>
<u>Cash receipts, disbursement records, checks</u>	<u>RSA 33-A:3-a</u>	<u>Until Audited and at least 6 years after last entry</u>

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<u>Child Labor Permits</u>		<u>1 year</u>
<u>Work-study</u>	<u>29 C.F.R. §570.37</u>	<u>3 years from date of enrollment</u>
<u>Construction Contracts, Capital projects, fixed assets that require accountability after acquired*</u>	<u>RSA 33-A:3-a (Life of project/asset)</u>	<u>Life of contract, building, asset plus 20 years</u>
<u>Engineering Surveys</u>		<u>Permanent</u>
<u>Unsuccessful bids</u>	<u>RSA 33-A:3-a (Completion of project, plus one year)</u>	<u>Life of contract plus 3 years</u>
<u>Certified Educator</u>		<u>Permanent</u>
<u>COBRA Notices</u>	<u>42 U.S.C. 300bb-1, et. seq. (3 years)</u> <u>ERISA 29 U.S.C. §1027 (6 years)</u>	<u>6 years from date of issue</u>
<u>Collective Bargaining Agreements</u>		<u>Permanent</u>
<u>Correspondence for Business transactions*</u>		<u>Life of subject matter plus 4 years</u>
<u>Correspondence - General</u>		<u>3 years or longer when historic/useful</u>
<u>Correspondence Transitory</u>	<u>RSA 33-A:3-a</u>	<u>As needed for reference</u>
<u>Deeds</u>		<u>Permanent</u>
<u>District Meeting Minutes & Warrant</u>		<u>Permanent</u>
<u>Insurance policies</u>	<u>RSA 33-A:3-a</u>	<u>Permanent</u>
<u>Notes (loan documents)</u>	<u>RSA 33-A:3-a</u>	<u>Until paid, Audited, plus 3 years</u>
<u>Student Activities Records/Accounts</u>	<u>RSA 33-A:3-a (bank deposit slips and statements 6 years)</u>	<u>Until Audited, plus 6 years</u>
<u>Enrollment Reports:</u>		
<u>Fall Reports A12A (RSA 189:28)</u>		<u>Permanent</u>
<u>Pupil Registers</u>	<u>RSA 189:27-b</u>	<u>Permanent</u>
<u>Resident Pupil Membership Forms</u>		<u>14 years</u>
<u>School Opening Reports</u>		<u>3 years</u>
<u>Statistical Report A-3 (RSA 189:28)</u>		<u>Permanent</u>
<u>Federal Projects Documents</u>	<u>Review specific project/grant program requirements. 20 U.S.C. 1232f, (three years after the completion of the activity for which the funds are used), other authorities may apply</u>	<u>5 years after submission of final audit report and documentation for expenditures, unless there is an ongoing audit</u>
<u>FICA Reports – monthly</u>		<u>7 years</u>
<u>Fixed Trip Requests/Confirmation</u>		<u>1 year</u>
<u>Fixed Assets Schedule</u>		<u>Permanent/as updated</u>
<u>Form C-2 Unemployment</u>		<u>6 years</u>
<u>Wage Report (DES 100)</u>		<u>6 years</u>
<u>Invoices*</u>	<u>Until Audited, plus 1 year</u>	<u>3 years*</u>
<u>MS-22 Budget Form</u>		<u>6 years</u>
<u>MS-23 Budget Form</u>		<u>6 years</u>
<u>MS-25 Budget Form</u>		<u>Permanent</u>
<u>Minutes of Board Meetings, Board Committees</u>	<u>RSA 91-A:2, II, RSA 33-A:3-a</u>	<u>Permanent</u>

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<u>Purchase Orders*</u>		<u>Until Audited, plus 1 year</u>
<u>Request for Payment Vouchers*</u>		<u>Until Audited, plus 1 year</u>
<u>Requisitions*</u>		<u>Until Audited, plus 1 year</u>
<u>Retirement Reports – Monthly</u>		<u>1 year</u>
<u>Time Cards:</u>		
<u>Bus Drivers</u>	<u>Lab 803.03. Notification and Records no less than 4 years</u>	<u>5 years</u>
<u>Custodial</u>	<u>Lab 803.03. Notification and Records no less than 4 years</u>	<u>5 years</u>
<u>Secretarial</u>	<u>Lab 803.03. Notification and Records no less than 4 years</u>	<u>5 years</u>
<u>Substitute Teachers pay slips</u>	<u>Lab 803.03. Notification and Records no less than 4 years</u>	<u>5 years</u>
<u>Payroll Records</u>	<u>RSA 33-A:3-a Audited, plus 2 year 29 C.F.R. §1627.3 (3 years) ADEA: 29 U.S.C. §626, 29 CFR Part 1602 (2 years from job action); 29 C.F.R § 825.500 FMLA, 29 U.S.C. §2616, 3 years</u>	<u>6 years</u>
<u>Travel Reimbursements*</u>	<u>Until Audit, plus 1 year</u>	<u>3 years*</u>
<u>Treasurer's Receipts – canceled checks</u>		<u>6 years</u>
<u>Treasurer's Report</u>		<u>6 years</u>
<u>Vocational Education:</u>		
<u>AVI Forms</u>		<u>1 year</u>
<u>Vocational Center Regional Contracts</u>		<u>20 years</u>
<u>Federal Vocational Forms*</u>		<u>6 years</u>
<u>Vouchers Manifests*</u>		<u>Until Audit, plus 1 year</u>
<u>Tax Forms:</u>		
<u>W-2's, 1099 *</u>	<u>Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2)(tax advisors say 7 years)</u>	<u>7 years</u>
<u>W-4 Withholding Exemption Certificate</u>	<u>Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years)</u>	<u>7 years</u>

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<u>W-9</u>	<u>Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years)</u>	<u>7 years</u>
<u>941-E Quarterly Taxes</u>	<u>Keep all records of employment taxes for at least four years after filing the 4th quarter for the year. – 26 C.F.R § 31.6001-1 (e)(2) (tax advisors say 7 years)</u>	<u>7 years</u>
<u>Personnel Records</u>	<u>RSA 33-A:3-a. Retirement or termination, plus 50 years</u>	<u>Term of Employment, plus 50 years</u>
<u>Application for employment - Successful</u>	<u>RSA 33-A:3-a Unsuccessful applicants: current year, plus 3 years.</u>	<u>Term of Employment, plus 50 years</u>
<u>Attendance Records:</u>		
<u>Leaves</u>	<u>Family Medical Leave Act – 3 years</u>	<u>3 years</u>
<u>Request for Leaves</u>		<u>1 year</u>
<u>Class Observation Forms</u>		<u>1 year</u>
<u>Criminal Record Check:</u>		
<u>No criminal record</u>	<u>RSA 189:13-a (Superintendent only)</u>	<u>Destroy immediately after review</u>
<u>Criminal record</u>	<u>RSA 189:13-a (Superintendent only)</u>	<u>Destroy within 30 days of receipt</u>
<u>Civil Rights Forms, Discrimination claims, accommodation under ADA, information used for EEO-5 report, EEO-5 report</u>	<u>29 C.F.R. §1602.40; 42 U.S.C. 12117; 42 U.S.C. § §§ 2000e-8-2000e-12; 42 U.S.C. § 2000ff-6; (final disposition, 2 years, 3 years)</u>	<u>6 years</u>
<u>Deferred Compensation plans</u>	<u>RSA 33-A:3-a</u>	<u>7 years</u>
<u>Dues Authorization</u>	<u>RSA 33-A:3-a. – Personnel record</u>	<u>Term of Employment, plus 50 years</u>
<u>Employment test papers with results</u>	<u>29 C.F.R. §1627.3</u>	<u>One year from date of personnel action</u>
<u>Evaluations</u>	<u>RSA 33-A:3-a. – Personnel record</u>	<u>Term of Employment, plus 50 years</u>
<u>HIPPA Documentation</u>	<u>RSA 33-A:3-a. – Personnel record HIPPA: 45 C.F.R. §164,316(b) & .530(j) – 6 years. HITECH 42 U.S.C. §17938</u>	<u>Term of Employment, plus 50 years</u>
<u>Labor-PELRB actions</u>	<u>RSA 33-A:3-a</u>	<u>Permanent</u>
<u>Labor Negotiations</u>	<u>RSA 33-A:3-a</u>	<u>Permanent</u>
<u>Legal Actions - lawsuits</u>	<u>RSA 33-A:3-a</u>	<u>Permanent</u>
<u>Medical Benefits Application</u>	<u>RSA 33-A:3-a. – Personnel record</u>	<u>Term of Employment, plus 50 years</u>

