DOVER SCHOOL DISTRICT

SAU 11

PROPOSED FY28 BUDGET
& ANNUAL REPORT OF PERFORMANCE MEASURES

Every student will be empowered by the essential competencies —
Communication, Collaboration, Critical Thinking, Character, and Life Skills —
that will lead to success in life and future careers.

















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DOVER SCHOOL DISTRICT — BY THE NUMBERS

GRADES K–4	**3 Elementary Schools** Frances G. Hopkins Elementary School at Horne Street, Garrison Elementary School, and Woodman Park School **Enrollment: 1125 Students**
GRADES 5–8	**1 Middle School** Dover Middle School **Enrollment: 892 Students**
GRADES 9–12	**1 High School** Dover High School (includes CTE Programs) **Enrollment: 1352 Students**

Student Demographic Information

White	**78.1%**	**2,597 / 3,326**
Black/African American	**1.4%**	**46 / 3,326**
Asian	**6.0%**	**200 / 3,326**
Hispanic/Latino	**7.3%**	**243 / 3,326**
Other/Multiracial	**7.2%**	**240 / 3,326**
Free and Reduced Lunch	**21.3%**	**707 / 3,326**
English Language Learners (ELL)	**3.5%**	**118 / 3,326**
Special Education	**20.5%**	**681 / 3,326**

MISSION

To work collaboratively to empower all learners to become dynamic global citizens.

SUPERINTENDENT OF SCHOOLS



Dr. Christine Boston
Superintendent of Schools
Dover School District — SAU 11

Dear Dover Community,

On behalf of the Dover School District, I am pleased to present the Proposed FY28 Budget and Performance Measures. This report shows how our resources support our mission: to work collaboratively to empower all learners to become dynamic global citizens.

Inside, you will find our enrollment trends, student learning data, and highlights from our schools and departments. You will also see how the budget advances the five pillars of our 2025–2030 Strategic Plan: Academic Knowledge, Wellbeing, Equity/Inclusion, an Innovative Culture for Continuous Improvement, and a Team Approach.

This proposal reflects careful work by our principals, directors, and Chief Financial Officer, Mr. Brian Cisneros. We aimed to protect the programs and supports that matter most to students while being responsible stewards of taxpayer dollars.

I am proud of the daily work of our teachers and staff, and grateful for the Dover School Board and community for their partnership. I welcome your questions and feedback as we move through the budget process.

With appreciation,

Dr. Christine Boston
Superintendent of Schools
Dover School District — SAU 11

CHIEF FINANCIAL OFFICER



Mr. Brian Cisneros

Chief Financial Officer
Dover School District — SAU 11

Dear Dover Community,

A budget is a statement of priorities in dollars. My job is to make sure those dollars are tracked clearly and spent carefully, so that classrooms and student supports come first.

The FY28 proposal was built from the ground up. Each school and department presented its requests to me, and we reviewed them line by line against our 2025-2030 Strategic Plan. The proposal increases 3.5% over the current year. Enrollment has declined from 4,055 students in 2017-18 to 3,369 today, so we are watching staffing and space closely while protecting the programs that matter most.

The General Fund Detail Comparison at the back of this book shows every cost center beside last year's budget. I encourage you to read it, and I welcome your questions.

Sincerely,

Brian Cisneros
Chief Financial Officer
Dover School District — SAU 11

DOVER SCHOOL BOARD



Board Member *Craig Flynn - Secretary* *Ward 5*	**Board Member** *Robin Trefethen - Chair* *At Large*	**Board Member** *Michelle Clancy - Vice Chair* *Ward 6*
Board Member *Seana Hallberg* *Ward 1*	**Board Member** *Micaela Demeter* *Ward 4*	**Board Member** *Elizabeth Goldman* *Ward 2*
	Board Member *Maggie Fogarty* *Ward 1*	

> Dover School Board meeting agendas, minutes, and recordings are posted at **sau11.nh.gov.**

DISTRICT ADMINISTRATION



Travis Bickford
Director Multi-Tiered Systems of Support



Kimberly Cox
Director Human Resources



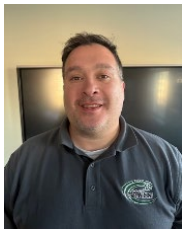
Kiley Hemphill
Director Curriculum, Instruction, and Assessment



Jennifer Krans
Director Curriculum, Instruction, and Assessment



Siobhan Mehalek
Director Curriculum, Instruction, and Assessment



Bill Roy
Director of Accounting and Operations



Thomas Rup
Director of Technology



Abigail Small
Director of Student Services



Shawn Greenough
Director of Facilities

DOVER SCHOOLS

The Dover School District serves students in grades preschool through 12. The district operates a preschool program, three elementary schools, a middle school, a high school with a career and technical education center, and the Dover Adult Learning Center for approximately 3,369 students.

Dover High School enrolls students from the district's attendance area. In addition to the regular school program, Dover School District offers a full range of co-curricular and extracurricular activities, extended summer learning opportunities, and after-school enrichment programs. Please visit us at sau11.nh.gov to learn more about our school community.

