



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #11
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, November 14, 2022
Meeting Time:	7:00 p.m.

- A. **CALL TO ORDER**
- B. **ROLL CALL**
- C. **PLEDGE OF ALLEGIANCE**
- D. **AGENDA APPROVAL**
- E. **CITIZENS' FORUM** (to be recessed, if necessary, and resumed following Committee Reports)
- F. **APPROVAL OF MINUTES**
 - 1. Regular Meeting #10, October 3, 2022
- G. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Rebecca Shultz – Teacher - Dover Middle School - Retirement
 - b. Holly Kessler – Float Nurse – Resignation
 - c. Jillian Lacasse – Special Education Teacher – Garrison Elementary School - Resignation
 - d. Barbara Lynch – Counselor – Dover Middle School - Retirement
 - e. Jesslyn Mullett – STEM Teacher – Dover Middle School - Resignation
 - f. Elizabeth Phillips – Special Education Teacher – Dover High School – Resignation
 - g. Phillip Richmond – English Teacher – Dover High School – Retirement
 - h. Heidi Stevens – Grade Four Teacher – Garrison Elementary School – Resignation
 - i. Don Wason – Teacher – Dover High School - Retirement
 - 3. **Leaves of Absence:**
 - a. Kathy Haynes – Grade Two Teacher - Frances G. Hopkins School at Horne Street
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DPA Nominations
 - b. Winter Coaching Nominations
 - 6. **Extended Travel (Student Trips):**
 - a. Dover High School World Language Department to Montreal, Quebec – April 22-24, 2023
 - 7. **Donations:**
 - a. November Donation Request
- H. **STUDENT REPORT:**
- I. **POLICY – CHANGES – PROPOSALS:**
 - 1. BBBF – Student Board Members – New Policy, First Reading
 - 2. EBB – School Safety Program – New Policy, First Reading
 - 3. EBCA - Crisis Prevention and Emergency Response Plans – Revised Policy, First Reading
 - 4. EBCD – Emergency Closings – Revised Policy, First Reading
 - 5. EHAB – Data Governance and Security – Revised Policy, First Reading
 - 6. EHB – Data/Records Retention – Revised Policy, First Reading
 - 7. IC/ICA- School Calendar – Revised Policy, First Reading
 - 8. IHBA – Special Education – Revised Policy, First Reading
 - 9. IHBA – Policy for Independent Evaluation of Students – Revised Policy, First Reading
 - 10. IHBA – Determining Specific Learning Disability – Withdraw, First Reading



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #11
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, November 14, 2022
Meeting Time:	7:00 p.m.

11. IMBA – Distance Education – Revised Policy, First Reading
12. JJA – Co-Curricular and Extra-Curricular Programs, Student Activities, Organizations – Revised Policy, First Reading
13. JJJ – Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - New Policy, First Reading
14. JJJ-R – Administrative Regulations for Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils – New Policy, First Reading
15. JLCF – Wellness Policy – Nutrition and Physical Activity Components – Revised Policy, First Reading
16. JLDDB – Suicide Prevention and Response – Revised Policy, First Reading
17. KFA – Conduct on School Property – New Policy, First Reading

J. POLICY ADOPTION:

1. DFGA – Crowd Funding – New Policy, Third Reading
2. IJOC – School Volunteers – Revised Policy, Second Reading
3. IKL – Academic Integrity and Honesty – New Policy, Second Reading
4. KDA – Public Information Program – Withdrawn, Second Reading

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. Naming Recognition Request – Dover High School Basketball Court
2. Thomas Waldron – Dissertation Approval
3. 2021 Youth Risk Behavior Survey Results
4. Bid Award Recommendation - Network Switches
5. Bid Award Recommendation – MTSS Consultative Services
6. Fiscal Year 2024 Draft Budget Presentation
7. 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, residents of the City of Dover, property owners in the City of Dover, and/or designated representatives of recognized civic organizations or businesses located in the City of Dover and/or residents of sending school districts, are invited to all public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements, Citizen's Forum, at all public meetings, unless a vote to the contrary is taken by the School Board.

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

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

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

November 1, 2022

Dear Dr. Harbron,

I am writing to notify you of my intent to retire at the end of the 2022-2023 school year. Last year my husband and I started our own real estate company here in Dover and I want to spend more of my time working for our business.

Throughout my teaching career in Dover, I've been blessed to have worked with many talented, hardworking individuals. I have developed personally and professionally. I'm thankful for the opportunities I've had to grow as a learner – whether it was collaborating with a colleague to solve a problem for a child, attending a professional development workshop or taking a class at UNH. I've also learned many “special” talents from students over the years, such as doing the floss dance, spinning a Beyblade, and making a rainbow loom necklace.

The best part of my journey has no doubt been the students and their families. It has been an honor to teach hundreds of children how to read, tie shoes (in kindergarten and fifth grade!), soothe parents as they drop their “babies” off for the first day of kindergarten, pull out teeth, teach multiplication facts, comfort children during sad and scary moments, sing “happy birthday” hundreds of times, and model, teach and encourage independence, kindness, and respect from students ages four through 12, in kindergarten through fifth grade.

I thank you Dr. Harbron for the dedication you've put into the Dover School District and your stories about Max. Your efforts as a superintendent are noticed and Dover is very lucky to have you as our leader.

Respectfully,

Rebecca Shultz
Rebecca Shultz

Holly Kessler, RN
5 Ida Circle
Rochester NH 03868
603 312-8477

October 19, 2022

Christine Boston, Ed.D.
Assistant Superintendent
Dover School District
69 Locust St., Suite 409
Dover, NH 03820

Dear Ms. Boston,

Please accept this letter as formal notification that I am resigning from my position as a Float Nurse for the Dover School District. My last day will be November 4, 2022.

Thank you so much for the opportunity to work in this position for the past 5 years. I feel that I have learned a lot and grown professionally during my time in your employ. I appreciate the opportunity to have worked with such a great team at DMS.

In the coming weeks before November 22, I am happy to help in any way with the transition process.

Sincerely,



Holly Kessler, RN

From: Jillian Lacasse <J.Lacasse@doover.k12.nh.us>
Sent: Friday, October 21, 2022 2:41 PM
To: Beth Dunton <b.dunton@doover.k12.nh.us>
Subject: resignation letter

Please accept this letter as formal notification that I am resigning from my position as Special Educator/ Case Manager. My last day will be December 31, 2022.

I have thoroughly enjoyed my time at GES however due to family circumstances I am resigning at this time.

Jillian Lacasse
Kindergarten Special Educator/ Case Manager
j.lacasse@doover.k12.nh.us
603-516-5737

Barbara J. Lynch, Psy.D.
Dover Middle School
16 Daley Drive
Dover, NH 03820
603-516-7283
b.lynch@dover.k12.nh.us

November 7, 2022

Dear Dr. Harbron,

After 44 years of working in the field of education, including the last nine years in the Dover Middle School (the first seven years as the Oasis Counselor and the past two years as the Special Education Counselor) I have decided it is time for me to retire. I plan to complete the current school year and officially retire on June 30, 2023.

As I reflect upon my lengthy career, I feel blessed to have served so many children and staff. I will remember the tears and the smiles, the a-ha moments, and the very real mental health struggles our families and schools experience. Most of all, I will remember the loving student relationships and staff friendships formed. These relationships sustained me through so many wonderful and difficult times. The professional joy I experienced in participating and witnessing an Oasis child deescalate quickly, to joining in an IEP meeting helping to comfort a parent as they attempt to understand the social, emotional, and academic impact of their child's mental health struggles, to helping parents locate wrap around services for their families are the moments I will treasure most.

During my 44-year career, I witnessed a plethora of changes in the field of education, some good, some not so good. But we always circled back to what I believe is at the center of education - relationship building - demonstrating the love and care for a child and their family. I have held many job titles throughout my career such as: physical education teacher, health education teacher, coach, department head, director of athletics. But the most rewarding of all titles has been that of "Dr. Barb".

I plan to remain in the Dover area following my retirement. But first, my wife Cathy Faure (retired Dover School District, September 2022), our new black lab puppy named Gus, and I plan to travel for a few months throughout the United States and Canada in our RV. Upon my return to Dover, I would be very interested in serving again in the Dover Schools.

Please feel free to call or email if you have any thoughts or questions pertaining to my decision to retire.

Sincerely,

Barbara J. Lynch, Psy.D.

Kimberly Lyndes

From: Jesslyn Mullett
Sent: Wednesday, November 2, 2022 7:29 PM
To: Kimberly Lyndes
Subject: With regrets - my resignation

file

Hi Kim,

It is with a heavy heart that I'm writing to you tonight to let you know that I've decided to resign the middle school STEM position.

While I've had many good times in this position and enjoyed some connections with other staff members, there are personal factors pulling me in another direction. I had hoped to talk with you about the decision in person, but I want to make sure you have plenty of time to post the position.

My last day of work at DMS will be Friday, November 18th.

If you'd like to meet or talk with me about the decision, I'd be happy to schedule a time with you. I'm free at 10:15 each day for planning, and at 2:30 most days after my duty.

Respectfully submitted,

Jesslyn Mullett

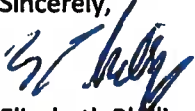
The information and any attachments contained in this message are confidential and/or privileged material and intended only for the named recipient's use. If you have received this message from the Dover School District in error, you are prohibited from copying, distributing, or using the information. Please contact the sender immediately by return email and delete the original message. Under New Hampshire law, email addresses are public records. If you do not want your e-mail address released in a response to a public records request, do not send electronic mail to this entity. Instead, please contact this office by phone or in writing.