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<u>Medical exams, Physical examinations used for personnel action</u>	<u>29 C.F.R. §1627.3(One year from date of personnel action)</u> <u>RSA 33-A:3-a. – Personnel record</u> <u>29 C.F.R. §1910.1020 (term of employment plus 30 years)</u>	<u>Term of Employment, plus 50 years</u>
<u>Oaths of Office</u>	<u>RSA 33-A:3-a Term, plus 3 years</u>	<u>Permanent</u>
<u>Promotion, demotion, transfer, selection for training, layoff, recall, or discharge</u>	<u>29 C.F.R. §1627.3 (1 year from date of action)</u> <u>RSA 33-A:3-a. – Personnel record</u>	<u>Term of Employment, plus 50 years</u>
<u>Recruitment Documents</u>	<u>29 C.F.R. §1627.3</u>	<u>One year from date of personnel action</u>
<u>Re-employment Letter of Assurance</u>	<u>RSA 33-A:3-a. – Personnel record</u>	<u>Term of Employment, plus 50 years</u>
<u>Retirement application</u>	<u>RSA 33-A:3-a. – Personnel record</u>	<u>Term of Employment, plus 50 years</u>
<u>School Bus Driver Drug Tests – positive results & records of administration of test</u>	<u>49 C.F.R. §382.401; 49 C.F.R. § 40.333</u>	<u>5 years</u>
<u>School Bus Driver Drug tests – negative & cancelled</u>	<u>49 C.F.R. §382.401</u>	<u>1 year</u>
<u>Separation from Employment Form/Letter</u>	<u>RSA 33-A:3-a. – Personnel record</u>	<u>Term of Employment, plus 50 years</u>
<u>Settlement agreements, even if in anticipation of a lawsuit</u>	<u>RSA 91-A:4, VI (10 years)</u>	<u>Permanent</u>
<u>Staff Development Plan</u>	<u>Term of Employment, plus 50 years</u>	<u>Term of Employment, plus 50 years</u>
<u>Substitute Teacher Lists</u>		<u>7 years</u>
<u>Student Records:</u>		
<u>Applications for Free/Reduced Lunch</u>		<u>6 years</u>
<u>Assessment Results</u>	<u>Ed 306.04 Policy Development, (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.</u>	<u>Permanent</u>
<u>Attendance</u>	<u>Ed 306.04 Policy Development, (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.</u>	<u>Permanent</u>
<u>Disciplinary Records</u>		<u>Term of Enrollment, plus 3 years</u>
<u>Early Dismissal</u>		<u>1 year</u>
<u>Emergency Information Form</u>		<u>1 year/as updated</u>
<u>Grades</u>	<u>Ed 306.04 Policy Development, (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.</u>	<u>Permanent</u>

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<u>Health and Physical Records</u>		<u>Term of Enrollment, plus 3 years</u>
<u>Immunization Record</u>		<u>Term of Enrollment, plus 3 years</u>
<u>Log of requests for access to education records</u>	<u>FERPA 20 U.S.C. §1232g (b)(4)(A)</u>	<u>As long as the education record is retained</u>
<u>Medical Reports</u>		<u>Term of Enrollment, plus 3 years</u>
<u>Registration Form</u>		<u>Term of Enrollment, plus 3 years</u>
<u>Student Handbook</u>		<u>1 copy of each edition, Permanent</u>
<u>Transcripts</u>	<u>Ed 306.04 Policy Development, (h) complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe.</u>	<u>Permanent</u>
<u>Internal Records:</u>		
<u>Child Abuse Reports/Allegations</u>		<u>Permanent</u>
<u>Criminal Investigation</u>		<u>Permanent</u>
<u>Personnel Investigations</u>		<u>Permanent</u>
<u>Sexual Harassment</u>		<u>Permanent</u>
<u>Records Management, transfer to storage or disposal</u>	<u>RSA 33-A:3-a (summary report of what category of records, for what range of dates, was put in storage or destroyed)</u>	<u>Permanent</u>
<u>Vehicle maintenance</u>	<u>RSA 33-A:3-a</u>	<u>Life of vehicle, plus 3 years</u>

Legal References:
ED 306.04 (a)(4)(h)

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EMPLOYMENT REFERENCES AND VERIFICATION (PROHIBITING AIDING AND ABETTING SEXUAL ABUSE)

FIRST READING

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

The School District, and its employees, contractors, and agents, are prohibited from providing a recommendation of employment, and/or from otherwise assisting any school employee, contractor, or agent in obtaining a new position or other employment if he/she or the District has knowledge of, or probable cause to believe that the other employee, contractor, or agent ("alleged perpetrator") engaged in illegal sexual misconduct with a minor or student. This prohibition does not include the routine transmission of administrative and personnel files.

In addition, this prohibition does not apply if:

- 1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction;**
- 2. The information giving rise to probable cause has been reported to any other authorities as required by local, state or federal law (for instance New Hampshire Division of Children, Youth and Families "DCYF"), and**
- 3. At least one of the following conditions applies:**
 - a. The matter has been officially closed;**
 - b. The District officials have been notified by the prosecutor or police after an investigation that there is insufficient information for them to proceed;**
 - c. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated; or**
 - d. the case or investigation remains open and there have been no charges filed against or indictment of the school employee, contractor, or agent within four years of the date on which the information was reported to a law enforcement agency.**

Legal References:

20 U.S.C. 7926(a) (§8546(a) of the Elementary and Secondary Education Act/Every Student Succeeds Act

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DRUG-FREE WORKPLACE AND DRUG-FREE SCHOOLS

FIRST READING

~~The Dover School District will provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988 and its implementing regulations. The Dover School District certifies that it will:~~

- ~~1. Publish a statement notifying its employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the district's workplace and that disciplinary action will be taken against employees for violation of such prohibitions.~~
- ~~2. Establish a drug-free awareness program to inform employees about (a) the dangers of drug abuse in the workplace, (b) the district's policy of maintaining a drug-free workplace, (c) any available drug counseling, rehabilitation, and employee assistance programs, and (d) possible penalties that may be imposed on employees for drug abuse violations occurring in the workplace.~~
- ~~3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.~~
- ~~4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement and will notify the district of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.~~
- ~~5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.~~
- ~~6. Take one of the following actions within thirty days of receiving notice with respect to any employee who is so convicted: take appropriate personnel action against such an employee up to and including termination or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health law enforcement, or other appropriate agency.~~
- ~~7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all provisions of this policy.~~
- ~~8. Establish the following as grounds for disciplinary action:

 - ~~a. Working under the influence of alcohol or illegal drugs, no matter where consumed.~~~~

- ~~b. Having an unsealed container of alcohol or consuming alcohol on school property. (Any employee who finds any type of container of alcohol on school property should report it to the administration as soon as possible.)~~
- ~~c. Possessing or distributing controlled substances on school property.~~
- ~~d. Consuming, possessing, or distributing alcohol or illegal drugs at official school functions not on school property.~~

DRUG FREE WORKPLACE AND DRUG-FREE SCHOOLS

A. Drug-Free Workplace

1. All District workplaces are drug- and alcohol-free. All employees and contracted personnel are prohibited from:

a. Unlawfully manufacturing, dispensing, distributing, possessing, using, or being under the influence of any controlled substance or drug while on or in the workplace, including employees possessing a "medical marijuana" card.

b. Distributing, consuming, using, possessing, or being under the influence of alcohol while on or in the workplace.

2. For purposes of this policy, a "controlled substance or drug" means and includes any controlled substance or drug defined in the Controlled Substances Act, 21 U.S.C. § 812(c), or New Hampshire Controlled Drug Act RSA 318-B.

3. For purposes of this policy, "workplace" shall mean the site for the performance of work, and will include at a minimum any District building or grounds owned or operated by the District, any school-owned vehicle, and any other school-approved vehicle used to transport students to and from school or school activities. It shall also include off-school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event where students are under the jurisdiction, care or control of the District.

4. As a condition of employment, each employee and all contracted personnel will:

a. Abide by the terms of this policy respecting a drug- and alcohol-free workplace, including any administrative rules, regulations or procedures implementing this policy; and

b. Notify his or her supervisor of his or her conviction under any criminal drug statute, for a violation occurring on District premises or while performing work for the District, no later than five (5) days after such conviction.