DOVER HIGH SCHOOL (DHS)	
Principal ***Mr. Peter Driscoll***	
Dean of Bellamy Academy *Ms. Liza Coco*	
Dean of Students *Mr. Patrick Colonna*	
Director of Career Technical Center *Ms. Kori Kennedy*	
Director of Athletics *Mr. Joshua Knight*	
Dean of Instruction *Ms. Meredith Lapoint*	
Dean of Student Services *Ms. Robin Lyndes*	
Dean of Students *Dr. Kim Stephens*	
Grades	9–12
Enrollment	1,352
FTE	170.4

DOVER MIDDLE SCHOOL (DMS)	
Principal ***Ms. Lindsay Dube***	
Dean of Instruction *Ms. Jillian Brickley*	
Dean of Students *Ms. Ashley Mowatt*	
Dean of Student Services *Ms. Lisa McConnell*	
Dean of Students *Ms. Lora Thomson*	
Grades	5–8
Enrollment	892
FTE	119

WOODMAN PARK ELEMENTARY SCHOOL (WPS)	
Principal ***Mr. Patrick Boodey***	
Dean of Students *Ms. Roseanna Drysdale*	
Dean of Student Services *Ms. Moira Taylor*	
Grades	K–4
Enrollment	390
FTE	93.5

FRANCES G. HOPKINS ELEMENTARY SCHOOL (FGH)	
Principal ***Ms. Brittany Granfield***	
Dean of Students *Mr. Joseph Bassett*	
Dean of Student Services *Ms. Moira Taylor*	
Grades	K–4
Enrollment	414
FTE	70

GARRISON ELEMENTARY SCHOOL (GES)	
Principal ***Ms. Beth Dunton***	
Dean of Students *Mr. Aaron Ward*	
Dean of Student Services *Ms. Moira Taylor*	
Grades	K–4
Enrollment	321
FTE	61.72

DOVER ADULT LEARNING CENTER (DALC)	
Director ***Ms. Deanna Strand***	
Program	Adult Education
Enrollment	237
FTE	13

HISTORICAL AND PROJECTED ENROLLMENTS

As of October 1, 2026, Dover's PreK–12 enrollment was 3,369. The District is currently working with NESDEC to provide enrollment forecasts to inform staffing, programming, and long-range facilities planning decisions.

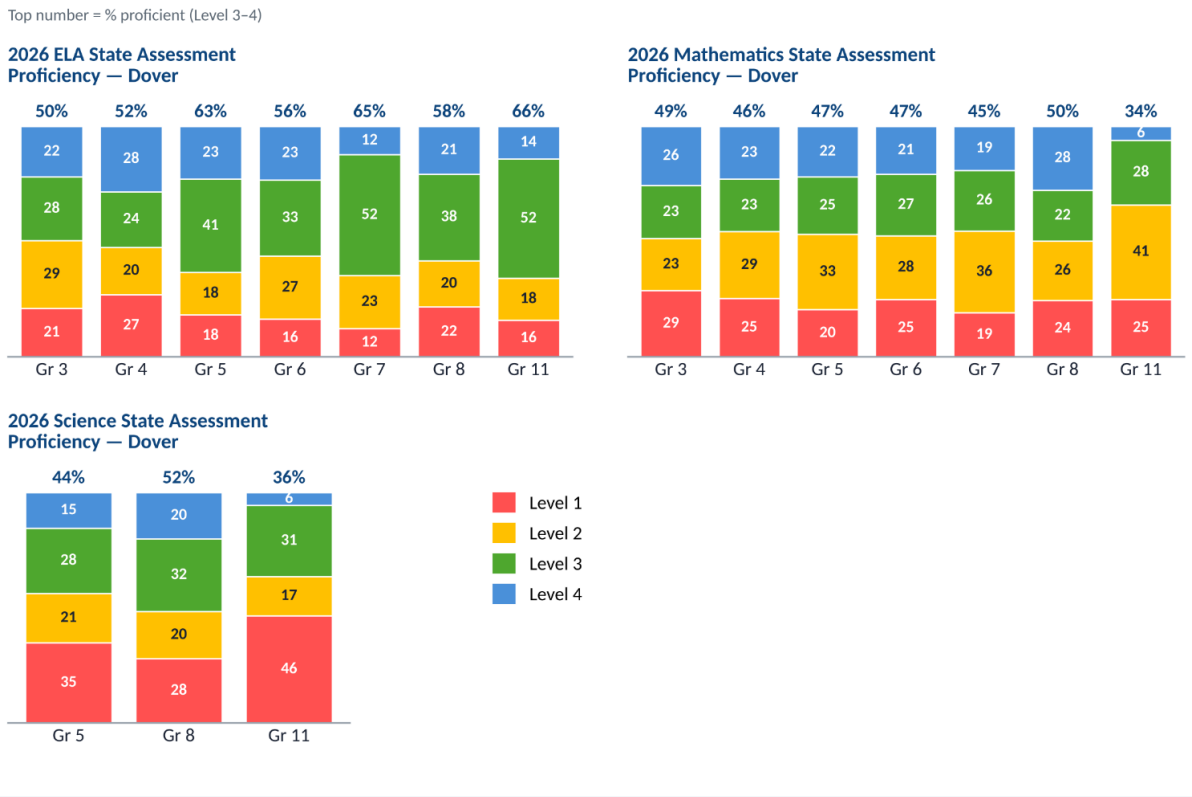
School Year	PK	K–4	5–8	9-12
2026–2027	37	1088	892	1352
2025–2026	35	1126	877	1423
2024–2025	46	1139	942	1355
2023–2024	53	1170	967	1417
2022–2023	45	1180	1015	1500
2021–2022	47	1165	1073	1552
2020–2021	51	1177	1085	1530
2019–2020	63	1327	1110	1472
2018–2019	56	1340	1175	1424
2017–2018	47	1408	1209	1344

DATA DASHBOARD: MEASURING STUDENT LEARNING IN MULTIPLE WAYS

The Dover School District uses numerous assessment measures to monitor individual student progress, as well as to inform instructional responses. A hallmark of good instruction is frequent informal and formal assessment to gauge student mastery of content and skills. Through multiple measures of assessment, we create a clearer picture of each student as well as monitoring the health of our instructional system.