Dear Dover School District,

11/18/2022

I am writing to inform you that I won't be signing by contract and resign from my position as a Dover High School Special Education Case Manager. I will continue to work at DHS for the next two week and complete my responsibilities.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Elizabeth Phillips', written over the word 'Sincerely,'.

Elizabeth Phillips



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



PETER DRISCOLL
Principal
p.driscoll@dover.k12.nh.us

25 ALUMNI DRIVE
DOVER, NEW HAMPSHIRE 03820-4365
(603) 516-6900 Fax (603) 516-6926

KORI KENNEDY
Director of Career Technical Education
k.kennedy@dover.k12.nh.us

ROBIN LYNDES
Dean of Bellamy Academy
r.lyndes@dover.k12.nh.us

LINDA MADDEN
Dean of Student Services
l.madden@dover.k12.nh.us

VALERIE WEST
Dean of Instruction
v.west@dover.k12.nh.us

KIMBERLY STEPHENS
Dean of Students
k.stephens@dover.k12.nh.us

THOMAS WALDRON
Dean of Students
t.waldron@dover.k12.nh.us

Friday, October 28, 2022

Philip L. Richmond III
English Department
Dover High School
(207) 450-7395

Dear Doctor Habron,

Please let this letter serve as my intent to retire from the Dover School District at the end of the current (22-23) school year.

As I depart, I would like to thank administrators Peter Driscoll and Peter Wotton, and the Math AC Stephanie DeMatteo for their support and guidance through my 22 years in the district as a teacher and Academic Coordinator. I would also like to thank the district for its flexibility and loyalty as I raised and continue to care for my disabled son. I truly appreciate all those who helped me be there for him.

Sincerely,

Philip L. Richmond III

November 9, 2022

Dear Dr. Harbron,

It is with very mixed feelings that I announce my resignation from teaching in the Dover School District effective June 30, 2022. The folks at Garrison and the district have become like a family to me over the years and I will miss them terribly; however, responsibilities to my actual family are increasing and leaving me without the time, energy, and commitment I once had for my chosen profession.

I have appreciated all that you and the GES administration have done to promote a district and a school that puts children first and allows teachers to explore their strengths and challenges in a meaningful and productive way. You, Beth Dunton, and Aaron Ward have led by example always. Kindness, humor, forgiveness, and support have been the hallmarks of this administration and I know how very lucky I have been to work and grow in such a nurturing environment.

Thank you for everything!

Heidi Stevens
Garrison Elementary School
Grade 4

November 1, 2022

Dear Dr. Harbron,

I am writing this letter to announce my intention to retire from teaching at Dover High School at the end of the 2022-2023 academic year. These 38 years at DHS have been a blessing, but I believe it is time to step aside.

Please contact me if more information is needed.

Best Regards,

Don Wason

Dear Dover School Board,

I am a second grade teacher at Francis G. Hopkins School at Horne Street, where I am entering my fifth year teaching in Dover. Currently, I'm out on maternity leave through FMLA. I am asking if you will agree to extend my leave past 60 days. I apologize that I did not realize when I turned in the paperwork in August that I needed to seek school board approval, otherwise I would have done it much sooner. I like to be prepared and planned out!

However, I ended up going into labor almost a month early and I would like to be able to spend some "extra time" with my new son. After the death of our first son last year, I want to get every moment I can with our precious miracle baby since he was a bit premature. I would like to request an extra 28 days off to come back full time on the date of 2/1/23. I have a wonderful sub and she is on board to continue teaching till I come back full-time in February. As a side note, in January I will return three days a week to help transition both my son and I back into full-time teaching. This will help offset some of the cost of childcare and allow that extra time for bonding with him. I have a great group of students and I know when I return in January we will be able to pick off where I left off. The extra time allows me to be both the best mom and the best teacher I can be.

If you have any questions please feel free to reach out to me.

Respectfully,


Kathy Haynes

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

TO: **DOVER SCHOOL BOARD**

DATE: November 14, 2022

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2022-2023 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Bratsman, Joslyn	Paraprofessional	Frances G. Hopkins School at Horne Street	Mike Antone	\$18.57	C3, Step 2
Rella, Jennifer	Paraprofessional	Dover High School	Lynette Erickson	\$19.18	C2, Step 6

Recommendations

To: Dr. William Harbron
 From: Peter Wotton
 Re: Coaching Recommendations
 Date: November 1, 2022
 Cc: Peter Driscoll
 Kim Lyndes

I would like to recommend the following individuals for WINTER Coaching positions at DHS and DMS for the 2022-23 Winter Sports Season.

<u>Position</u>	<u>Name</u>	<u>Stipend (21-22 amounts)</u>	<u>Replaces</u>
B. Varsity Basketball	Matt Fennessy	\$5587.50	
B. JV/Asst Basketball	Heath Churchill	\$3712.50	
B. Fr. Basketball	Jordan Chambers	\$3187.50	
B. MS Head Coach	Garison Rogacki	\$2775	
B. MS Asst. Coach	Demetrius Woodard	\$1612.50	
<i>G. Varsity Basketball</i>	<i>James Flynn</i>	<i>\$5587.50 (already nominated and approved)</i>	
G. JV Basketball	Karen Malsbenden	\$3712.50	Amanda Studer
G. Fr. Basketball	OPEN	\$3187.50	
G. MS Head Coach	Jessica Hardiman	\$2775	Kaylee Towle
G. MS Asst. Coach	OPEN	\$1612.50	Bob Ciotti
Head Ice Hockey	Mike Young	\$55250	
Asst/JV Ice Hockey	Chris Hitchcock	\$3187.50	
Head Swim/Dive Coach	Samantha Royalty	\$1800	
Asst. Swim/Dive Coach	Emily Cook	\$1613	
Head Win. Cheering	Kelsey Daigle	\$4312.50	
JV/Asst Winter Cheering	Mikaela Leighton	\$2550	
DMS Cheering	Megan Connors	\$1612.50	
Boys Head Winter Track	Nick Piatti	\$4312.50	
B/G Asst. Win. Track	Christen Wilhelm	\$2550	
B/G Asst. Win. Track	Jeffrey Sanborn	\$2550	MJ Hippert
B/G Alpine Skiing	Steve Lent	\$2512.50	
B/G Bowling	OPEN	\$2000 (from coaching contingency fund)	Brian Beck
Girls Gymnastics	Halle Studley	\$1988	Cindy Conrad Darcy Sauer

Please contact me with any questions or concerns



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



PETER DRISCOLL
Principal
p.driscoll@dover.k12.nh.us

25 ALUMNI DRIVE
DOVER, NEW HAMPSHIRE 03820-4365
(603) 516-6900 Fax (603) 516-6926

KORI KENNEDY
Director of Career Technical Education
k.kennedy@dover.k12.nh.us

ROBIN LYNDES
Dean of Bellamy Academy
r.lyndes@dover.k12.nh.us

LINDA MADDEN
Dean of Student Services
l.madden@dover.k12.nh.us

VALERIE WEST
Dean of Instruction
v.west@dover.k12.nh.us

KIMBERLY STEPHENS
Dean of Students
k.stephens@dover.k12.nh.us

THOMAS WALDRON
Dean of Students
t.waldron@dover.k12.nh.us

October 14, 2022

Dover School Board Members,

This letter is being written in preliminary support of the World Language Department's trip to Montreal, Quebec from April 22, 2023 through April 24, 2023. This trip supports competencies in the areas of written and spoken communication as well as culture.

Ms. Spencer's cover letter also includes the fact that three fundraisers have been planned to help defray costs.

Thank you for your consideration and support.

Sincerely,

Peter Driscoll
Dover High School Principal

October 4, 2022

Dear Mr Driscoll,

I'm writing to you to propose an extended learning opportunity for our upper level French students to go to Montreal, Canada for a long weekend. This trip will provide students with a chance to use their French vocabulary and grammar skills in an authentic way and be provided with real time feedback on their capability of communicating in their second language. Because Montreal is a metropolitan city, students will also learn various life skills like how to use the subway or how to behave in a museum.

This trip is for the first three days of April vacation. We will leave from DHS in the morning of Saturday April 22 and return around 9pm on Monday April 24. Our tour company is Jumpstreet, our long time partner for trips to Canada. We have three fundraisers planned to defray trip costs and any money fundraised by the chaperones decreases the cost of going for all participants. I will be the head chaperone and Holly Wendorf will be my partner.

Thank you for taking the time to consider this trip.

Sincerely,

A handwritten signature in black ink, appearing to read 'K Spencer', with a stylized, cursive script.