5. In order to make employees aware of dangers of drug and alcohol abuse, the District will endeavor to:

a. Provide each employee with a copy of the District drug- and alcohol-free workplace policy;

b. Post notice of the District drug- and alcohol-free workplace policy in a place where other information for employees is posted;

c. Establish a drug-free awareness program to educate employees about the dangers

of drug abuse and drug use in the work place, the specifics of this policy, including, the consequences for violating the policy, and any information about available drug and alcohol counseling, rehabilitation, reentry, or other employee-assistance programs.

B. District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action; up to and including termination of employment. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board will take disciplinary action with respect to an employee convicted of a drug offense in the workplace, within thirty (30) days of receiving notice of a conviction. Should District employees or contracted personnel be engaged in the performance of work under a federal contract or grant, or under a state contract or grant, the Superintendent will notify the appropriate state or federal agency from which the District receives contract or grant moneys of an employee/contracted personnel's conviction, within ten (10) days after receiving notice of the conviction.

The processes for disciplinary action shall be those provided generally to other misconduct for the employee/contractor personnel as may be found in applicable collective bargaining agreements, individual contracts, School Board policies, contractor agreements, and or governing law. Disciplinary action should be applied consistently and fairly with respect to employees of the District and/or contractor personnel as the case may be.

C. Drug-Free School Zone

Pursuant to New Hampshire's "Drug-Free School Zone" law (RSA Chapter 193-B), it is unlawful for any person to manufacture, sell prescribe administer, dispense, or possess with intent to sell, dispense or compound any controlled drug or its analog, within a "drug-free school zone". The Superintendent is directed to assure that the District is and remains in compliance with the requirements of RSA 193-B, I, and N.H. Ed. Part 316 with respect to establishment, mapping and signage of the drug-free zone around each school of the District.

D. Implementation and Review

a. The Superintendent is directed to promulgate administrative procedures and rules necessary and appropriate to implement the provisions of this policy.

b. In order to maintain a drug-free workplace, the Superintendent will perform a biennial review of the implementation of this policy. The review shall be designed to (i) determine and assure compliance with the notification requirements of section A.5.a, b and d; (ii) determine the effectiveness of programs established under paragraph A.5.c above; (iii) ensure that disciplinary sanctions are consistently and fairly enforced; and (iv) and identify any changes required, if any.

Legal References:

- *41 U.S.C. §101, et. Seq. - Drug-free workplace requirements for Federal contractors, and Federal grant recipients*
- *RSA Chapter 193-B Drug Free School Zones*
- *N.H. Admin. Code, Ed. Part 316*

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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~~CHANGE OF SCHOOL OR ASSIGNMENT POLICY~~

~~In circumstances where the best interests of a pupil warrant a change of school or assignment, the Superintendent is authorized to reassign a pupil from the public school to which he/she is currently assigned to another public school, or to approve a request from another superintendent to accept a transfer of a pupil from a school district that is not part of the School Administrative Unit (SAU), under the following conditions and procedure.~~

~~CONDITIONS AND PROCEDURES FOR REASSIGNMENT~~

- ~~1. The parent(s) or legal guardian(s) (or superintendent of another SAU) shall make a written request to the superintendent for a change of school assignment. In the request the parent(s)/legal guardian(s) shall state why the best interests of the pupil warrant a reassignment.~~
- ~~2. The superintendent shall fully consider this written request, shall meet with the parent(s) or legal guardian(s), if necessary, and shall make a decision concerning the reassignment request.~~
- ~~3. The superintendent's decision shall be based on the best interests of the pupil, as determined by the superintendent. The superintendent may develop administrative regulations concerning the factors that will be considered in making such a determination.~~
- ~~4. If the superintendent determines that the best interests of the pupil warrant a reassignment, he/she may approve reassignment of the pupil to (a) another school within the same school district; (b) another school district within the same SAU; or (c) a school district in another SAU, subject to the pupil meeting the admission requirements of such school, and subject to the agreement of the superintendent of the receiving SAU.~~
- ~~5. The superintendent's reassignment decision shall be in writing and shall be final and binding.~~
- ~~6. The total reassignments or transfer made under this policy in any one school year shall 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.~~
- ~~7. Reassignments made under this policy which exceed the percentages provided in paragraph #6 above must have the prior written approval of the School Board.~~

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~~COUNT OF REASSIGNED PUPILS, TUITION PAYMENT AND RATE, AND TRANSPORTATION~~

~~Pupils reassigned under this policy shall be counted in the average daily membership in residence of a given pupil's resident school district. Said pupil's resident district shall forward any tuition payment due to the district to which said pupil was assigned.~~

~~The superintendents involved in the reassignment of a pupil shall jointly establish a tuition rate for each such pupil. Some or all of the tuition may be waived by the superintendent of the receiving district for good cause shown, or pursuant to any applicable policy/policies of the receiving district, presuming said action is not contrary to law.~~

~~The cost of transportation for any pupil reassigned under this policy shall be the sole responsibility of the parent/legal guardian.~~

~~ROLE OF THE DEPARTMENT OF EDUCATION~~

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

~~MANIFEST EDUCATION HARDSHIP CHANGE OF ASSIGNMENT~~

~~When a parent(s)/legal guardian(s) believes that an initial assignment has been made which will result in a manifest educational hardship to the pupil, said parent(s)/legal guardian(s) may seek a change of assignment in accordance with RSA 193:3 I and II, and Policy JEC, Manifest Educational Hardship.~~

Statutory/Regulatory/Policy Cross References

~~RSA 193:3, III (Change of School Assignment)
RSA 193:3, I and II (Manifest Educational Hardship)
RSA 193:14-a (Change of School Assignment; Duties of State Board of Education)
Dover Policy JEC, Manifest Educational Hardship
Dover Policy JFAB, Admission of Non-Resident Students~~

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CHANGE OF SCHOOL OR ASSIGNMENT - MANIFEST EDUCATIONAL HARDSHIP

FIRST READING

Resident students of the Dover School District shall be assigned to a public school within the district by the Superintendent or designee.

~~The Dover School Board recognizes that in unusual and extraordinary circumstances, parent(s) or guardian(s) may wish to request a change of assignment to another public school within the district or a public school in another district. When the parent(s) or guardian(s) believe that the assignment which has been made will result in a manifest educational hardship to the student, the School Board will consider these requests, according to the procedure outlined below.~~

PROCEDURE FOR CONSIDERATION OF A MANIFEST EDUCATIONAL HARDSHIP REQUEST

~~The following procedures will be utilized where a parent(s) or guardian(s) seeks a change of assignment within the district or a waiver of assignment from attending any school in the district, based on an assertion that the current assignment constitutes a manifest educational hardship:~~

- ~~1. The parent(s) or guardian(s) shall make a written request, through the Superintendent's office, detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship. Any such written request shall be made by the parent(s) or guardian(s) within fifteen (15) days of the assignment made by the Superintendent or designee.~~
- ~~2. The School Board will schedule a time at a regular board meeting held within thirty (30) days of receipt of the written request of the parent(s) or guardian(s) to hear the parent(s) or guardian(s) request. At such time, the parent(s) or guardian(s) may address the Board. The Board will hear the parent(s) or guardian(s) request in non-public session, subject to the right of the parent(s) or guardian(s) to have the matter heard in public session under RSA 91-A:3 II. (c).~~
- ~~3. The parent(s) or guardian(s) of the student may use whatever information which they deem is appropriate to support their request. At a minimum, however, the parent(s) or guardians(s) must submit information demonstrating to the School Board that the current assignment is detrimental or has a negative effect on the student.~~
- ~~4. In determining whether the current assignment of the student constitutes a manifest educational hardship and what the corresponding appropriate action should be (which may include, but not be limited to, assignment to a public school in another district), the Board shall consider all information given it by the~~

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~~—parent(s) or guardian(s), the recommendations of the Superintendent, and any other information which the School Board deems relevant and useful.~~

- ~~5. The School Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case-by-case basis.~~
- ~~6. The School Board will render its decision in writing within fifteen (15) days after the board meeting in which the parent(s) or guardian(s) addressed the School Board and will forward its written decision to the parents or guardians via U.S. mail.~~
- ~~7. If a parent or guardian is aggrieved by the decision of the School Board, he/she may appeal to the State Board of Education in accordance with the provisions of Ed 200.~~

~~Tuition and Transportation~~

~~The Superintendents involved in the reassignment of schools under this policy shall jointly establish a tuition rate for each student. Tuition payments shall be the responsibility of the pupil's resident school district. Some or all of the tuition may be waived by the Superintendent of the receiving district for good cause shown or pursuant to other board policy, if applicable.~~

~~The cost of transportation shall be the responsibility of the parent/guardian.~~

The Superintendent will assign resident students to a public school within the District.