Large-scale, standardized measures of student achievement, such as state testing, provide feedback used to monitor systematic curriculum and instruction. New Hampshire uses the Statewide Assessment System (SAS) for the state accountability assessment in grades 3 through 8 in Mathematics and English/Language Arts. Students in Grades 5, 8, and 11 also take the Science SAS, shifting to grade 10 in 2027. New Hampshire uses the School Day Scholastic Achievement Test (SAT) as a Mathematics and English/Language Arts accountability measure for Grade 11 students. Generally, Dover performs at or above State averages on New Hampshire State Assessments.

STATE ASSESSMENT DATA, 2025-2026 SCHOOL YEAR



SCHOOL HIGHLIGHTS

The Dover School District has led another year in the tradition of excellence, and we are excited to share some of the highlights with the community.

Woodman Park Elementary School (WPS)

This past year, Woodman Park School students made meaningful progress in reading, especially with our youngest learners in kindergarten and first grade. Teachers, interventionists, and Title I tutors closely monitored student growth, adapting daily instruction so every student received the right level of support. With staff guided by professional systems and training, students gained confidence in reading and math while reinforcing a joy for learning. More students participated in school regularly, thanks to a caring team that reached out to families and worked with them to reduce attendance barriers.

Key additions this year, including a family outreach coordinator, extra support for English learners, and our school wide “Responsive Classroom/Be Good People” positive behavior expectations ensured students felt welcomed, supported, and ready to learn. Staff reported a stronger sense of belonging and feeling that their work was meaningful at Woodman Park School. Looking ahead, we remain excited to deepen family partnerships, support staff well-being, and empower every student to thrive.







Frances G. Hopkins Elementary School at Horne Street (FGH)

During the 2025–2026 school year, Frances G. Hopkins Elementary School at Horne Street attained strong academic growth, maintained high student engagement, and achieved notable staff recognition. FGH academic success included positive tier movement in both reading and math from fall to spring, a 10% building-wide increase in students meeting expectations on the DIBELS composite, and a 4% school-wide reading proficiency gain across Grades 2–4 on STAR and DIBELS assessments. These gains were supported by consistently high monthly attendance rates averaging in the high 90s and targeted collaborative practices, including Professional Learning Communities sharing students across grade levels to meet Tier 2 instructional needs and strengthened functionality within the Student Intervention Team and Guiding Coalition. Beyond core academics, FGH fostered an inclusive school community by hosting a large, successful Celebration of Diversity and Learning that was supported by local family and community members and run with the help of student volunteers from Dover High School. We also facilitated multiple sessions of after-school enrichment programming that served nearly 300 students throughout the year. Our school also celebrated major educator milestones, honoring music teacher Roxanne O'Connor as the 2026 Dover Teacher of the Year and first-grade teacher Courtney

Daigle as the 2026 Fred J. Prevost Award recipient from the New Hampshire Teachers of Mathematics Council. Looking ahead, FGH can build upon these successes by continuing to leverage PLC work, expanding enrichment and community partnerships, and scaling the high-impact instructional strategies demonstrated by our dedicated staff.







Garrison Elementary School (GES)

At Garrison Elementary, the RTI at Work framework we are working hard to fully implement is helping our students grow as learners. When looking at our STAR scores this past year, about three out of four students in grades 1-4 are on track in both reading and math. Most of our students grew this year, with 72% making gains in reading and 66% in math. Behind these results is our School Intervention Team, which meets every week to review how each student is doing and connect children with the extra support they need, so more students than ever received help this year. Our teachers also work together in teams, sharing students across classrooms so each child can learn with the teacher best suited to their needs. We also launched our first Behavior Academies, led by counselors, administrators, front office staff, behavior staff, and related arts teachers, to teach and celebrate positive behavior across the whole school. Garrison is proud to see our teachers' hard work show up in student success.







Dover Middle School (DMS)

SCHOOL SUCCESSES FOR THE 2025-2026 SCHOOL YEAR:

This year we were able to complete seven Learning Academy Cycles, which was an increase from the three we did last year.

We were able to add an advanced math placement in 6th grade which will increase to both 6th and 7th next year.

There were gains in improving staff attendance. Sick days decreased 20% from the previous school year.

Star scores improved in both reading and math. Spring 2025 scores were 72.3% proficient for the reading district benchmark; winter scores were at 76.2% proficient. In the area of math, last spring scores were at 66.1% proficient and winter scores were 69.5% proficient. SAS math scores rose from 19% of students achieving a score of 4 in school year 24-25 to 23% achieving a score of 4 in school year 25-26. SAS ELA scores rose from 57% of students achieving a score of 3 or 4 in school year 24-25 to 62% of students achieving a score of 3 or 4 in school year 25-26.