Katherine Spencer



Saturday, April 22, 2023

- 07:30 AM The day has arrived! The trip you've been waiting for is finally here!! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- Stops and lunch en route (at individual expense).
- 02:00 PM Hooray! You've arrived in Montreal! Your tour leader will greet you and get the show underway. The fun starts now :)
- 02:30 PM See the fabled stained glass art, the world-famous organ and, of course, the stunning Sacred Heart Chapel during your self-guided visit of the Notre-Dame Basilica.
- 03:30 PM Let's explore charming Old Montreal with your tour leader. There's so much to see! The Place Jacques Cartier, City Hall, Marché Bonsecours, the Old Port and more!
- 05:00 PM Tonight you will have dinner at Le Cartet, a local secret in Old Montreal. This French bistro presents a very convivial atmosphere and a menu that is sure to please all palates!
- 07:00 PM While the Plateau used to be a working class neighbourhood forgotten by the hustle and bustle of the downtown core, today - with its influx of artists, students, and small business-owners - it's one of the hippest and most popular sectors of the city. Your tour leader will take you on an orientation walk through the Plateau so you can experience its unique charm.
- 08:00 PM Let's retrace the steps that De Maisonneuve took to the top of the city's iconic Mont-Royal. We'll make our way up to the Chalet de la Montagne for a stunning view of the greater Montreal area.
- 09:00 PM Departure for the hotel.
- 09:30 PM Arrive at the hotel and unload the motorcoach. Hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the next day full of exciting activities!

Spend the night at the Sandman Hotel
 999 De Sérigny, Longueuil, Quebec
 PH: 1(450) 670-3030

(Or equivalent pending availability upon receipt of deposit.)

Sunday, April 23, 2023

- 08:00 AM Departure from the hotel. Get into the groove of things and travel like a true Montrealer...by metro (aka: the subway)! Who needs a car anyway? (1 ticket is included per participant.)
- 08:30 AM Let's start the day with a breakfast of champions at La Petite Marche, a quaint French restaurant in the Plateau Mont Royal.
- 09:30 AM Meet back with your well-rested driver and head out to explore this beautiful city with a local guide. Your sightseeing tour will include: city views old and new, trendy neighbourhoods, world class universities, urban art, theatres and much more!
- 11:30 AM Free time in Montreal's famous Underground City, a network of malls, museums and restaurants! Here's your chance to explore with your friends, grab lunch (at individual expense), and practice your conversational French. Your tour leader will give you a meeting place and time. Enjoy!
- 01:30 PM Discover the beauty of the Montreal Museum of Fine Arts as you roam through its permanent collection during your self-guided visit.
- 03:30 PM Take in the sights and sounds of Le Marché Jean Talon, Montreal's busiest outdoor market, as you partake in our Grocery Scavenger Hunt. (Complete with prizes! Yahoo!)

- 05:00 PM All aboard! Next stop: the SUGAR SHACK!
Discover how the people of Quebec managed to brave the difficult winters through the tradition of maple syrup production as your tour leader shares their Sugar Shack story.
- 06:00 PM Get ready to party like it's 1699! At La Sucrierie de la Montagne, an authentic French Canadian cabane à sucre outside of the city, you're going to learn about maple syrup production methods, feast on a 17th Century meal and get down to traditional songs and dances. Don't forget to add some syrup to your pea soup (we're not kidding).
- 08:30 PM Departure for the hotel.

Monday, April 24, 2023

- 07:30 AM Breakfast and orientation at the hotel with your tour leader.
- 09:00 AM You won't believe it, but the time has come...for your last day of this fantastic journey! Time to leave the hotel with your luggage and take advantage of today to say goodbye to these foreign lands.
- 09:30 AM Travel through the ecosystems of the Americas during your visit of Montreal's newly renovated Biodome, an Ecozoological (word invented by Jumpstreet) living museum!
- 11:30 AM Montreal has so many restaurants that you could eat out every night of the year without going to the same place twice. It's only fitting, then, that you put your own culinary skills to the test at your very own cooking workshop. You'll learn how to prepare some delicious meals (and you'll eat them too!).
- 02:00 PM Already time to leave! Wave goodbye to your tour leader and head back home.
Stops and dinner en route (at individual expense).
- 09:00 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!



Tour Price (including taxes)

Complimentary chaperones Double Occupancy	Paying students Quad Occupancy	Per student
3	30	US\$639.00
3	25	US\$709.00
2	20	US\$819.00

✔ WHAT IS INCLUDED

- 1 Tour Leader(s) with your group, 24/7, to bring your tour to life!
- Online individual payment and registration platform
- 24/7 tour support, with a direct patch to our senior staff
- All programming, reservations and itinerary items
- Bracelets featuring our 24/7 emergency toll-free line
- Early warning service for disruptions or global threats to avoid or minimize risks to travel security
- Hotel and restaurants as per itinerary (or equivalent depending on availability when trip is confirmed)
- Access to George Washington University doctors on call 24/7
- Virtual parent meeting (by request and pending availability)
- Your money placed in a bonded trust account
- \$25M in liability protection for teachers and chaperones
- Educational resources and online quizzes
- Roundtrip transportation via luxury motorcoach(es)
- All fees related to road, bridge, tunnel and parking tolls
- Private security guard (per coach) to monitor the hallways at night
- Carboneutral travel

🍴 MEALS

- 2 breakfasts
- 2 dinners

🚶 ACTIVITIES

- Guidatour - 2 Hour Coach
- Marché Jean-Talon - Grocery Scavenger Hunt
- Basilique Notre-Dame de Montréal - Self-Guided Tour
- Musée des beaux-arts de Montréal - Self-guided Visit
- Espace pour la vie Montréal - 1 Attraction: Biodome Only
- Provigo Angus (Montréal) - Cooking workshop



TO CONFIRM YOUR TRIP

The contents of the proposed itinerary are subject to availability. As soon as you sign below and return a copy of this page to me, I will book your coach and hotel. I will then activate your online portal which will give you access to planning resources, a preliminary itinerary and the payment schedule. An initial payment of \$100 per paying participant is due 30 days following the signing of this contract (\$350 for trips including flights) which enables me to begin reserving your entire proposed itinerary and guarantee your trip price.

CLASSROOM TRAVEL RESOURCES

Our classroom travel resources will help you and your community stay organized and energized as you prepare for your adventure.

INSURANCE

By law, we are required to inform you of the insurance plans available to your group. I have sent you information about comprehensive coverage. Please distribute this information to your group as insurance must be purchased at the same time as the initial payment.

TERMS AND CONDITIONS

Please read our complete terms and conditions. The following sections are particularly helpful:

- Trip price
- Cancellation policy: group cancellation
- Cancellation policy: individual cancellation
- Exchange rates

By signing below you are confirming:

- That you agree with the itinerary and price
- That you agree with the payment schedule
- That you have distributed our travel insurance options to your group
- That you have read and accepted our terms and conditions

 9/16/22
Client signature Date

Portal activation will act as your electronic signature in case we do not receive this signed proposal.



GROUPS FROM THE U.S. TRAVELLING TO THE U.S. & CANADA

Insurance Plan Including a Cancel For Any Reason Waiver (CFAR)

Cancel Your Trip for Any Reason and Get 75% of the Total Trip Price Back!

Here's how it works:

- » Plan must be purchased within 10 days of the initial trip payment
- » A school can purchase the insurance plan for the whole group
- » 75% of the total trip price is reimbursed if dropping out at least 48 hours from departure
- » Cost of the plan is not reimbursed
- » Does not cover penalties associated with travel arrangements not provided by Jumpstreet
- » Price of the trip won't go up for the remaining participants due to reduced numbers

SCHEDULE OF BENEFITS	BASIC PLAN	DELUXE PLUS PLAN
Cancel For Any Reason Waiver	Not Included	- Covers 75% of the Total Trip Price - Cancellation must occur at least 48 hours from departure
Trip Cancellation	Trip Cost	Trip Cost
Trip Interruption	150% of Trip Cost	150% of Trip Cost
Missed Connection	\$750	\$1,500
Travel Delay	\$1,000/\$200 per day	\$4,200/\$300 per day
Medical Expense	\$50,000	\$50,000
Evacuation / Repatriation	\$500,000	\$500,000
Accidental Death & Dismemberment	\$25,000	\$25,000
Baggage & Personal Effects	\$1,000	\$1,500
Baggage Delay	\$500 (up to \$250 per day)	\$750 (up to \$250 per day)
View Full Plan	View Policy (by State of departure)	View Policy (by State of departure)

Prices are subject to change without notice until time of purchase.

[CLICK HERE FOR PRICES](#)





Jumpstreet COVID-19 Travel Guidelines

Effective September 1, 2022, the following COVID-19 related guidelines are in place for Jumpstreet group travel programs.

The safety and security of our participants is, and always will be, our highest priority. Our Health & Safety team continues to closely monitor the evolving situation with COVID-19 and will adjust guidelines as needed.

While the risks associated with contracting COVID-19 can be reduced, they CANNOT be eliminated. Everyone must play a role in helping to reduce the spread of the virus and consider the health of others when participating in a group travel program. If a participant is not feeling well, they should not travel. Certain individuals with preexisting conditions may be at greater risk. If a participant has any concerns as to whether travel is right for them, they should speak with their treating physician before traveling.

Please review the below travel guidelines and the [Jumpstreet COVID-19 Advisory](#).