The Board recognizes that in unusual and extraordinary circumstances, a parent, guardian or other person having custody ("parent/guardian") may wish to request a change in the student's school assignment to another public school within the District or a public school in another district.

A. Procedure for Consideration of a Manifest Educational Hardship Request.

The following procedures will be utilized when a parent/guardian seeks a change of assignment within the District, or a waiver of assignment for his/her child from attending any school in the District based on an assertion that the current assignment constitutes a manifest educational hardship:

1. The parent/guardian will submit a written application to the Superintendent's office detailing the specific reasons why they believe that the current assignment constitutes a manifest educational hardship. Through the application, the parent/guardian may request that the child:

a. Attend another public school or public academy in the District; or

b. Attend a public school or public academy in another school district.

2. The Board will hold a hearing on the matter within thirty (30) days of receipt of the written request. The Board will hear the matter in non-public session,

unless the parent/guardian requests the hearing be held in public session, subject to RSA 91-A:3, II(c).

3. Prior to the hearing, the Superintendent shall provide the Board his/her recommendations regarding the parent/guardian's request. Such recommendations may be provided orally at the hearing, or in writing at or before the hearing, with a copy to the parent/guardian.

4. At the hearing, the parent/guardian may use whatever information he/she deems is necessary and appropriate to support the request.

5. In determining whether the current assignment of the student constitutes a manifest educational hardship, and what the corresponding appropriate action should be, the Board will consider all information presented by the parent/guardian, the recommendations of the Superintendent, and any other information which the Board deems relevant and useful.

6. The Board may find that a manifest educational hardship exists provided that parent/guardian demonstrates that attendance at the assigned school will have a detrimental effect on the child's education, and that another public school or public academy, either within the District or in another district, can reasonably meet the child's educational needs.

7. The Board shall find that a manifest educational hardship exists if it determines that there is clear and convincing evidence that:

a. A compelling amount of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

b. The attendance at the assigned school will impair the educational progress of the child; and

c. Another public school or public academy, either within the district or in another district, can reasonably meet the child's educational needs.

8. The Board reserves the legal right to make a determination on whether a given request constitutes a manifest educational hardship, and what the corresponding action should be, on a case by case basis.

9. The Board will render its decision in writing within fifteen (15) days after the Board meeting in which the parent/guardian addressed the Board and will forward its written decision to the parents or guardians via means producing third party proof of delivery (e.g., Certified, FedEx, UPS, etc.).

10. If a parent or guardian is aggrieved by the decision of the Board, he/she may appeal to the State Board of Education within thirty (30) days of receipt of the local board in accordance with the provisions of Ed 200.

B. Children with Disabilities.

Children with disabilities as defined in RSA 186-C:2 shall be accorded a due process review pursuant to rules adopted under RSA 186-C:16.

C. Tuition and Transportation.

If the child is assigned to attend school in another district ("receiving district"), tuition to be paid by the Dover School District to the receiving

district shall be computed as provided in RSA 193:4. Some or all of the tuition may be waived by the Superintendent/board of the receiving district.

The cost of transportation shall be the responsibility of the parent/guardian.

Legal References:

- ***RSA 193:3, Change of School or Assignment; Manifest Educational Hardship***
- ***NH Code of Admin. Rule, Section Ed 320, Manifest Educational Hardship***
- ***NH Code of Admin. Rule, Section Ed 200, Rules of Practice and Procedure***

NOTE: See also Dover School District Policy JCA

DHS Program of Studies Proposed Changes 2019-2020

Visual Art/Music

Changes: Updated course descriptions for Intro to Woodworking, Woodworking I and Woodworking II. Increase of fees for Woodworking I and II. Woodworking I increases \$5 to \$35 and Woodworking II increases \$10 up to \$40.

New Courses: Digital Media Arts-this class uses many elements of the course Animation and Film but broadens the curriculum due to the new Mac computers. This course may end up replacing Animation and Film but for now we will offer both courses and determine offerings based on student interest. See course description below.

DIGITAL MEDIA ARTS Grades 10-12 Skill Level: 2-4 .50 Credit/Semester

This Mac-based Visual art class provides intermediate and experienced students the opportunity to enhance their artistic skills through a variety of digital media. The curriculum will focus on digital photography, graphic design, animation, and filmmaking. Students will learn how to use a Digital SLR Camera, manipulate digital imagery, and create virtual art through design software. Students will learn how to create, edit, manipulate, and become fluent in digital manipulation.

REQUIRED: Successful completion of Intro to the Arts, seriousness of purpose and/or permission of Academic Coordinator.

A \$35 Lab Fee for materials & access to a digital SLR or cell phone camera

Student Services

Changes: Read 180 courses are changing names to Fundamentals of English so that students do not feel identified as struggling readers by a course name.

New Courses: The following courses will now admit unified mentors to join the course: Transitions, Independent Living Skills, Life Skills Math, Foundations of Literacy I and II.

UNIFIED TRANSITIONS (MENTOR)

Grades 10-12	This course can be repeated for elective credit.	0.50 Credit/Semester
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UNIFIED INDEPENDENT LIVING SKILLS (MENTOR)

Grades 10-12	This course can be repeated for elective credit.	0.50 Credit/Semester
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UNIFIED LIFE SKILLS MATH (MENTOR)

Grades 10-12	This course can be repeated for elective credit.	0.50 Credit/Semester
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UNIFIED FOUNDATIONS OF LITERACY I AND II (MENTOR)

Grades 10-12	This course can be repeated for elective credit.	0.50 Credit/Semester
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Mathematics

Changes: Both Pre-Algebra 1D and Algebra 1D will return to 2.0 credits from 1.0. We tried a shorter time period this year paired with a study support and it was not successful. The teachers need more time in the classroom with students who struggle in math.

Social Studies

Eliminated Courses: Economics and Global recovery. These students are integrated into existing classes rather than a separate recovery section for students who failed the course in previous years.

Changes: We have moved Economics back to grades 11-12 where it is more relevant to students than during freshmen year. This aligns with area schools and allows students to learn about government and history before tackling macro-economics and personal finance. Some elective courses have changed the grade level enrollment. History of Medieval Europe will now allow 9th grade students to enroll. American Popular Culture will no longer allow 9th graders to enroll. Sports and Economics will no longer allow 10th graders to enroll due to the pre-requisite of Economics.

New Courses: Society and Culture in 20th Century Russia and History of Terrorism and Extremism. See course descriptions below. The new sequence of Economics in junior and senior year will allow space for additional elective offerings. These two courses were selected to broaden our elective offerings beyond Western Civilization.

HISTORY OF TERRORISM AND EXTREMISM

Grades 10-12 0.50 Credit/Semester

This course on Terrorism and Extremism explores the emergence of the use of terrorism as a tactic to advance social, political, and ideological agendas of radical groups and individuals. The course covers forms of terrorism during ancient times and focuses on modern terrorism starting with the “Reign of Terror” all the way through to present day forms of terrorism. Students will create projects, slideshows and papers.

SOCIETY AND CULTURE IN 20th CENTURY RUSSIA

Grades 9-12 0.50 Credit/Semester

This is a course that offers students a chance to study the history of Russia and look at how the country has impacted world politics. This class will explore the geography and history of Russia from the Soviet Era through to Putin. Topics will include: Russian leaders, government systems, the Space race, music, sports and current issues. This class will include essay writing, analytical interpretation of primary sources, and projects.

World Language

New Courses: Advanced Placement (AP) Latin. Students will have the option of Latin Honors IV or AP Latin their senior year. See course description below.

AP LATIN

Grade 12

1.00 Credit/Year

AP Latin is designed for those students who want a challenge of advanced/college study of Latin. The goal of the AP Latin course is to have students reach beyond translation to read with critical, historical, and literary sensitivity. In addition to demonstrating linguistic competence through reading Caesar's *De Bello Gallico* (prose) and Vergil's *Aeneid* (poetry) students will need to be able to show a grasp of the works' historical context and relevance, and make interdisciplinary and contemporary connections. Various themes are highlighted for working with the Latin texts, which allow students to relate specific passages to larger questions of literature and culture, history and politics, mythology and legend, and other areas of academic inquiry. Class participation is a vital part of this course, with various opportunities to make presentations and connections. Homework from 45 mins to an hour is expected each night.

Required: Teacher recommendation summer reading (in English) and written assignment to prepare the student for the Latin reading in this course.

NOTE: An Advanced Placement (AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$94 fee is borne by the student.

Science

Eliminated Courses: Earth Science and Physical Science for freshmen. This eliminates the redundancy in curriculum for 8th graders who take Physical Science and then repeat many of the concepts in the freshmen course.