We piloted two MTSS-B behavior academies during Learning Academy in two grade levels.

PLC time doubled: last year PLCs met once per week; this year they increased to two times per week.

SPECIAL PROJECTS COMPLETED FOR THE 2025-2026 SCHOOL YEAR:

The Guiding Coalition began work on re-branding DMS. All grade levels and staff were involved in updating our slogan. We have a fresh mission statement, vision, and slogan to start the 26-27 school year:

Mission: Create a middle school where every student is known, challenged, & supported; every staff member feels valued & empowered; and every family feels welcomed as a partner in student success

Vision: Dover Middle School aspires to:

- work collaboratively with staff, students, caregivers, and community members in support of student learning
- be compassionate, inclusive, and act with integrity
- uphold that all can achieve their fullest potential
- foster growth through challenges and commit to being lifelong learners

Slogan:

Work hard
Act respectfully
Value learning
Every day

DMS has also been working on renovations for the building in the form of fresh paint and furniture updates for the first time since the building opened in 1999. A lot of work went into selecting furniture, organizing the removal of existing furniture, making sure each room was equipped with necessary new additions, etc.

PRIMARY AREAS TO BE ADDRESSED DURING THE 2026-2027 SCHOOL YEAR:

The school goals for the 2026-2027 school year are the following:

School Goal 1: By June 2027, DMS students will increase reading proficiency from 66.6% to 70.6% as measured by the STAR state benchmark score.

School Goal 2: By June 2027, DMS students will increase math proficiency from 52.8% to 56.8% as measured by the STAR state benchmark score.

School Goal 3: By June 2027, DMS will improve school climate by increasing student attendance from 91.77% to 93% as measured by Average Daily Attendance.

Aside from these specific goals, we are also going to be working on implementing more MTSS-B behavior academies into Learning Academy and having the school counselors deliver lessons to full grade levels as has been done in the past. We will also expand our advanced math pathway to the 7th grade.







Dover High School (DHS)

The Guiding Coalition, whose composition includes seven teachers, played a crucial role in the work being done to implement a Multi-Tiered System of Supports at the high school. This year's work focused on building a culture of collective responsibility based on two principles:

1. Educators assume primary responsibility to ensure high levels of learning for every student.

> "While parental, societal, and economic forces impact student learning, the actions of the educators will ultimately determine each student's mastery of the essential academic skills, knowledge, and behaviors needed for future success in school."

2. Educators assume that all students can learn at high levels.

> "High levels of learning are defined as high school plus meaning every student will graduate with the skills and knowledge to continue to learn."

Buffum et al., 2018, p. 45

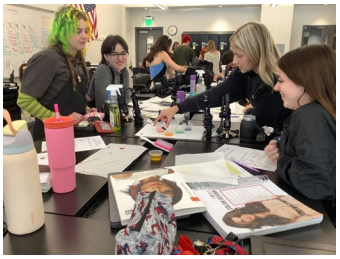
To help ensure that all students who graduate from Dover High School are "high school plus" and to foster an environment of collective responsibility, the Guiding Coalition developed a set of collective commitments that were presented to and accepted by the faculty. The four commitments are:

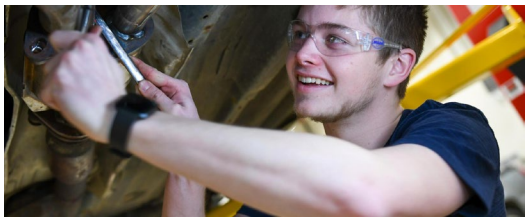
Communication - We will communicate clearly, respectfully, and in a timely manner with students' families and one another (including our PLCs and shared student teams) to ensure that every student's needs are understood and addressed collaboratively.

Collaboration - We commit to intentional collaboration across roles and departments, sharing responsibility, knowledge, and communication to ensure high-quality learning for all students. With curiosity and engagement in professional growth, we will seek clarity, support one another, and work as a team to strengthen our school community.

Consistency - We will demonstrate strong character by consistently respecting and upholding the school-wide expectations, systems, and policies that exist to provide a predictable environment that supports all students and staff alike.

Student-Centered - We believe all students are capable of high levels of learning, and we will consistently implement evidence-based instructional strategies and high-leverage practices that support all students in their academic and social-emotional development.







Dover Adult Learning Center (DALC)

The vision of Dover Adult Learning Center is that all community members have the opportunity to reach their full personal, educational and career potential, find opportunity, gain self-confidence and move toward economic self-sufficiency.

We help all adults who seek to learn, enhance their skills, and improve their lives through education, job preparation, high school completion, and enrichment. Our students become more effective lifelong learners, family members, workers, and citizens.

The following principles guide our work:

- We treat participants with respect, value their opinions, and take their personal experiences into account.
- We individualize instruction, building on participants' strengths and prior learning.
- We remove barriers to participation.
- We help participants develop to their full potential, maximizing independence and empowerment.
- We emphasize opportunities for least educated adults.