Program Guidelines

Pre-departure

- **Reduce exposure to COVID-19** – In the days leading up to travel, it is recommended that participants limit exposure to others by observing COVID-19 safety protocols (masking and hand washing) and avoiding large gatherings and crowded spaces.
- **Pre-departure Testing** – Although not required, Jumpstreet highly recommends that participants take a COVID-19 test before travel to reduce the risk of illness on program and having to isolate away from home. Either a home test or a lab-based test is acceptable taken within the following timeframe: a PCR test taken within 3 days of trip departure OR an antigen test taken within 2 days of trip departure.
 - Anyone receiving a positive test result will not be able to participate on the program and should speak with Jumpstreet about future travel opportunities.
- **Specific destination requirements** – There may be requirements specific to the program destination that participants will need to follow. It is the participant's responsibility to understand and comply with all destination requirements. **Standard cancellation fees apply if requirements are not met.**
- **Participants who test positive for COVID-19 within 10 days of the program departure date** – Participants must complete at least five (5) full days of isolation and receive a negative test on Day 6 or later **OR** complete 10 full days of isolation to participate on the program.
 - Day 0 is the date of the positive test if asymptomatic or the date of the onset of symptoms (if no more than 2 days before testing).
- **Participants who are exposed to COVID-19 within 10 days of the program departure date** – To participate on the program, a minimum of 5 days must have passed since the last COVID-19 exposure, the participant must be symptom free, **and** have a negative test before departure (can be an at home test).
 - Day 0 is the date of last exposure.
 - The participant must monitor for symptoms and mask for a full 10 days after last exposure.



On-program

- **Symptom monitoring** – Participants should monitor themselves for COVID-19 symptoms and let the Program Leader know if they are not feeling well.
- **Masking** – Although not required, Jumpstreet highly recommends the use of masks in crowded spaces and areas of high transmission. Participants must follow state, local, or venue mask requirements. For maximum protection, it is recommended to use either a KN95 mask (or equivalent such as FFP2 or KF94) or double mask, preferably a disposable surgical mask with a cloth mask.
- **Illness on-program** – If a participant exhibits symptoms of COVID-19, Jumpstreet will help them get tested and safely separate from the rest of the group while awaiting the results. The Program Leader will be in contact with you as they work with Jumpstreet to make arrangements for the participant's care plan. The participant's testing and medical expenses should be covered by insurance. As a reminder, Jumpstreet recommends that all participants bring a copy of their insurance card and use their insurance as primary. Jumpstreet will cover the participant's lodging and meal expenses during the quarantine/isolation period. If the diagnosed participant is a minor, Jumpstreet will arrange and cover the cost of a flight for a parent/guardian to join their student at the program location.
- **Contact Tracing, Testing, and Quarantine** – In the event a participant tests positive for COVID-19, Jumpstreet's Health and Safety Team will work with local health officials to provide guidance to reduce the risk of additional exposure. Close contacts, including roommates, will be identified and Jumpstreet will help coordinate testing of additional participants as needed. Jumpstreet will be in contact with you if your participant is impacted.

Why travel with **Jumpstreet?**

Extraordinary customer service

- * Customizable itineraries
- * Hands-on programming
- * Serving North American schools since 1988

96% satisfaction rate
year after year!

Student safety is our priority

- * Vetted Tour Leaders with your group around-the-clock
- * 24/7 emergency line
- * Doctors On Call program
- * Regularly updated health and safety protocols
- * Crisis24 risk management
- * Global support network



Financial security

- * Funds placed in a bonded trust account
- * COVID-19 insurance coverage
- * Cancel For Any Reason waiver
- * Flexible payment plan

All COVID-related refunds
completed in **2020!**

Tools for schools all year long

- * Online payment & registration platform
- * Educational resources for the classroom
- * Online quizzes & virtual tours
- * Easy-to-organize information meetings
- * Promotions & scholarships

Ready to talk? **Book a meeting!**

jumpstreet
EDUCATIONAL TOURS

1-800-663-4956
jumpstreet.com





CERTIFICATE OF LIABILITY INSURANCE

Page 1 of 2

DATE (MM/DD/YYYY)
10/07/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Willis Towers Watson Southeast, Inc.
c/o 26 Century Blvd
P.O. Box 305191
Nashville, TN 372305191 USA

CONTACT NAME: Willis Towers Watson Certificate Center
PHONE (A/C, No, Ext): 1-877-945-7378 FAX (A/C, No): 1-888-467-2378
E-MAIL ADDRESS: certificates@willis.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A: Arch Insurance Company	11150
INSURER B: HDI Global Specialty SE	B0783
INSURER C: Zurich American Insurance Company	16535
INSURER D: Westchester Surplus Lines Insurance Company	10172
INSURER E:	
INSURER F:	

INSURED
Jumpstreet/Worldstrides Canada
218 W Water St Suite #400
Charlottesville, VA 229025062

COVERAGES

CERTIFICATE NUMBER: W26282511

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	☒ COMMERCIAL GENERAL LIABILITY	Y	TAP0196147-01	09/30/2022	09/30/2023	EACH OCCURRENCE \$ 10,000,000
	☐ CLAIMS-MADE ☒ OCCUR					DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000
						MED EXP (Any one person) \$ 10,000
						PERSONAL & ADV INJURY \$ 10,000,000
A	GEN'L AGGREGATE LIMIT APPLIES PER:	Y	TAP0196147-01	09/30/2022	09/30/2023	GENERAL AGGREGATE \$ 10,000,000
	☒ POLICY ☐ PRO-JECT ☐ LOC					PRODUCTS - COMP/OP AGG \$ 10,000,000
	OTHER:					\$
A	AUTOMOBILE LIABILITY		TAP0196147-01	09/30/2022	09/30/2023	COMBINED SINGLE LIMIT (Ea accident) \$ 10,000,000
	ANY AUTO					BODILY INJURY (Per person) \$
	☐ OWNED AUTOS ONLY ☒ HIRED AUTOS ONLY					BODILY INJURY (Per accident) \$
	☐ SCHEDULED AUTOS ☒ NON-OWNED AUTOS ONLY					PROPERTY DAMAGE (Per accident) \$
B	UMBRELLA LIAB ☒ EXCESS LIAB		18EX3174	09/30/2022	09/30/2023	EACH OCCURRENCE \$ 5,000,000
	☐ OCCUR ☐ CLAIMS-MADE					AGGREGATE \$
	DED RETENTIONS					\$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY	Y/N	WC 1071628-05	09/30/2022	09/30/2023	☒ PER STATUTE ☐ OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)					E.L. EACH ACCIDENT \$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below					E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
						E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liability		TAP0196147-01	09/30/2022	09/30/2023	Each Negligent Act or Negligent Omission \$10,000,000
	Abusive Acts					Each Occ/Agg \$2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

As of the effective date noted above, certificate holder is included as an additional insured but only with respect to the operations of the Named Insured in connection with the travel and/or tour services provided, as required by written contract and per the terms and conditions of the policy.

SEE ATTACHED

CERTIFICATE HOLDER

Dover High School
25 Alumni Dr.,
Dover, NH 03820

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

John Bean

© 1988-2016 ACORD CORPORATION. All rights reserved.

AGENCY CUSTOMER ID: _____

LOC #: _____



ADDITIONAL REMARKS SCHEDULE

Page 2 of 2

AGENCY Willis Towers Watson Southeast, Inc.		NAMED INSURED Jumpstreet/Worldstrides Canada 218 W Water St Suite #400 Charlottesville, VA 229025062	
POLICY NUMBER See Page 1		EFFECTIVE DATE: See Page 1	
CARRIER See Page 1	NAIC CODE See Page 1		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

Dover High School is included as an Additional Insured as respects to General Liability per written contract.

INSURER AFFORDING COVERAGE: Westchester Surplus Lines Insurance Company NAIC#: 10172

POLICY NUMBER: G72597734001 EFF DATE: 09/30/2022 EXP DATE: 09/30/2023

TYPE OF INSURANCE:	LIMIT DESCRIPTION:	LIMIT AMOUNT:
Excess Liability		See Excess Program Attached

INSURER AFFORDING COVERAGE: Zurich American Insurance Company NAIC#: 16535

POLICY NUMBER: WC 0797564-04 EFF DATE: 09/30/2022 EXP DATE: 09/30/2023

TYPE OF INSURANCE:	LIMIT DESCRIPTION:	LIMIT AMOUNT:
Workers Compensation DE/NC	Each Incident	\$1,000,000
Per Statute	Disease- Policy Limit	\$1,000,000
	Disease-Each Employee	\$1,000,000

Excess Program Structure

Effective Date	Carrier	Policy Number	Limit	Layer
9/30/22 to 9/30/23	HDI Global Specialty SE	18EX3174	\$5,000,000	\$5M xs Primary
9/30/22 to 9/30/23	Westchester Surplus Lines Ins. Co.	G72597734001	\$15,000,000	\$15M xs \$5M
9/30/22 to 9/30/23	Everest National Insurance Company	XC5EX01719-221	\$15,000,000	\$15M xs \$20M
9/30/22 to 9/30/23	Navigators Insurance Company	GA22EXRZ0CGBUIV	\$5,000,000	\$5M xs \$35M
Total Limits			\$40,000,000	

Underlying schedule of insuring agreements included under Excess tower (subject to policy limits, deductibles, terms, conditions, and applicable statutes and regulations):

- General Liability
- Employee Benefits Liability
- Automobile Liability
- Employer's Liability
- Foreign General Liability
- Foreign Contingent Automobile Liability
- Foreign Employer's Liability

Named Insured Matrix

This intends to outline the main named insureds and DBAs currently affiliated with Lakeland Tours, LLC DBA WorldStrides.

- Brightspark Travel, Inc.
- Casterbridge Tours Limited
- Envision
- Excel Group
- Excel International Sports
- Excel Sports
- Explorica, Inc.
- Explorica Travel, Inc.
- Global Education Group Holdings, Inc.
- GlobalLinks, LLC
- Heritage Education & Festivals, LLC
- International Discovery Programs
- International Studies Abroad, LLC
- Jumpstreet/Worldstrides Canada
- Lakeland Finance, LLC
- Lakeland Intermediate
- Lakeland Tours, LLC
- Les Tours Jumpstreet Tours
- Music America
- National Educational Travel Council, LLC
- Oxbridge Academic Resources, LLC
- Travel Turf, Inc.
- The Education Abroad Network
- World Class Vacations
- Worldpass Travel Group
- WorldStrides International, LLC
- WorldStrides PTY LTD
- WorldStrides Canada, Inc.