Changes:

1. Greenhouse, Gardens and Goldfish changed to Gardens and Goldfish due to lack of greenhouse at new building. New course description below.
2. Aquatic Animals has a new course description below.
3. Lab fees of \$10 eliminated for Physics classes. These have not been collected in years. The materials are included in the operating budget. Students occasionally buy materials out of pocket for projects but it is not required.
4. Increase of \$26 for a total of \$50 lab fee for AP Chemistry for purchase of a consumable workbook.
5. Marine Science can be used to meet the Physical Science graduation requirement. Formerly it was only science elective credit.
6. Honors Junior Science and Humanities Symposium (JSHS) Science Research Seminar: Slight changes to name and description to increase student interest. See new course description and name below.

301220 GARDENS, AND GOLDFISH!

Grades 9-10 (Grades 11-12 on space available basis) 0.50 Credit/ Semester

Learn to plant a garden and take home freshly harvested produce. Attend a field trip to maintain our Japanese-style garden in downtown Dover. Garden hydroponically indoors. Assist in caring for our growing collection of rescue turtles. Design and care for a freshwater aquarium. Learn to market and sell the fish we raise through our classroom fish store.

301221 AQUATIC ANIMALS

Grades 9-12 0.50 Credit/Semester

Design and care for saltwater aquariums. Create habitats for native crayfish, frogs, and turtles. Hatch and raise brook trout, collect and care for native fish, construct habitats for fish breeding and parenting. Develop a fish nutrition plan while diagnosing and treating disease. Host a touch tank event for elementary students. If you loved the fish component of Gardens & Goldfish, then this is the course for you!

305330 HONORS SCIENCE RESEARCH SEMINAR

Grades 11-12

0.50 Credit/Semester

This semester-long course offers students an opportunity to perform authentic scientific research of their own choosing. Students will identify their own topic of research, read relevant and appropriate scientific literature, create testable hypotheses, design investigations, collect and analyze data, and discuss results. Each student will have the opportunity to enter their research in the Junior Science and Humanities Symposium at UNH and compete for scholarships and recognition. Opportunities for career exploration, research lab visits, peer discussions, and networking are planned.

REQUIRED: Successful completion (85% or higher) of Honors Earth Science, Integrated Earth Science and Honors Biology

New Courses: Integrated Earth Science (see course description below.)

301115 INTEGRATED EARTH SCIENCE

Grade 9

1.00 Credit/Year

This student-centered, activity-based course is intended to develop students' scientific and 21st century skills while exploring questions related to the earth and the universe. Emphasis is placed on guiding students as they build skills and discover practical applications of their growing knowledge of earth and space systems. Students can expect academic support and adjustments for individual learning styles. The major units will explore earth's place in the universe, the dynamic and naturally changing nature of earth, as well as human-influenced changes. For a culminating experience, students will be asked to design and engineer a solution to address some type of impact due to human activities.

REQUIRED: Recommendation from Middle School Science Teacher

301215 COLLEGE PREP INTEGRATED EARTH SCIENCE

Grade 9

1.00 Credit/Year

This student-centered, activity-based course is intended to develop students' scientific and 21st century skills while exploring questions related to the earth and the universe. This level is designed for students who want to understand the fundamentals of Earth and Space Science. College Prep students have reading, writing, and math skills that are at (or above) grade level. The major units will explore earth's place in the universe, the dynamic and naturally changing nature of earth, as well as human-influenced changes. For a culminating experience, students will be asked to design and engineer a solution to address some type of impact due to human activities.

REQUIRED: Recommendation from Middle School Science Teacher

301315 HONORS INTEGRATED EARTH SCIENCE

Grade 9

1.00 Credit/Year

This student-centered, activity-based course is intended to develop students' scientific and 21st century skills while exploring questions related to the earth and the universe. This level is designed for students who want to explore Earth and Space science concepts at a deeper level. Honors students are capable of applying their advanced reading, writing, and math skills in conjunction with an ability to work independently. The major units will explore earth's place in the universe, the dynamic and naturally changing nature of earth, as well as human-influenced changes. For a culminating experience, students will be asked to design and engineer a solution to address some type of impact due to human activities.

REQUIRED: Recommendation from Middle School Science Teacher

CTC

Changes:

1. Course description updates for Welding I and II, Automotive Technology I and II, Automotive Collision I and II, Cosmetology I, II, and III, Animal Science programs, Electrical I and II and Building Construction Technology I and II include alignment with current standards, certifications and hours.
2. Programs that are now open for 10th grade student applications: Automotive Repair Technology, Automotive Collision Technology, Building Construction Technology, Welding and Business.
3. Culinary Arts II will decrease in credit from 2.0 credits to 1.5, allowing students to take additional graduation requirements and the preservation of Intro to Culinary electives.
4. Fee changes: Auto Collision II fees reduced from \$40 to \$20. Cosmetology I fees raised from \$170 to \$200. Cosmetology II fees are reduced from \$450 to \$200.
5. EMT: An additional 0.25 credit has been added for the 60 hours of clinicals that are completed outside of class with local ambulance companies.
6. Health Science I: An additional 0.25 credit has been added for the 60 hours of clinicals that are completed outside of class with long-term care facilities.

7. Business – The goal is to be able to offer a Certificate in Business from Great Bay Community College or an Associate’s Degree by School Year 2020/2021. Business I has changed course descriptions (see below in New Courses) to add one additional class in Accounting which receives dual credit from Great Bay Community College. For School Year 2020-2021 a third year would be added depending on staffing so students can work towards a college level Business certificate. See course description below.

911240 BUSINESS I

Grades 10-12

2.00 Credit/Year

Semester I this course includes an overview of the various aspects of business operations. Students will be introduced to types of business ownership, financial management, entrepreneurship, technology in business, marketing, human resources and social responsibility in the business environment. Individual and group assignments will emphasize practical applications of the above topics. Current business practices and events will also be discussed. Semester II includes an introduction to accounting as the language of business and the purpose of accounting in business. Students will develop an understanding of the concepts and use of the classification of assets, liabilities, equity, revenue, and expense accounts. Students will be introduced to accounting procedures necessary to prepare financial statements utilizing current concepts and accounting principles. This includes journaling transactions, preparation of a trial balance, accounting adjustments, closing journal entries, inventory, accounts receivable, accounts payable, special journals, payroll, cash receipts, disbursements, and banking procedures. This course meets the requirements of both Introduction to Business and Accounting at Great Bay Community College.

REQUIRED: Students must submit a CTC program application.

NOTE: This is a concurrent enrollment course which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150.00, which is approximately a \$450 savings.

8. Computer Science: Introduction to Computer Programming and Introduction to Computer Networking have updated course descriptions based on the new computer science standards. Each course will now count towards the computer graduation requirement. If a student takes both of these courses it will count as AP Computer Science. See course descriptions below.

990225 Introduction to Computer Programming

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/Semester

Students explore the fundamental topics of programming, algorithms, and abstraction as they learn to program and draw pictures in App Lab with JavaScript. Students will explore the technical, legal, and ethical questions that arise from computers enabling the collection and analysis of enormous amounts of data. Students’ continue to test their ability to program in the JavaScript language using App Lab. Students create a series of simple applications (apps) that live on the web, each highlighting a core concept of programming.

NOTE: This course satisfies the computer credit requirement

990226 Introduction to Computer Networking

Grades 9-10 (Grades 11-12 on space available basis)

0.50 Credit/ Semester

Introduction to Computer Networking allows students to connect computing between people and the technology world. Students learn how the internet functions in a collaborative, problem solving environment. There will be puzzles to solve to help understand how data is transmitted from one technology device to another. Students will use an internet simulator to understand these concepts while learning how computers store complex information such as images, video, and sound. Students use interactive widgets to explore the concepts of image representation and compression. Students will also be exposed to technology hardware, software and operating systems to understand how technology interacts with one another in a network environment.

NOTE: This course satisfies the computer credit requirement.

New Courses: AP Computer Science credit is offered to students who complete both Introduction to Computer Networking and Introduction to Computer Programming with the new curriculum alignment. Cyber Security and Help Desk have been added as career pathways to provide more choice in Computer Programming and Computer Networking. These additional pathways can be co-taught and will not require additional staffing. See course descriptions below.

Firefighter II: EMR and Wilderness First Aid (WFA) is a new course that can be taken by students for their second year in any of the following three programs to offer additional flexibility and choice: Sports Medicine, Health Sciences, or Firefighter/EMT. This new course offers important certifications in the EMS system but at a slower pace than EMT. Emergency Medical Responder certification is much like an Advanced First Aid course so the practical information is necessary and students are part of the EMS system. Wilderness First Aid is usually required for ski patrol, hiking leaders, Fish and Game, ropes course operators, etc. offering another valuable certification for students planning an outdoor based career. See course description below.