Highlights of the year included:

- In partnership with Commute With Enterprise and support from the NH Charitable Foundation, we launched our first transportation program in October, bringing up to 11 students to and from school three days a week.
- In March, two students, one a current ESL learner and another a former DALC graduate, presented to the NH Endowment for Health on “Immigrants, Refugees and Asylum Seekers in NH: Current Opportunities & Concerns” about their experience as immigrants in New Hampshire.
- The end of year certificate award ceremony in May was a delight. Three levels of ESL classes came together, and each offered an activity for the group, followed by presentations of certificates, lots of hugs, handshakes and photos, and of course food!
- June graduation was, as always, a moving and gratifying event. Our featured graduate, Jerry, who at 71 was the first and only one of his 13 siblings to finish high school, wowed us all.
- Throughout the year, we provided a welcoming and accepting environment, offered a variety of learning options, flexible schedules day and night, free or affordable classes, volunteer tutors, online learning, and support services such as childcare and transportation.

This year was challenging in a number of ways.

- It started with a delay, then a pause and finally a reduction in federal funding for adult education.

- State funding for the Adult High School program, our flagship program, was eliminated.
- The national adult education program was threatened with elimination.
- A turnover and restructuring of leadership at the New Hampshire Department of Education (NHED) resulted in significant operational changes.
- We lost several key, long-term staff to retirement and had to start the school year with 5 of 24 positions vacant.

Through it all the resilient, dedicated and compassionate staff at DALC supported each other and their students and found joy in lifelong learning.

DEPARTMENT HIGHLIGHTS

Behind every classroom is a team of district departments that support students, staff, and families. Our departments share some of their highlights from the past year below.

MTSS (Multi-Tiered Systems of Support)

In support of the Academic Knowledge pillar, the Multi-Tiered System of Supports (MTSS) Department expanded Learning Academy, the district's intervention block. Elementary schools added two days each for reading and math, and the middle school now runs alternating two-week cycles in English language arts and math. A K-8 Math Intervention and Screening Task Force closed gaps in math support by adopting JUMP Math Accumula, Pirate Math Equation Quest, Reflex and Frax, along with the mCLASS Math screener for kindergarten and first grade. The department also helped the Dover Middle School Title I team select evidence-based reading programs, supported year two of curriculum adoptions with updated team planning tools and progress monitoring schedules, and presented screening data to the school board after each fall, winter, and spring screening period.

Under the Wellbeing pillar, the department strengthened school safety and student support. Administrators and school psychologists were trained in PREPaRE, the district's crisis prevention and response model, and a partnership with Concord School District and Plymouth State University has been established. The district adopted the Comprehensive School Threat Assessment Guidelines (CSTAG) and trained an in-house coach who has since trained administrators, counselors, social workers, behavior specialists, and psychologists districtwide. Safety teams are refining risk assessment processes before moving to the Branching Minds Canopy platform over the next two years. The department also built a replicable Tier 2 behavior support model with Garrison Elementary School, launched a behavior intervention team at Dover Middle School, co-led the redesign of the middle school's OASIS program, created guidance for counseling services in Individualized Education Programs (IEPs), and secured a Promising Futures for NH grant to bring Responsive Classroom training to Dover Middle School.

Under the Equity and Inclusion pillar, the district completed its first full year using Branching Minds dashboards to review screening, attendance, behavior, and course performance data by student group, and early warning reports helped schools identify students who may need timely support. New math interventions were chosen for their effectiveness with students from diverse backgrounds, and staff survey results show growing educator confidence in meeting students' academic needs.

To foster an Innovative Culture for Continuous Improvement, the department completed a District Capacity Assessment, adopted an evidence-based process for selecting new initiatives, drafted a multi-year professional learning plan, and streamlined the tool buildings use to check how fully each tier of support is in place. The district also set its first improvement goal focused on staff feedback and coaching, based on annual staff survey results. Through a Team Approach, the department gathered K-8 data on how collaborative teams plan, assess, and use data; created a K-12 roadmap of behavior support roles aligned to state requirements; redesigned how school intervention teams receive referrals

and solve problems; and worked closely with principals, curriculum leaders, Student Services, and technology staff to align data systems and coach instructional leaders in leading effective teams.

Student Services

The Student Services department had a strong 2025–26 school year, rolling out Goalbook to streamline IEP goal writing, providing Tier 3 staff with extensive training in specialized interventions like Orton-Gillingham, OGAP, and Lindamood-Bell, and securing additional mental health positions in partnership with the Director of MTSS. The team also built the structural framework for the OASIS program at Dover Middle School, supported Dover High School's continuing shift from standalone classes toward embedded interventions, strengthened the coaching and feedback loop between administrators and teachers, and launched a Community of Practice with neighboring districts around the PREPaRE crisis support model, all while maintaining regular, supportive meetings with building Deans and sustaining strong collaboration with the CIA and MTSS teams.

Curriculum, Instruction, and Assessment (CIA)

In support of the Academic Knowledge pillar, the Curriculum, Instruction, and Assessment Department ensured that teachers in every grade implemented strong curriculum and classroom materials that align with state and local standards. Additionally, the team strengthened literacy instruction by supporting teachers in the use of high-quality reading materials and instructional practices across grade levels. The team launched an accelerated math option at Dover Middle School and brought educators together to improve math support for students in need of support district wide. High school staff also clarified guides for reporting student progress, in line with updated minimum standards for education in New Hampshire. Two committees contributed as well: the Curriculum Advisory Council improved how the district chooses vetted programs and materials, and the Professional Development Committee drafted the Portrait of an Educator, which describes the skills and qualities of great teaching in four areas: Professionalism, Relationships, Knowledge, and Professional Practice.