**World Language Department
Requirements to travel to Montreal**

I understand that the requirements to go on a trip to Montreal, Canada are:

1. I am either studying French in 2022-2023 or I completed French 3 in 2021-2022.
2. I am a student in good academic standing (70 or above) in my French class.
3. I will not receive an ASI, ISS, or OSS beginning December 15, 2022.

I understand that if I receive disciplinary action for any reason that I will be dropped off the trip at my own expense.

If I am no longer in good academic standing for longer than 2 weeks, I will meet with Ms Spencer and the World Language Department Academic Coordinator to discuss how to regain my academic standing. If my grade remains low for a month, there will be a decision making meeting with a parent, Mr Driscoll, and Ms Spencer to determine if I am still welcome to attend. I understand that neither Jumpstreet nor Dover High School has any responsibility to refund my money.

If I receive an ASI, I will be put on probation. A second ASI will result in a decision making meeting with a parent, Mr Driscoll, and Ms Spencer to determine if I am still welcome to attend. I understand that neither Jumpstreet nor Dover High School has any responsibility to refund my money.

I understand that while on the trip all school rules are in force.

I have read and I agree to the above requirements.

Student _____

Signature _____

Date _____

Parent _____

Signature _____

Date _____

Dover High School
25 Alumni Dr
Dover, NH 03820

Statement of Agreement

I agree to adhere to the following rules while on the Montreal trip with the class:

1. To not consume, purchase, bring with or bring home any alcohol or illegal substances.
2. To not purchase body art or piercing services.
3. To not purchase or bring home any type of weapon.

I understand that I am accountable to Ms Katherine Spencer.

I understand that failure to comply with these rules will result in disciplinary action upon returning to Dover High School

student signature

I have read and discussed this agreement with my students and I support these rules and regulations.

parent signature

As a chaperone on this trip, I agree to adhere to the same standards to behavior as defined for student participants.

chaperone signature

DOVER SCHOOL DISTRICT	POLICY CODE: IJOAA
DATE OF ADOPTION: April 13, 2015	PAGE 3 OF 3

PERMISSION/RELEASE STATEMENTS FOR FOREIGN OR EXTENDED TRAVEL

The undersigned _____, hereby grants permission for _____ to travel to Montreal, Canada with K. Spencer + H. Wendorf as chaperones, as part of a Dover School District extended travel program. The scheduled departure date is 4/22/23 and the scheduled return date is 4/24/23.

1. The undersigned hereby agrees to indemnify and save harmless the Dover School District, its officials and agents, from any act, default, injury (including death), loss, expense, damage, deviation, delay, curtailment, or inconvenience caused to or suffered by any person, or their property, howsoever arising, which may occur or be incurred by any organization or person, even though such act, default, injury, loss, expense, damage, deviation, delay, curtailment, or inconvenience may have been caused or contributed to by the actions, negligence or default of the chaperones and/or the Dover School District, its officials or agents.
2. The parent/guardian and student acknowledge that they and their personal property, to include baggage, are at all times solely at their own risk. The district strongly recommends the students be adequately insured in respect to illness, injury, or death for the duration of the trip and to insure fully against loss, or damage to their property. The chaperones or the Dover School District shall not, in any circumstances whatever, be liable in respect of any personal injury, illness, or death or in respect of any damage to or loss of property even if the same arises from their negligent actions. The undersigned will accept the authority and decisions of the chaperones during the trip.
3. The chaperones are authorized by the signers of this document to arrange for any medical services deemed appropriate for the student named above by medical personnel while on the trip.
4. It is also agreed that the District reserves the right to remove a student from this program for failure to maintain program standards or if it deems his or her acts of conduct detrimental to or incompatible with the interest of the program. If a student's participation is terminated, only the funds not actually used will be returned and he or she will be sent home at the parent(s)/guardian or student's expense.
5. The undersigned represent that they are parents or guardians of the named student and are authorized to execute this agreement.

IN WITNESS WHEREOF, the parties have signed this agreement on the

_____ day of _____, 20__

Parent/Guardian Signature

Parent/Guardian Signature

Student Signature

CONSENT LETTER
FOR A CHILD TRAVELING OUT OF THE COUNTRY WITHOUT EITHER PARENT

.....

To whom it may concern:

I/We _____ are the parents/guardians of _____, born on _____ at _____. He/She is carrying the following citizenship document:

Passport

Number : _____ Issued on (date & place) _____

Other - please specify

Our child has our consent to travel with Dover High School to visit Montreal, Canada for 3 days and 2 nights: April 22-April 24, 2023. Our child will be residing at the following hotel(s):

Hotel name: **see itinerary**

City: **see itinerary**

Phone number: **see itinerary**

Any question regarding this consent can be directed to use at:

Address: _____

Home phone number: _____

Work phone number: _____

Parent/guardian signature

Date

Parent/guardian signature

Date

Liability Release Form

Student Name _____ Home Telephone () _____
Address _____ Zip Code _____
Date of Birth _____ Place of Birth _____
School _____ Dover High School _____ School Telephone _____ 603-516-6872
School Contact Person _____ Katherine Spencer _____ Position _____ teacher _____
Parent/Guardian Full Names _____
Place/Times of Employment _____
Employment Telephone Numbers () _____
Emergency Contact _____ Telephone () _____
Address _____ Relationship _____
Physician _____ Telephone () _____
.....

Release

I, a participant in the excursion to Montreal, Canada, April 22-24, 2023, sponsored by the World Language Department, Dover High School and approved by the Dover School Board, agree to all the following conditions:

The Program organizer(s), group chaperons of Dover High School, and the Dover School District shall not be liable for any damages or loss to my person or property arising from my participation in this program.

The Program organizer(s) and/or group chaperones may make reasonable changes in the dates, destinations, or itinerary for the mutual benefit and safety of group participants. In such event, they shall not be liable for any delay, loss, or damage resulting therefrom. In the event of any illness, accident, or incapacity incurred by me, the group chaperon may consider my best interests in securing medical treatment, hospitalization, medication and/or return transportation at my own expense.

Any and all claims, obligations, suits in any liabilities whatsoever against the organizer(s), chaperones, and/or the School District are hereby waived and released.

I certify that I have read and understand this release and agree to abide by its provisions.

Student Signature

Date

Signature of Witness

Date

I certify that I am the parent or legal guardian of the student named above and that I have read the foregoing release. I allow my child to participate in this trip. I agree to every part of this release and hereby relinquish any claim that I may have against the program organizers, chaperones, and the School District, both on my behalf and in my capacity as legal representative, while my child is a participant in this program.

Parent/guardian signature

Date

Signature of Witness

Date

Dover High School- Overnight Field Trip Medication Order Form

Student Name: _____ Date of Birth: _____

List any Allergies & Reactions (Hives, Rash, Anaphylaxis, etc.): _____

Dear Parent/Guardian:

Your child will be participating in an overnight field trip. The School Nurse will not be in attendance on this trip; however, DHS Administration has designated chaperones to care for the health needs of your child. Please indicate below any current over-the-counter or prescription medication that your child will need on this trip; *Please cross out OTC section if NO OTC meds are to be administered.* If your child needs a prescription medication on this trip, your doctor must complete and sign the bottom section labeled "PRESCRIPTION MEDICATIONS." PLEASE NOTE: No student will receive any Over-The-Counter (OTC) medications unless this portion for OTC meds is completed and signed by a parent/guardian.

Over the Counter Medications (OTC): (To be Completed by Parent/Guardian)

Please mark which of the following medication you would like your child to receive if needed while on the field trip:

- ☐ Acetaminophen (Tylenol)
- ☐ Ibuprofen (Advil)
- ☐ Antacid (Tums)
- ☐ Diphenhydramine (Benadryl)- In case of allergic reaction
- ☐ Other* _____

(Dover High School will provide manufacture's recommended dosage, in pill form, of the medications listed above. Liquid forms and medication listed as "other" *must be provided by the parent.)

PARENT/GUARDIAN SIGNATURE (FOR OTC MEDS): _____ DATE: _____

****PRESCRIPTION MEDICATIONS** (TO BE COMPLETED BY PHYSICIAN) **** Requires the Original Labeled Container from the Pharmacy; Medications cannot be grouped into one prescription bottle, or placed into plastic baggies with the student's name on it, but must be in separate Prescription Bottles.