AP COMPUTER SCIENCE PRINCIPLES

Grades 9-12

1.0 Credit/Year

Computing affects almost all aspects of modern life, and all students deserve an education that prepares them to pursue the wide array of intellectual and career opportunities that computing has made possible. This course seeks to provide foundational knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture. Computer Science Principles curriculum is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing.

NOTE: Students take both Introduction to Computer Networking and Introduction to Computer Programming for this course.

NOTE: This course satisfies the computer credit requirement. An Advanced Placement(AP) test is given by the College Board and offered at Dover High School. The AP exam is given in May and the \$98 fee (as of 2018) for the test is borne by the student.

915242 CYBER SECURITY

Grades 11-12

1.0 Credit/Semester

This course introduces students to the field of cybersecurity involving collaborative problem solving and hands on labs. Topics include the evolution of information security into cybersecurity, cybersecurity theory, and the relationship of cybersecurity to nations, businesses, society, and people. Students will be exposed to multiple cybersecurity technologies, processes, and procedures, learn how to analyze the threats, vulnerabilities and risks present in various environments, and develop appropriate strategies to mitigate potential cybersecurity problems.

NOTE: This course fulfills the Dover High School computer credit requirement. This course may meet the requirement of a course at Great Bay Community College. This is a concurrent enrollment course, which allows students the opportunity to earn college credits while earning credits toward their high school diploma. The cost of earning college credits through this course is currently \$150, which is approximately a \$450 savings

Certifications: TestOut Security Pro, Network+, Security+

Requirement: Students must submit a CTC program application and have completed the first year of Networking (1 credit worth of classes), taken Introduction to Computer Networking, or be a member of the Cyber Patriot Club.

922242 HELP DESK

Grades 11-12

1.0 Credit/Semester

The Dover Wave Help Desk is a hands-on opportunity for students to assist with technology integration in an educational context. (Schiffer, 2012) Students will be required to work with students, faculty and staff to best meet technology needs throughout the course of the school day. Students will work together to define the best approach to addressing or solving the problem. Problems may include web design, creating presentations, forms, first-level hardware and internet issues. Assist with installing applications, giving instruction on how to use Google tools or MS Office. In addition to solving problems for students and teachers students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. This might include hosting a Google Hangout, giving instruction on how to use a specific technology or device. The course also provides students with the opportunity to pursue an independent learning pathway in one of four areas: innovation, design, entrepreneurship or applications and develop a project which positively impacts their community. Students will be able to collaborate with outside businesses and organizations as they develop and implement their projects. To be successful in this course, students should have a prior understanding of Apple iOS, Microsoft Windows OS, as well as Android and Apple Smartphones.

Requirement: CS Principals, or MS Office, or demonstrated knowledge in a technology area

NOTE: Does not fulfill computer credit requirement.

FIREFIGHTER II – EMR AND WILDERNESS FIRST AID (WFA)

Grade 12 (Grade 11 by CTC Director Approval)

2.00 credits/year

This course is the entry-level EMS certification program that gives the student the skills and knowledge pertinent to being a part of the EMS system. EMR is known to some as “First Responder” with the EMR providing the immediate emergency care to victims in need of medical care. Emergency Medical Responder (EMR) training includes patient assessment, vital signs, cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), medical illnesses, traumatic injuries and emergency childbirth. The EMR may become an employee or volunteer with an emergency medical service (EMS) to assist EMT’s on ambulance calls. The Wilderness First Responder (WFR) is the certification necessary for outdoor leaders, guides, outdoor educators, and those who plan to be far off the beaten path for longer periods of time. The WFR offers a comprehensive understanding of how to handle injury/illness in remote settings, while focusing on the types of problems that are most common. They will solve these problems in wild places, far from help, with improvised gear. Learn how to treat serious airway/respiratory problems, resuscitation, bleeding and shock, long-term wound care/blisters and infection prevention, sprains, fractures, dislocations, bites & stings, injuries of heat and cold, altitude, organizing a back-country rescue, litter building, and much more. The course is taught under the curriculum guidelines of the Wilderness Medical Society following the new National EMS Education Standards.

Certifications available: Emergency Medical Responder and Wilderness First Responder

Requirement: Successful completion of Firefighter I, Health Science I or Sports Medicine I and current Certification in First Aid and CPR. Students must submit a CTC program application for consideration of acceptance in to the program.

Other:

1. References to Dover Alternative Program changed to Bellamy Academy
2. Added classes that can count for graduation required computer credit based on the new Computer Science standards to include: Intro to Computers: Networking, Intro to Computers: Programming, AP Computer Science, Introduction to Engineering.
3. The Extended Learning Opportunities were updated to match School Board policies allowing outside of school experience to count as course credit. The new descriptions below outline a variety of opportunities with increasing independence.

ELO's - Extended Learning Opportunities

ELOs are learning experiences that happen inside and outside of the traditional classroom setting. The purpose of an ELO is to provide an educational experience that is meaningful and relevant to a student's plan of study while in high school; it is often related to future plans for life after high school. At Dover High School and Dover Career and Technical Center there are several different types of ELOs. These descriptions are designed to provide students, teachers, parents and community partners with more information about our ELO program.

JOB SHADOW

non-credit bearing

10th-12th grade

Job shadows are student-driven and provide an opportunity for a student to investigate a specific occupation or career path. This learning experience requires the student to conduct independent research with the job shadow placement. Paperwork can be found in Career Services in the Career and Technical Center.

WORK EXPERIENCE PROGRAM

.25 credits for 120 hrs

11th-12th grade

This is performed outside of a student's class schedule. Students can receive credit for working a part-time job. Paperwork can be found in the Counseling office.

INDEPENDENT STUDY

Credits vary up to 1.0

11th-12th grade

Candidates for Independent Study will have demonstrated the ability to do advanced work and have successfully completed the course offerings in a particular program or department. Students interested in the independent study option must: 1) select a topic, 2) obtain a teacher mentor who will act as advisor and mentor; 3) develop a course outline which will include objectives, topics to be covered, methods of assessment and duration of course, and 4) completion of the appropriate paperwork. An Independent Study is jointly directed by the student and the teacher in a collaborative arrangement. These are typically performed during school hours. Paperwork is located in the Counseling office.

WORK-BASED LEARNING (CTC STUDENTS ONLY)

0.5 credits for 120 hours

Grades 11 and 12

Work-based learning (WBL) opportunities apply academic, technical, and employability skills in a work setting. Support is provided by school, classroom and workplace mentors. Students will have a set schedule that mirrors a job which may be semester-long or year-long. WBL opportunities are typically paid opportunities. WBL can be performed during or after school or both. Paperwork and assistance can be found in Career Services in the Career and Technical Center. WBL for CTC students requires the completion of the first year of a program along with a program teacher's recommendation.

INTERNSHIP PROGRAM

0.5 credits for 120 hours

Grades 11 and 12

An internship is a temporary, unpaid position where a student is paired with a professional in the community in order to gain practical experience in an occupation or profession relating to their plans after high school. Internships requires teacher and counselor recommendation. They can be performed during or after school or both. Any student choosing to take part in an internship will also be required to complete additional assignments in order to receive credit. Paperwork and assistance can be found in Career Services in the Career and Technical Center office.

INQUIRY-BASED PROJECT

Credits vary up to 2.0

Grades 11 and 12

Note: A minimum of 120 hours is required. An inquiry-based project (IBP) is a robust learning experience where the student gains a deeper knowledge and broader skills by investigating a topic of their choice in collaboration with the teacher and academic coordinator. A student will explore subject based problems and respond to complex questions and challenges. This will require the student to draw upon previous coursework and apply it in a very practical way to their project. IBP's require the following: self-motivation on the part of the student, teacher and counselor recommendation, a teacher mentor and community partner. A public presentation is required to showcase work. IBP's can be performed during or after school or both.