Under the Wellbeing and Equity/Inclusion pillars, the district held two staff training days where educators chose the sessions most useful to them. The sessions were planned based on prior educator feedback. More than 50 staff were trained in mental health first aid, and more than 100 staff were trained in CPR. The department also founded a regional network of more than 30 school leaders who share ideas for Title I, supporting students in meeting challenging state academic standards. Additionally, the department successfully completed a program review by New Hampshire Department of Education related to federal grant funding.

To foster an Innovative Culture for Continuous Improvement, the department led the development of the district's artificial intelligence policy and offered training so teachers can use these tools thoughtfully. Through a Team Approach, the department worked closely with principals, student support teams, and technology staff to review student data regularly and use it to guide decisions, keeping schools on track toward the goals of the Strategic Plan.

Facilities

The Facilities Department, overseen by the Business Office, is responsible for the maintenance, custodial care, and grounds of every school in the district. In support of the Wellbeing pillar, the team works to make sure our buildings and grounds are clean and safe for students to enter each day. We believe students do their best learning in a school where they feel safe and welcome. Shawn Greenough, Director of Facilities, leads the department that keeps our schools running every day.

During the 2026-27 school year, Facilities oversaw the new Dover High School Athletic Complex project, which includes a new, larger, modern maintenance building and a new athletic storage building. Facilities staff will run and maintain this state-of-the-art complex year-round for the students and residents of Dover to enjoy.

Many other projects are underway across the district. The Dover High School tennis courts were resurfaced this year, and Dover Middle School began a major painting project that is expected to be completed this winter. Dover Middle School also replaced its aging classroom furniture over the summer. In addition, a districtwide evaluation of HVAC and electrical systems led to a comprehensive plan to update or replace systems in the buildings that need it most.

Looking ahead, the largest project on the horizon is the installation of a geothermal heating and cooling system at Dover Middle School in the summer of 2027. This major construction project will also include repaving their parking lot. Although the school grounds will not be available over the summer, the finished result will be a significant improvement over what we have today.

Technology

The Technology Department continues to work on identifying the gaps in our three areas of focus: Information, Operational, and Educational Technology. We have made great progress in all areas to better increase the efficiency not only in the department, but throughout the Dover School District.

In Informational Technology, we have set forth many processes and changes to our software to better assist the school community. Through the year we have worked with schools to transition information for scheduling in Dover High School and Middle School in Infinite Campus. We have also transitioned the Dover High School and Career Technical Center to one school in Infinite Campus, making attendance and grading much easier and smoother for our "one school" approach.

For Operational Technology, we have worked to complete our replacement of our Wireless Infrastructure to ensure we will be compliant for the next 5 years. We also upgraded our phone and intercom systems, integrating them into one system for seamless communication in the schools. We have also continued to follow our refresh cycle, replacing all Generation 1 Chromebooks and replacing the Mac Lab for the High School Art Department.

Educational Technology has the largest impact with our work. We have continued to work with the Curriculum, Instruction and Assessment Department to ensure we work on Continuous Improvement throughout the District. Together, we successfully created an AI policy which was approved by the Dover School Board. We also continued that work into developing an AI plan to be approved for the 2026-27

school year. We have also started to transition away from older technology in the classrooms, beginning phase one of our project to replace unsupported interactive boards with new, up-to-date ClearTouch panels.

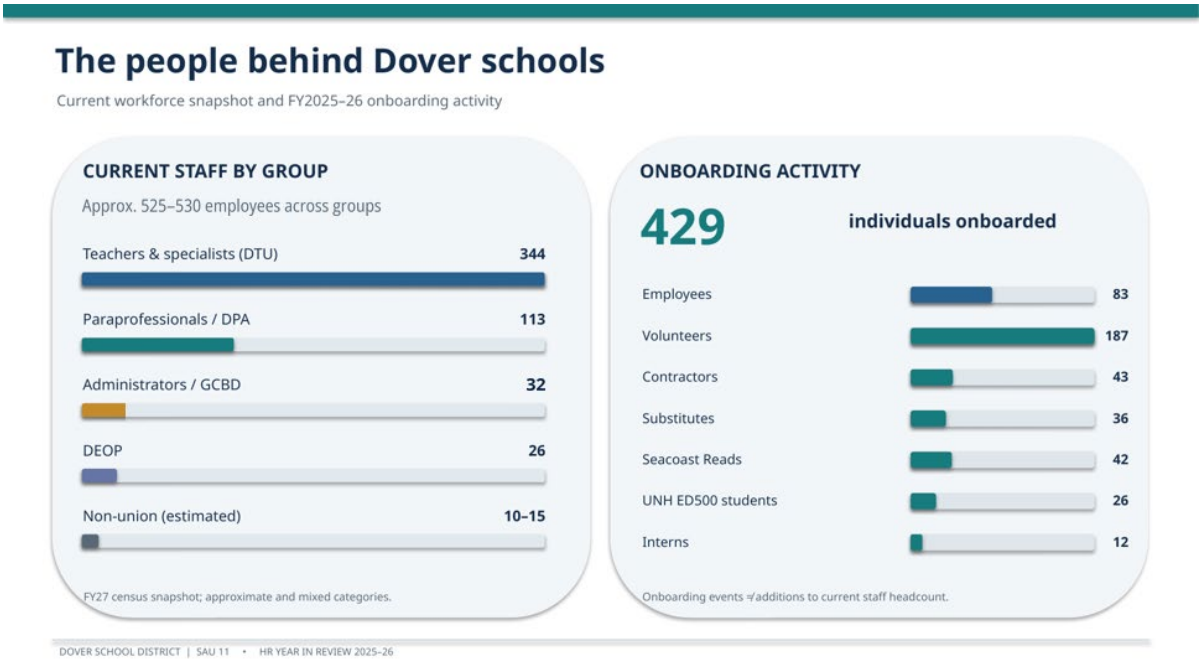
The Technology Department will continue to follow the Capital Improvement Plans to progress through the 2026-27 school year. We will be moving our Food Services from MealTime to Infinite Campus, add online payments to Infinite Campus, as well as bring digital passes to the district. We will continue to work on AI planning and be involved with statewide discussion about effective screentime usage. Finally, we will be transitioning support for AV in the district to the Technology Department, take on the replacement of our security Cameras, replace the printers and copiers, and work to outfit the new Athletic Complex with technology.