TO BE COMPLETED BY PHYSICIAN:

To be completed by Medication Designee as meds are given, and initialed:

Medication/Dose/Route:

				<u>Mon</u>	<u>Tues</u>	<u>Weds</u>	<u>Thurs</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>
1. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
2. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
3. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
4. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
5. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐

- | | | |
|--|--|---|
| ☐ May Self-Carry Inhaler | ☐ May Self-Carry/Administer EPI PEN | ☐ DHS HAS a copy of Asthma/Allergy/Seizure action plan |
| ☐ Inhaler to be Kept with Adult | ☐ EPI PEN to be Kept with Adult | ☐ DHS DOES NOT have Asthma/Allergy/Seizure action plan |

PHYSICIAN SIGNATURE (for Rx Meds): _____ DATE: _____

PARENT/GUARDIAN SIGNATURE (for Rx Meds): _____ DATE: _____

Office Use Only:

Medication Designee Print: _____ Date: _____

Medication Designee Signature: _____

Medications Designee Initials: _____

AUTHORIZATION FOR MEDICATION

HEALTH SERVICES
DOVER HIGH SCHOOL
25 Alumni Dr. Dover, N.H. 03820
Ph.516-6928 Fax 516-6926

PARENT AUTHORIZATION (To be completed by the parent)

Student's Name _____ Grade _____

I request that my child be assisted in taking medication(s) described below at school and on field trips by authorized persons. I agree that all medications will be brought to school in original containers with prescriptive labels. *Please Note:* For Prescription Medications the school may only accept a 30 day supply.

Date _____ Parent Signature _____

To be completed by the parent

Over the Counter Medications

Reason for medication _____

Name of Medication _____

Dose (Amount) _____

How soon can it be repeated? _____

Please check: ☐ School Year (or) ☐ Limited to _____ Days

Prescription Medication

Name of medication _____

I request prescription to be given according to physician's order.

Prescription Medications (To be completed by the physician)

Diagnosis for which medication is prescribed _____

Name of Medication _____

Dose _____

Time _____

If medication is prn describe indications _____

Frequency _____

Significant side effects _____

Other information _____

Please check: ☐ School Year (or) ☐ Limited to _____ Days

Date _____

Physician's Signature _____

Phone No _____

****All medication notes expire on the last day of each school year. New notes are required at the beginning of each school year.**

Name: _____ D.O.B.: _____

Allergy to: _____

Weight: _____ lbs. Asthma: ☐ Yes (higher risk for a severe reaction) ☐ NoPLACE
PICTURE
HERE**NOTE: Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. USE EPINEPHRINE.****Extremely reactive to the following foods:** _____**THEREFORE:**☐ If checked, give epinephrine immediately for ANY symptoms if the allergen was likely eaten.☐ If checked, give epinephrine immediately if the allergen was definitely eaten, even if no symptoms are noted.**FOR ANY OF THE FOLLOWING:
SEVERE SYMPTOMS****LUNG**Short of breath,
wheezing,
repetitive cough**HEART**Pale, blue,
faint, weak
pulse, dizzy**THROAT**Tight, hoarse,
trouble
breathing/
swallowing**MOUTH**Significant
swelling of the
tongue and/or lips**SKIN**Many hives over
body, widespread
redness**GUT**Repetitive
vomiting, severe
diarrhea**OTHER**Feeling
something bad is
about to happen,
anxiety, confusion**OR A
COMBINATION**
of symptoms
from different
body areas.

- 1. INJECT EPINEPHRINE IMMEDIATELY.**
- 2. Call 911.** Tell them the child is having anaphylaxis and may need epinephrine when they arrive.
 - Consider giving additional medications following epinephrine:
 - » Antihistamine
 - » Inhaler (bronchodilator) if wheezing
 - Lay the person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side.
 - If symptoms do not improve, or symptoms return, more doses of epinephrine can be given about 5 minutes or more after the last dose.
 - Alert emergency contacts.
 - Transport them to ER even if symptoms resolve. Person should remain in ER for at least 4 hours because symptoms may return.

MILD SYMPTOMS**NOSE**Itchy/runny
nose,
sneezing**MOUTH**

Itchy mouth

**SKIN**A few hives,
mild itch**GUT**Mild nausea/
discomfort**FOR MILD SYMPTOMS FROM MORE THAN ONE
SYSTEM AREA, GIVE EPINEPHRINE.****FOR MILD SYMPTOMS FROM A SINGLE SYSTEM
AREA, FOLLOW THE DIRECTIONS BELOW:**

1. Antihistamines may be given, if ordered by a healthcare provider.
2. Stay with the person; alert emergency contacts.
3. Watch closely for changes. If symptoms worsen, give epinephrine.

MEDICATIONS/DOSES

Epinephrine Brand: _____

Epinephrine Dose: ☐ 0.15 mg IM ☐ 0.3 mg IM

★ Antihistamine Brand or Generic: _____

Antihistamine Dose: _____

Other (e.g., inhaler-bronchodilator if wheezing): _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE

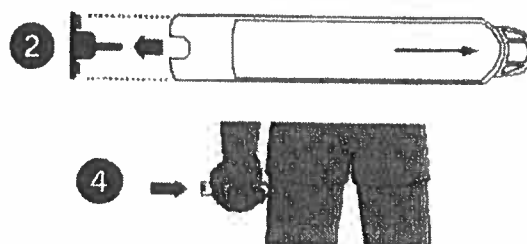
DATE

PHYSICIAN/HCP AUTHORIZATION SIGNATURE

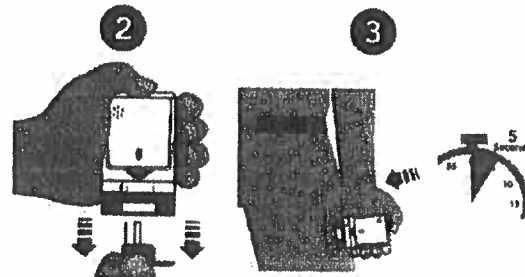
DATE

EPIPEN® (EPINEPHRINE) AUTO-INJECTOR DIRECTIONS

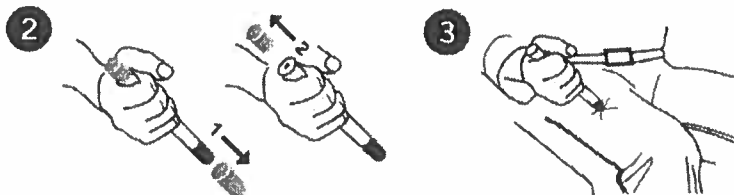
1. Remove the EpiPen Auto-Injector from the plastic carrying case.
2. Pull off the blue safety release cap.
3. Swing and firmly push orange tip against mid-outer thigh.
4. Hold for approximately 10 seconds.
5. Remove and massage the area for 10 seconds.


AUVI-Q™ (EPINEPHRINE INJECTION, USP) DIRECTIONS

1. Remove the outer case of Auvi-Q. This will automatically activate the voice instructions.
2. Pull off red safety guard.
3. Place black end against mid-outer thigh.
4. Press firmly and hold for 5 seconds.
5. Remove from thigh.


ADRENALICK®/ADRENALICK® GENERIC DIRECTIONS

1. Remove the outer case.
2. Remove grey caps labeled "1" and "2".
3. Place red rounded tip against mid-outer thigh.
4. Press down hard until needle penetrates.
5. Hold for 10 seconds. Remove from thigh.



OTHER DIRECTIONS/INFORMATION (may self-carry epinephrine, may self-administer epinephrine, etc.):

Treat someone before calling Emergency Contacts. The first signs of a reaction can be mild, but symptoms can get worse quickly.

EMERGENCY CONTACTS — CALL 911

RESCUE SQUAD: _____

DOCTOR: _____ PHONE: _____

PARENT/GUARDIAN: _____ PHONE: _____

OTHER EMERGENCY CONTACTS

NAME/RELATIONSHIP: _____

PHONE: _____

NAME/RELATIONSHIP: _____

PHONE: _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE _____

DATE _____

Asthma Action Plan



Dover High School, Health Services
25 Alumni Drive
Dover, NH 03820
603-516-6928 phone
603-516-6926 fax
t.ouimette@dover.k12.nh.us

Student's Name: _____

Grade: _____

Health Care Provider: _____

Phone: _____

Fax: _____

Parent/Guardian: _____

Home: _____

Cell: _____

Alternate Emergency Contact Name: _____

Phone: _____

Circle Known Asthma Triggers for this Student:

Colds Exercise Animals Dust Smoke Food Weather Fragrance Other: _____

Daily Maintenance Medications:

Dosage:

Frequency:

1. _____

2. _____

Please Take _____ Puffs of _____ Inhaler _____ Minutes Before PE/Gym Class

Personal Best Peak Flow Number _____

Monitoring Times _____

Rescue Medications:

Dosage:

Frequency:

1. _____

2. _____

☐ Student Has been instructed on self-administration and is capable of responsibly carrying his/her own inhaler during school hours. Student will notify nurse if used during school hours. Dover High School Nurse will not be responsible for medication effects or for ensuring that it is taken. Student will be responsible for taking his/her own inhaler on field trips.

☐ Student should not self-carry his/her inhaler: Inhaler should be kept in the Nurse's Office. Inhalers kept with the Nurse will be packed by the Nurse for field trips.

I give permission for the School Nurse to share information about my child's asthma with staff and faculty of Dover High School. I allow the School Nurse to communicate with my child's Health Care Provider regarding his/her asthma. I will notify the School Nurse of any medication/treatment changes.

Parent Signature: _____

Date: _____

Health Care Provider Signature: _____

Date: _____



Fundraising Plan

We have three fundraisers planned that have no upfront cost and give students 40% of what they have sold toward their trip through various catalog groups. We are selling coffee, gift items, and pretzels. Whatever money chaperones raise through the fundraisers will be used to decrease the cost for all participants.

There is also a \$400 privately funded, need-based scholarship. Priority will be given to students with free or reduced lunch. If no one with financial need applies, a recipient will be chosen based on a complete application.