DOVER SCHOOL DISTRICT CALENDAR 2019-2020

	M	T	W	TH	F		M	T	W	TH	F
AUG/SEPT	TR	TW	28	29	X	FEBRUARY	3	4	5	6	7
22 S & 24 T	X	3	4	5	6	15 S & 15 T	10	11	12	13	14
	9	10	11	12	13		17	18	19	20	21
	16	17	18	19	20		X	X	X	X	X
	23	24	25	26	27						
	30										
OCTOBER						MARCH					
22 S & 22 T		1	2	3	4	21 S & 22 T	2	3	4	5	6
	7	8	9	10	11		9	10	11	12	13
	X	15	16	17	18		16	17	18	19	20
	21	22	23	24	25		23	24	25	26	TW
	28	29	30	31			30	31			
NOVEMBER						APRIL					
16 S & 17 T					1	18 S & 18 T			1	2	3
	4	5	6	7	TW		6	7	8	9	10
	X	12	13	14	15		13	14	15	16	TW
	18	19	20	21	22		20	21	22	23	24
	25	26	X	X	X		X	X	X	X	
DECEMBER						MAY					X
15 S & 15 T	2	3	4	5	6	18 S & 19 T	4	5	6	7	8
	9	10	11	12	13		11	12	13	14	15
	16	17	18	19	20		18	19	20	21	TW
	X	X	X	X	X		X	26	27	28	29
	X	X									
JANUARY			X	2	3	JUNE					
21 S & 21 T	6	7	8	9	10	11 S & 11 T	1	2	3	4	TW
	13	14	15	16	17		8	9	10	11	12
	X	21	22	23	24		15	(*16	*17	*18	*19
	27	28	29	30	31		*22	*23	*24	*25	*26
							*29	*30)			

S=Students (177 - Total) T=Teachers (184 - Total)

* = Snow Days

DAYS OUT

August 26	Teacher Return/Teacher Workshop
August 27	Teacher Workshop
October 14	Columbus Day
November 8	Teacher Workshop/ Parent-Teacher Conferences
November 11	Veterans Day (Observed)
November 27-29	Thanksgiving Recess
December 23-January 1	Holiday Recess
January 20	Martin Luther King Day
February 24-28	Winter Recess (Includes Presidents' Day holiday)
March 20	Teacher Workshop
April 17	Teacher Workshop
April 27-May 1	Spring Recess
May 22	Teacher Workshop
May 25	Memorial Day
June 5	Teacher Workshop

177 days required attendance for instructional purposes, or the equivalent number of hours and an additional 10 days for time lost due to inclement weather.

Schools close on June 15, 2020 (half-day), or upon **completion of the 177th day**.

Teachers report on August 26, 2019. **Students return** on August 28, 2019.

Teacher workshops will be held on **August 27, Nov. 8, 2019; March 27, April 17, May 22, June 5, 2020**

GENERAL FUND - FY2019 CONDITION OF ACCOUNTS					
REVENUE - ESTIMATED DECEMBER 31, 2018					
Account Description	FY2019 Budget (Adjusted)	Received To Date 12/31/2018	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	Over/ (Under) Budget
Tuition - Regular From Parents	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition - Other NH Districts	\$ 55,792.00	\$ 26,318.39	\$ 29,473.61	\$ 55,792.00	\$ -
Tuition - Barrington	\$ 2,426,806.00	\$ 613,410.58	\$ 1,788,569.42	\$ 2,401,980.00	\$ (24,826.00)
Tuition - Nottingham	\$ 1,170,017.00	\$ 445,094.42	\$ 735,608.58	\$ 1,180,703.00	\$ 10,686.00
Tuition - SPED Aides	\$ 270,000.00	\$ 125,706.09	\$ 151,179.91	\$ 276,886.00	\$ 6,886.00
Tuition - CTC - NH Districts	\$ 93,869.00	\$ (130.59)	\$ 90,640.59	\$ 90,510.00	\$ (3,359.00)
Tuition - CTC - Out of State	\$ 69,000.00	\$ -	\$ 53,905.00	\$ 53,905.00	\$ (15,095.00)
Tuition - Bellamy Academy	\$ 198,275.00	\$ 88,271.60	\$ 97,232.40	\$ 185,504.00	\$ (12,771.00)
Other Local Revenue - Districtwide	\$ 25,000.00	\$ 2,776.84	\$ 7,223.16	\$ 10,000.00	\$ (15,000.00)
State Adequate Education Grant	\$ 9,001,485.00	\$ 3,654,711.00	\$ 5,346,773.87	\$ 9,001,484.87	\$ (0.13)
State Kindergarten Program	\$ 295,149.00	\$ 118,734.00	\$ 176,415.80	\$ 295,149.80	\$ 0.80
School Building Aid	\$ 581,114.00	\$ 290,557.15	\$ 290,556.85	\$ 581,114.00	\$ -
Catastrophic/Special Education Aid	\$ 426,868.00	\$ 451,440.19	\$ (20,698.19)	\$ 430,742.00	\$ 3,874.00
CTC Tuition Aid	\$ 245,000.00	\$ 298,679.18	\$ -	\$ 298,679.18	\$ 53,679.18
CTC Transportation Aid	\$ 2,500.00	\$ 1,556.00	\$ -	\$ 1,556.00	\$ (944.00)
Indirect Cost Allocation	\$ 95,000.00	\$ 25,817.29	\$ 69,182.71	\$ 95,000.00	\$ -
ABE Allocation	\$ 39,011.00	\$ 24,597.77	\$ 14,413.23	\$ 39,011.00	\$ -
Impact Aid	\$ 6,000.00	\$ 7,789.33	\$ (1,789.33)	\$ 6,000.00	\$ -
Medicaid Distribution	\$ 600,000.00	\$ 266,866.20	\$ 333,133.80	\$ 600,000.00	\$ -
School - Transfer from Capital Reserves	\$ 342,996.00	\$ -	\$ 342,996.00	\$ 342,996.00	\$ -
Tuition - Preschool Program	\$ 12,000.00	\$ 5,460.00	\$ 6,540.00	\$ 12,000.00	\$ -
Tuition - Summer School, Elementary	\$ 6,000.00	\$ 4,220.00	\$ -	\$ 4,220.00	\$ (1,780.00)
Athletic Transportation, DMS	\$ 15,000.00	\$ 6,934.20	\$ 8,065.80	\$ 15,000.00	\$ -
Tuition - Summer School, DHS	\$ 3,000.00	\$ 1,500.00	\$ -	\$ 1,500.00	\$ (1,500.00)
Athletic Transportation, DHS	\$ 50,000.00	\$ 19,846.61	\$ 30,153.39	\$ 50,000.00	\$ -
Total Non Tax Revenue	\$ 16,029,882.00	\$ 6,480,156.25	\$ 9,549,576.60	\$ 16,029,732.85	\$ (149.15)
State Wide Property Tax	\$ 6,945,209.00	\$ -	\$ 6,945,209.00	\$ 6,945,209.00	\$ -
Local Property Tax	\$ 37,509,752.00	\$ -	\$ 37,509,752.00	\$ 37,509,752.00	\$ -
Total Tax Revenue	\$ 44,454,961.00	\$ -	\$ 44,454,961.00	\$ 44,454,961.00	\$ -
Total Operating Revenue	\$ 60,484,843.00			\$ 60,484,693.85	\$ (149.15)
EXPENSES & ENCUMBRANCES - ESTIMATED DECEMBER 31, 2018					
Account Description	FY2019 Budget (Adjusted)	Expenses to Date 12/31/2018	Encumbrances/ Antic. Exp 12/31/2018	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,617,129.62	\$ 8,519,800.39	\$ 12,864,652.36	\$ 21,384,452.75	\$ (232,676.87)
(1200) Special Education Programs	\$ 11,832,419.34	\$ 4,935,538.34	\$ 6,558,687.44	\$ 11,494,225.78	\$ (338,193.56)
(1300) Career and Technical Education Programs	\$ 1,863,602.00	\$ 747,416.16	\$ 1,025,146.86	\$ 1,772,563.02	\$ (91,038.98)
(1400) Co-Curricular Activities and Athletics	\$ 657,403.93	\$ 281,396.73	\$ 290,655.43	\$ 572,052.16	\$ (85,351.77)
(1600) Adult/Continuing Education Programs	\$ 204,341.00	\$ 109,241.61	\$ 94,828.37	\$ 204,069.98	\$ (271.02)
(2100) Support Services - Students	\$ 4,058,339.96	\$ 1,616,978.37	\$ 2,386,736.90	\$ 4,003,715.27	\$ (54,624.69)
(2200) Support Services - Instructional Staff	\$ 1,142,585.76	\$ 492,896.40	\$ 539,641.03	\$ 1,032,537.43	\$ (110,048.33)
(2300) Support Services - General Admin.	\$ 1,446,279.04	\$ 786,853.26	\$ 569,122.89	\$ 1,355,976.15	\$ (90,302.89)
(2400) Support Services - School Admin.	\$ 2,806,338.55	\$ 1,445,594.83	\$ 1,282,427.77	\$ 2,728,022.60	\$ (78,315.95)
(2600) Support Services - Operation Maint/Plant	\$ 4,723,320.40	\$ 2,254,010.73	\$ 2,390,375.32	\$ 4,644,386.05	\$ (78,934.35)
(2700) Support Services - Student Transportation	\$ 2,693,545.00	\$ 970,084.95	\$ 1,816,997.78	\$ 2,787,082.73	\$ 93,537.73
(2800) Support Services - Centralized Services	\$ 1,324,105.40	\$ 770,718.70	\$ 422,152.53	\$ 1,192,871.23	\$ (131,234.17)
(2900) Support Services - Other	\$ 10,001.00	\$ 23,338.71	\$ -	\$ 23,338.71	\$ 13,337.71
Fund Transfer to Special Revenue Funds	\$ 14,573.00	\$ 14,572.44	\$ -	\$ 14,572.44	\$ (0.56)
Fund Transfer to Capital Reserves	\$ 115,000.00	\$ -	\$ 115,000.00	\$ 115,000.00	\$ -
Total Operating Expenses	\$ 54,508,984.00	\$ 22,968,441.62	\$ 30,356,424.68	\$ 53,324,866.30	\$ (1,184,117.70)
School Debt - Principal Payments	\$ 1,891,205.00	\$ -	\$ 1,891,205.00	\$ 1,891,205.00	\$ -
School Debt - Interest Payments	\$ 4,084,654.00	\$ -	\$ 4,084,654.00	\$ 4,084,654.00	\$ -
Total Debt Service	\$ 5,975,859.00	\$ -	\$ 5,975,859.00	\$ 5,975,859.00	\$ -
total Expenses, Encumbrances and Anticipated Expenses	\$ 60,484,843.00	\$ 22,968,441.62	\$ 36,332,283.68	\$ 59,300,725.30	\$ (1,184,117.70)
			Estimated Operating Revenue over/(under) budget		\$ (149.15)
			Estimated Net revenue/expenses, unexpended funds/(deficit)		\$ 1,183,968.55
As of December 31, 2018, estimated unexpended funds for FY2019 is \$1,183,968.55					