Human Resources (HR)

By the Numbers: Supporting the People Who Support Our Schools

In FY2026, HR managed the essential people and processes that keep the District running, from recruitment and onboarding to payroll and benefits administration, employee relations, regulatory compliance, and retirement services. This work supported more than 1,000 individuals, including approximately 540 employees, retirees, hundreds of volunteers, contractors, substitutes, Seacoast Reads participants, and interns.

A three-person HR team managed this broad responsibility by improving processes, including digital and automated processes where possible, group versus individual orientations, and close partnering with administrators. All with an emphasis on embracing a collaborative, all-hands-on-deck approach. The accompanying graphic highlights the District's workforce composition and annual onboarding activity.



Helping Employees Access Benefits When They Need Them Most

HR also prioritized benefits education, particularly for employees facing illness, injury, or family medical needs. Beyond health insurance, available support may include FMLA leave, long-term disability income protection, workplace accommodations, the Employee Assistance Program (EAP), and wellness resources.

HR helped several employees secure long-term disability benefits that provided income protection when they could no longer work, guided others through protected medical leave to manage serious health conditions or care for family members in crisis and facilitated ADA accommodations that enabled employees to remain productive at work. These efforts translated existing benefits and legal protections into tangible outcomes: financial security, job protection, and the ability to continue working through difficult personal circumstances.

Addressing Workforce Turnover and Strengthening Recruitment

Dover's FY2026 districtwide turnover rate was 14.4%. Across FY2024–FY2026, paraprofessionals and other Dover Paraprofessionals Association (DPA) staff averaged 26.3% annual turnover versus 9.5% for Dover Teachers' Union (DTU) teachers and specialists. Half of the 211 separations occurred within employees' first three years, underscoring the need to target retention by role and career stage.

Working with the DPA, HR led modifying the wage schedule to improve the competitiveness of entry- and mid-career pay while recognizing experienced employees through increased longevity benefits. HR will monitor the impact on retention.

Recruitment must extend beyond traditional job postings. The District began working with an outside staffing contractor and will explore broader partnerships to reach more paraprofessional candidates. Substitute coverage is another priority: approximately 40% of absences requiring a substitute were filled last year. More competitive rates and expanded recruitment efforts will be central to improvement.

Retired Dover educators and staff who returned for long-term assignments provided particularly welcome support—a reflection of their continuing commitment to Dover students.

Looking Ahead: Building Capacity for the Future

The first year established a practical foundation for a more strategic, service-oriented HR function grounded in effective operations and responsible stewardship of public resources.

The following 2027/2028 priorities move HR toward the role Dr. Boston envisioned: dependable everyday service paired with stronger workforce planning, employee support, and operational improvement.

Recruitment and staffing. Explore stronger recruitment partnerships, competitive substitute rates, and more dependable paraprofessional and substitute coverage.

Benefits and wellbeing. Review the competitiveness and value of long-term disability and life insurance, while increasing awareness of EAP, wellness, and leave benefits. We will continue our focus on managing Healthcare cost quality and cost risk.

Operational consistency. Review accumulated leave practices, policies, bargaining obligations, and procedures to support fair, consistent application and responsible financial stewardship.

Compliance and school-year start-up. Prepare for New Hampshire Department of Education (NHED) background-check changes effective July 2027 and strengthen onboarding capacity during the demanding opening weeks of each school year.

Digital records. Move toward electronic personnel files and reduce the substantial paperwork associated with hiring, payroll, benefits, credentialing, and compliance.

Strengthening the HR team. Develop career paths, professional expertise, and succession plans for each HR team member so the department can devote more capacity to operational and strategic projects alongside transactional responsibilities.

Business Office

The Business Office supports every school and department by managing the district's finances so that resources reach students and staff. In his first year with the district, the Chief Financial Officer set a goal of streamlining the office's core processes, and this work touched several pillars of the 2025-2030 Strategic Plan.

To foster an Innovative Culture for Continuous Improvement, the Business Office streamlined purchasing, budgeting, and accounts payable and receivable management. The processes for managing federal and state grants and for Food Services were also simplified. The office is now putting these practices in writing through a Grants Management Handbook and a Purchasing Manual, both expected to be released in early 2027, so that staff across the district have clear, consistent guidance. The monthly Condition of Accounts report that the School Board receives was also redesigned to make the district's financial position easier to read.