GIVING=BEAN^{.COM}

great coffee {and tea} for great causes

October

A SIMPLE FUNDRASIER FOR SCHOOLS!

Get results with products people enjoy every day!



- Easy-To-Start & Run
- Huge Selection Of High Quality Products
- No Startup Costs Or Minimums
- Free Shipping Options + Quick Fulfillment
- Multiple Fundraising Methods
- Excellent Fundraising Support!

Everyone LOVES coffee & tea!

Pick the fundraising method that works best for your group!

TRADITIONAL -40% PROFIT

Sellers take orders using our color **paper order forms** and collect **cash and checks only**. At the end of your group's fundraiser, orders are submitted using our **special order entry & reporting system!**

EXPRESS-40% PROFIT

Utilizes a convenient **easy-to-use web-app** order form! It accepts **multiple payment methods** including PayPal, credit and debit cards, and now cash and checks! Customers can place their own orders and it also includes a pre-sorting option!

****BOTH TRADITIONAL & EXPRESS INCLUDE:***

- **Earn 40%** on a bag of coffee that sells for \$15—**Fairly priced & profitable!**
- **Great selection** of about 30 products to choose from—**something for everyone!** (See page 2)
- **FREE customized labels** with your group's name or logo! (See page 2)
- **FREE shipping** for 50+ items delivered to a commercial address (biz, school, church).
- **Easy Sorting!** Orders ship in bulk to one location with color-coded product labels, sorting instructions, and pick slips.
- **No Paperwork!** Our ordering & reporting systems do it for you right down to the seller level for Traditional sales and down to the Seller/Customer level for Express sales.

WEBSTORE-25% PROFIT

Run on it's own or compliment your order form sale with direct-from-supporter orders in Giving Bean's Webstore! With an even bigger selection, **orders ship directly to the customer** and your group will earn 25% on most items! **Boost your fundraising dollars** and promote your group's cause on Facebook, email, or other social media.

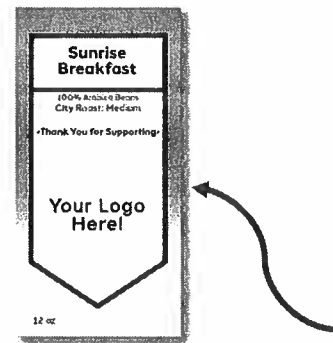
**Monthly coffee subscriptions available.*

**TO START A GIVING BEAN FUNDRAISER GO TO:
GIVINGBEAN.COM/GETSTARTED**

SPECIALTY QUALITY PRODUCTS!

GIVING-BEAN[®].COM

great coffee {and tea} for great causes



FREE Customized Labels!
Our coffee bags & k-kup boxes
feature your group's name & logo!

☛ Roast-to-Order Fresh!

- Crafted from **specialty grade Arabica beans** of the Americas, Africa, and Asia Pacific. It's roasted and then quickly packaged to assure the ultimate in taste.

☛ Eco-Friendly Roasting ♻️

- GB uses new environmentally-friendly roasting technology, saving up to 83% on energy and fuel usage and CO2 gases generated. **Clean green roasting!**

☛ Ground & Whole Bean*, 12oz Bags

- Sunrise Breakfast Blend*, Organic Heritage Blend*, & Bold Reserve* (medium, med-dark, and dark roast)
- Harmony Decaf
- Fabulous Flavored Coffees: Hazelnut Crème, French Vanilla, Caramel Crème, Swiss Chocolate Almond, & Cinnamon Bun

☛ Single Serve Coffee K-Kups - "Roasters Dozen" 13-pack

- Sunrise Breakfast Blend, Bold Reserve, Salted Caramel & Variety Pack of Flavors with: (Hazelnut Crème, Pumpkin Spice, French Vanilla, & Salted Caramel)

☛ Artisan Tea - Fine Loose Blends, 3.75oz

- Earl Grey, Welsh Morning, Green Tea Mango, Berry Basket, Mountain Gold, Paradise Passion, Organic Green Tea Sencha, & Organic Bengal Black
- Tea infusing basket for loose tea!

☛ Cocoa & Chai - All-Natural, 12oz

- Classic Natural Cocoa Mix & Bombay Chai Latte Mix

☛ Delicious Shortbread Cookies, 6oz Box

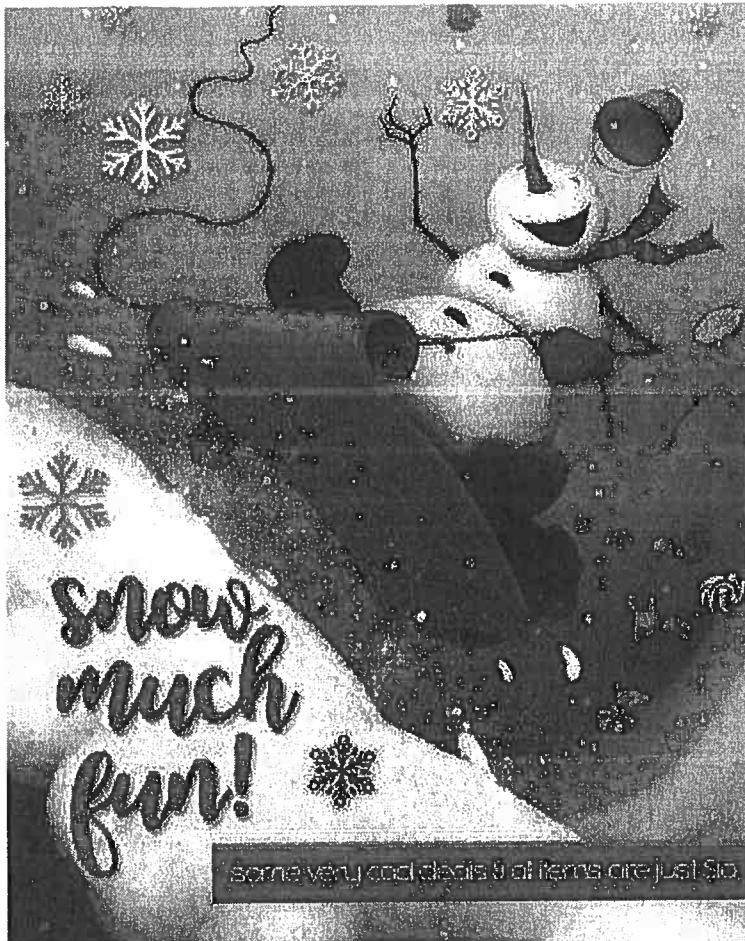
- All-Natural Vanilla Bean & Espresso Chocolate Chip



\$10 Snow Much Fun

November

 bigfundraisingideas.com/fall-fundraising-ideas/snow-much-fun



[VIEW BROCHURE](#)

\$10 Snow Much Fun

With *Snow Much Fun* every item sells for just \$10. Feature a variety of novelty gifts, jewelry, kitchenware, wrapping paper, chocolates, popcorn, and flowers. An online store is included with this brochure.

Online Fundraising

Sell online only? [Learn more](#)

Product Details

- Supplies: No cost
- Packaging: Orders packed by seller
- Profit: 40%
- Average Price: \$10

- Delivery: Shipping Guidelines

How it Works

How do we raise money?

Your group raises money when your participants take orders from the brochure.

Do participants get a brochure to show?

Each participant receives a brochure, order form, and zip-lock bag for money collection.

Is money collected up front?

Yes. Buyers can pay by check, cash, money order, or cashier's check.

Are there any fees?

There are no setup fees or supply costs to start a *Snow Much Fun* brochure fundraiser.

How soon can we start?

After you submit our start a fundraiser form you'll receive an agreement to sign. It will then take at least 7-10 business days to process your order and pack and ship out your supplies.

[Learn about our timeline](#)

How long is the fundraiser?

By default, we'll set your end date 2 weeks after your start date. You can always change your end date. Simply let us know before your sale ends.

Online Store

Can we also raise money online?

Yes, an online store is automatically included. Prior to your *Snow Much Fun* kickoff you'll receive instructions so your participants can register. Once registered they'll be able to invite friends and family to shop at your store.

Raising money online adds a 2nd revenue source to your fundraiser.

Your online store will include additional items not found in the brochure.

Do participants need to register?

Registration is the most effective way to raise money online. Once registered, participants can invite friends and family to your online store using text, social media, and/ or email. They'll also be able to log into their sales portal anytime and track their online sales.

Once potential supporters arrive at your store, the participant's name and group appear at the top of the page. This helps to personalize your fundraiser. For example, "Purchases from this page will be credited to John Doe in support of ABC High School Band."

Registered sellers will also be eligible to earn credit towards prizes. We encourage groups to supplement our prize program with their own additional incentives.

Do we get our own link?

There are 2 ways to promote your store:

1. **Registration:** By default, your group will receive a unique program ID number. Participants will need it to register and share their store link with others using social media, text, and email.
2. **Direct Link:** Or, you as the sponsor can register and obtain your unique link first. Then share that link with your entire group. Participants would be able to share your link with their friends and family.

By promoting a direct link, you will only be able to track online sales as a group, not by individual sellers. As a result, participants would not receive prize credit for selling online.

Can we accept donations?

Yes, your store will be set up to accept donations. You make 70% of the donated amount.

Donations do not count towards items sold.

Making Sales

Is there a minimum order?

There are no order requirements for a *Snow Much Fun* fundraiser.

How much money can we make?