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report
Monday, January 14, 2019

SUPERINTENDENT REPORT

The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to Board meeting agenda items; (2) inform the Board of significant issues as they relate to the Board; and (3) inform the Board of informational items pertaining to the Dover School District.

BOARD AGENDA ITEMS

Resignations/Retirements – I recommend the Board approve the retirement as listed.

Nominations – I recommend the Board approve the teacher nomination.

January Donations - I recommend the Board approve the January donations.

Donations – I recommend the Board approve the donations as listed.

Dover High School Program of Studies Changes 2019-2020 – I recommend the Board approve the changes as presented.

Academic Calendar Issue – On Thursday, January 10, I met with Susan Mistretta, City Clerk, to discuss using the schools for polling locations. The City has been directed to find polling locations that are handicap accessible and have ample parking. The Attorney General has directed the City to approach the school District. The following is the follow up email from Susan:

I met with Superintendent Harbron regarding our plan to use the Schools as polling places; he now understands the need for this change and has indicated that he will work with us to help implement it. He is reviewing the adopted 2019-2020 school calendar to help determine a plan for the election this November, which will then need to be brought before the School Board and the other school districts involved before any decision is made. He was concerned that the date for the Presidential Primary was unknown, and said it was something that he was not used to. He asked me to contact other towns and cooperative school districts to find out how they set their school year calendars when working with an unknown election date. In the meantime, he will meet with School Board Chairperson Russell and get back to me.

Superintendent Harbron and I also agreed on two of the three applicable Wards: Horne Street for Ward 1 and Woodman Park for Ward 2. I will leave the choice for the Ward 4 location to him and the School Board. He noted that parking at the Garrison School might be difficult, and he will explore other options.

I also contacted Chris Parker regarding Pointe Place as a possible location for Ward 3; he will review this with the developer and provide me with his feedback.

The election dates are as follows:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, January 14, 2019

- 2019-2020
 - ✓ Election – Tuesday, November 5
 - ✓ Presidential Primary – Not determined by the Attorney General – Range January 27, 2020 through February 14
- 2020-2021
 - ✓ Primary – September 8
 - ✓ Election – November 3
- 2021-2022
 - ✓ Election – November 2

The 2019-2020 calendar has been adopted and distributed. Copy of the calendar is included in the packet. The following are possible modifications:

- Move the November 8 Teacher Workshop Day to Monday, November 4
- No School – Election Day – November 5
- Move the March 27 Teacher Workshop Day to the date selected by the Attorney General for the Primary.
- March 27 becomes a pupil attendance day

INFORMATIONAL

Dover High School and CTC – Weekly construction update meetings continue with PC Construction and HMFH Architects. Progress continues to be made.

Negotiations – Four negotiation sessions have been held between the Board Negotiations Team and the Dover Teachers' Union Negotiation Team.

Committee Work – The following district committees held their second meetings in October:

- **Dover Engagement Committee** – On Monday, December 17, the focus was reviewing and providing feedback on the annual report to the Nellie Mae Foundation. When the report is finalized, I will provide a copy to the Board.
- **School Safety Committee** – On Thursday, January 10, the focus of the meeting was an overview and discussion of school safety trainings, drills, and surveys; training discussions and delivery; training requests; front office training; district manual updates and additions; and schedule of upcoming committee meetings. Christy Prosser has a background in school security and is serving as the facilitator for the committee. She prepared a very high-quality presentation to start the conversation to improve the safety and security of the Dover Schools.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, January 14, 2019

- **Curriculum Planning Council** – On Thursday, December 6: The focus of the meeting was on STEM/Science. The next meeting is scheduled for January 17.
- **Data Committee** – Next meeting is scheduled for February 13.
- **Ed-Technology Committee** – The next meeting is scheduled for Thursday, January 24.
- **Teaching and Learning Committee** – The next meeting is scheduled for Thursday, January 24.
- **Wellness Committee** – The next meeting is scheduled for Wednesday, January 16.

Fiscal 2020 Budget - On January 7, Libby Simmons and I explained the two models for the development of the Fiscal Year 2020 Budget – Level Service with Obligations Budget and the Forward Budget. On January 14, Kim Lyndes, Paula Glynn, and Christine Boston will share additional information and details pertaining to the Forward Budget components. Starting with the January 22 Budget Workshop, the Board will start the process of identifying the priorities to be included in the development of the FY20 Budget. Keith Holt has provided articles pertaining to the roles of today's principals.

Community Racism Conversation – I express my appreciation to the members of the Leadership Team and Board members that had the opportunity to participate in the community conversation on Wednesday, January 9. I was impressed with the number of participants, as well as the level of the conversation in the group that I was assigned. Michele Holt-Shannon and Mo Nunez did excellent work in planning and coordinating the event. I left the session with hope about the future. I recognize this is just the beginning, and we must stay the course over a sustained period to truly change the culture. I do believe in the capacity of the Dover Leadership Team and Board, and I believe we can do this.

Mid-Way – The mid-point of the school year will soon be reached. Principals have been directed to review the status of their school's 2018-2019 Strategic Implementation plans and map the course for the remainder of the school year to accomplish the first-year implementation plan.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, January 14, 2019

NEW AND REVISED POLICIES

With new changes in legislation, the following new or revised policies will need to be reviewed and adopted by the Board. The following are the policies and schedule for adoption:

POLICY	STATUS	JANUARY – 1 st READ	FEBRUARY – 2 nd READ ADOPTION
Tobacco Products Ban, Use & Possession in and on School Facilities and Grounds - ADB	Revised for E-Cigarettes and liquid nicotine	January 14	February 11
Crisis Prevention & Response - EBC	Combined with EBCA	January 14	February 11
Emergency Plans, Crisis Prevention and Emergency Response - EBCA	Revised to include information from EBC	January 14	February 11
Data Governance and Security - EHAB	New	January 14	February 11
Data/Records Retention - EHB	Revised	January 14	February 11
Local Data/Records Retention Schedule – EHB-R	Revised and reorganized	January 14	February 11
Employment References and Verification (Prohibiting Aiding and Abetting Sexual Abuse) - GADA	New	January 14	February 11
Drug-Free Workplace and Drug-Free Schools - GBEC	Revised	January 14	February 11
Change of School or Assignment Policy - JCA	Combined with JEC	January 14	February 11
Change of School or Assignment – Manifest Educational Hardship - JEC	Combines and revises JCA and JEC	January 14	February 11