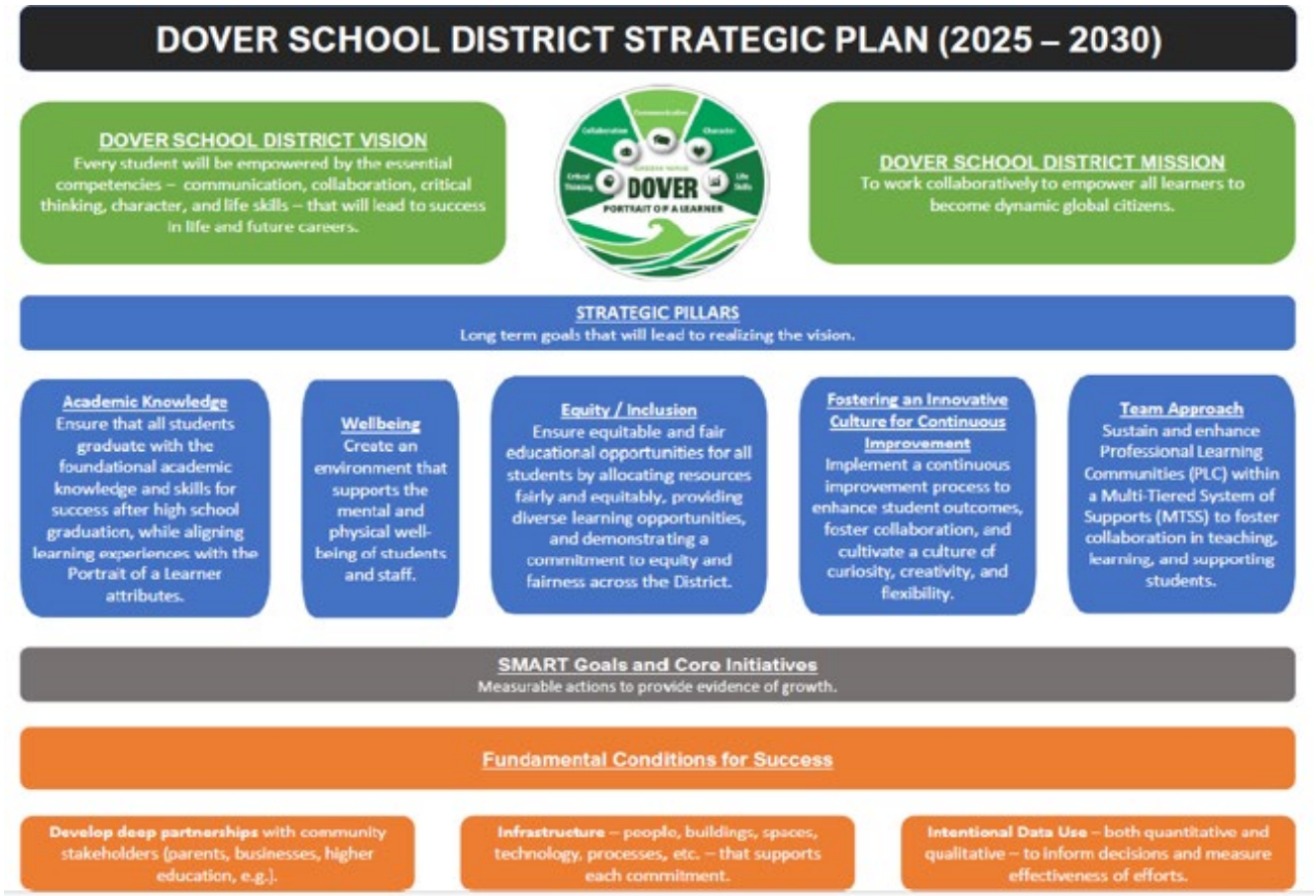
Through a Team Approach, this work has been led day to day by Bill Roy, Director of Operations and Accounting, whose leadership has been instrumental. The office also works closely with principals, directors, and department heads on budgets, purchasing, and grants.

In support of the Academic Knowledge pillar, the office developed the proposed FY28 budget through meetings with each school and department, with the goal of ensuring that students' academic needs are met.

The office is also involved in several capital projects. The largest is the new Dover High School Athletic Complex. Installation of a new geothermal heating and cooling system at Dover Middle School is scheduled for the summer of 2027.

Looking ahead, we anticipate the adoption of the FY28 budget, developed in collaboration with the taxpayers of Dover and the School Board.

DOVER SCHOOL DISTRICT STRATEGIC PLAN (2025–2030)



Responding to Data Trends: Projects Underway for 26-27

Assessment & Progress Monitoring

- mCLASS Math K-1 Universal Screener
- STAR Reading & Math Universal Screening (Gr 9–10)
- DHS FastBridge Progress Monitoring
- Tier 3 + IEP Progress Monitoring & Intervention Plans

Instructional Practices

- DHS Co-Teaching + Math Lab Model
- K-8 Focus on Math Instructional Practices
- Grades 2–5 Supplemental Math Fact Fluency

Instructional Programs

- ESOL Language Development Program: HMH English 3D
- K-12 Tier 3 + IEP Math Intervention: Accumula

Behavioral Support

- Tier 2 Social-Behavioral Interventions

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