You'll need to know your group size as well your participant goal. Here's how you can estimate your profit:

Calculation Steps

1. Participant Count x Participant Item Goal = Items Sold
2. Items Sold x Average Retail Price = Gross Sales
3. Gross Sales x Profit % = Group Profit

Can we track our sales?

You may not know your exact *Snow Much Fun* brochure sales until the end. Yet there are strategies that can give you a ballpark idea. Learn how to track your fundraising progress

But you'll be able to track online sales in real-time. By logging into your dashboard you'll see participants who've sent emails to friends and family as well as up-to-date sales activity.

How do we receive our money?

Brochure Sales: Money and order forms are turned in at the end of the sale. The money gets deposited in your account and the order forms are sent in for processing.

Once the order has been processed, the group receives their sales reports and invoice. The group sends a check for the invoice amount and keeps the rest as profit.

Online Sales: Once your brochure invoice has been paid in full, a check for any online sales is sent to your group.

Donations: Any profits from donations are included with the online sales check.

What is our profit?

Groups make 40% off of all *Snow Much Fun* brochure and online sales.

You receive 70% of online donations.

(Use the 'Calculate Your Profit' calculator at the top of the page to learn how much money your group can make)

How are product issued handled?

If you have any items that need replacing, you'll need to submit a form that we'll attach to your delivery notice email. Sellers will have 7 days to report any missing or damaged items. Groups are allowed 1 submission per fundraiser.



PRETZELS & PIZZA FUNDRAISER

NO MONEY UP FRONT NEEDED!

January



SELLING PRICE:

Items sell for \$22 Each - See Order-Taking Brochure Below For Full Details

No Money Up Front Needed!

Delicious **Pretzels & Pizza!**

Earn up to 80% Profit

Fast, Fun & Easy Fundraiser!

Delicious Products - Now With

GOOEY CINNAMON BUNS!

# of Members	# of Kits Sold	Average Profit	Profit Booster	Total Profit
10	100	\$480	\$210	\$690 (43%)
25	250	\$1400	\$210	\$2,030 (50%)
50	500	\$3,200	\$1,470	\$4,670 (58%)
75	750	\$5,400	\$1,470	\$7,710 (64%)
125	1,250	\$10,000	\$4,200	\$14,200 (71%)
500	5,000	\$40,000	\$16,800	\$56,800 (83%)



Profit Booster: Receive 1 Free Spinner for every \$ 500 in profit earned by your group

The average Spinner raises \$210 when all 50 coupons have been handed out for an average \$3-\$5 donation per coupon sheet..

Combine the Spinner profit with the profit from your fundraiser to earn up to 80%.

*Profit chart above is a typical example of what you can earn with your fundraiser. Actual Results may vary.

When you meet with your group to present the Pretzel Fundraiser, here are some great things to share:

- Order-Taker forms typically take 3-5 days to receive by mail.
- You need one order-taker form per selling member
- Pretzel delivery is approximately 2 weeks.
- When placing your order, you only pay the wholesale cost. The rest is your **profit**.
- Public Schools **can** place their order with a PO (Purchase Order).

***Minimum order: 100 units. *For smaller groups, we recommend the Popcorn Fundraiser (25 Item Minimum)**

To request your FREE Order-Taker Forms visit AbcFundraising.com/order

ABC Fundraising® - 27285 Las Ramblas - Suite 210 - Mission Viejo, CA 92691
888-212-1344 - www.AbcFundraising.com

**Donation Request List for Approval
November 14, 2022 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
DHS	DHS Field Hockey & Girls Lacrosse Boosters	\$3,000.00	Shed	To replace current shed located at Fisk Field
DHS	Dover Rotary Club	\$5,000.00	Gift Cards	Distributed to students in need to help meet basic needs and the food pantry.

Photo of shed to be donated:



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

Category: *Optional*

FIRST READING – NEW POLICY

STUDENT BOARD MEMBERS

A. General Policy.

The Board will have one student school board member from Dover High School.

Student School Board members (“Student-members”) will not have the right to vote and will be excluded from all non-public sessions the Board enters.

B. Election and Term of Student School Board-Members.

Student-members will serve one-year terms, beginning in September of each year.

Student-members will be chosen by a majority vote of the high school student body under procedures for nomination and election established by the student government of the high school, and in accordance with RSA 194:23-f.

C. Responsibilities of Student Government.

The student government of the high school shall establish procedures for:

1. The nomination and election of Student-member candidates;
2. Any public high school student in the school district to petition the Student-member to present proposals and opinions to the School Board;
3. Filling any vacancy that may occur in the Student-member position from that school.

D. Student-Member Expectations.

Under RSA 194:23-f, IV, Student-members are expected to:

1. Attend all School Board meetings;
2. Represent all high school students within the District;
3. Present to the School Board specific proposals and ideas from the high school student body;
4. Serve as a liaison between students, District staff, and the Board;
5. Keep the student body informed of Board business and actions; and
6. Comply with all Board policies relative to students and Board members, when applicable.

E. Oversight.

The Superintendent shall assure building principals coordinate with student council advisors to ensure the student council is aware of the requirements of Section D, above.

Policy History
New policy:

DOVER SCHOOL DISTRICT	POLICY CODE: EBB
DATE OF ADOPTION:	PAGE 1 OF 2

FIRST READING – NEW POLICY

SCHOOL SAFETY PROGRAM

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

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

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

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

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities. See also KI and KFA.
4. Training programs for staff and students in crisis prevention and management. See EBCA.
5. Training programs for staff and students in emergency response procedures that include practice drills for fire and all hazards as required by law and Board policy EBCB.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Procedures and training to implement employee and work-place safety per Board policy EB.
8. Training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.

DOVER SCHOOL DISTRICT	POLICY CODE: EBB
DATE OF ADOPTION:	PAGE 2 OF 2

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

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

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

Policy History:

DOVER SCHOOL DISTRICT	POLICY CODE: EBCA
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 1 OF 2

FIRST READING - REVISED

CRISIS PREVENTION AND EMERGENCY RESPONSE PLANS

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.

- A. Site-specific Emergency Operations Plan (RSA 189:64). Each school shall develop a site-specific school emergency operations plan ("EOP") based on and conforming with the Incident Command System and the National Incident Management System and pursuant to RSA 189:64.**

Each Emergency Operations Plan will address hazards as 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.

School building principals, or their designee, shall annually review their site-specific EOP and submit updated plans (or report of no changes) to the Superintendent for review by a time early enough to meet the required October 15th deadline.

If, after such review, the plan remains unchanged, then the Superintendent or Principal shall notify the New Hampshire Department of Safety by October 15th that the plan is unchanged. If an Emergency Operations Plan is updated/revised, the Superintendent or Principal shall submit the updated Emergency Operations Plan to the Director of Homeland Security and Emergency Management of the Department of Safety by October 15th.

All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB.

- B. District-wide Crisis Prevention and Response Plan.**

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan (the "District Crisis Plan"). The District Crisis Plan shall serve as a compilation of each site-specific Emergency Operations Plan for each District school and shall include the current Sports Injury Emergency Action Plan as required under Board policy JLCJA and RSA 200:40-c.

The District-wide Crisis Plan will include provisions addressing coordination of crisis prevention and responses between and among the different schools, grounds, school buses, and other facilities of the District. Additionally, the District Crisis Plan should address:

In order to avoid plan/policy conflicts, the District's Crisis Plan will reference applicable sections of other pertinent plans.

- C. Coordination.**

DOVER SCHOOL DISTRICT	POLICY CODE: EBCA
DATE OF ADOPTION: NOVEMBER 8, 2021	PAGE 2 OF 2

The Superintendent will establish a relationship with local and state emergency services (e.g., police, fire, ambulance, etc.). Unless otherwise provided in a site-specific EOP, or the District Communication Plan, the Superintendent, or designee, will serve as the coordinator/liaison with these authorities. Additionally, the Superintendent should designate personnel to explore the availability of any training or support provided by the New Hampshire Departments of Education and/or Safety associated with risk assessment, crisis management, and other matters related to this policy.

~~All hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or 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.~~

~~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, and information pertaining to the then current Sports Injury Emergency Action Plan as required under Board Policy JLCJA. 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 updated/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.~~

Policy History:

Policy Adopted: February 11, 2019

Policy Updated: April 13, 2020

Policy Updated: November 8, 2021

DOVER SCHOOL DISTRICT	POLICY CODE: EBCD
DATE OF ADOPTION: JANUARY 9, 2006	PAGE 1 OF 2

FIRST READING - REVISIONS

EMERGENCY SCHOOL & DISTRICT CLOSINGS

~~The Superintendent is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel.~~

~~If circumstances warrant it, the opening of school may be delayed due to weather conditions or other emergencies.~~

~~Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings.~~

~~Schools may not be closed by the Superintendent on occasions such as deaths or assassinations of prominent figures except by decree from the Commissioner of Education, the Governor, or the President of the United States.~~

Statutory/Regulatory/Policy Cross Reference
Rules 306.18

No school, office, or system event cancellation or delay will be made without the direct authorization of the Superintendent of Schools. In the event the Superintendent is unavailable, such decisions will be made by a senior administrator specifically designated by the Superintendent.

- A. Announcements and Notifications. When the Superintendent/designee decides it is necessary to delay opening or close any facility or school or cancel any school event, they will initiate all related communications to the public by radio, television, website, school alert system, or other available means. Students, parents, and staff shall be informed early in each school year of the procedures which will be used to notify them in case of emergency closings, whether action is taken before or during school hours. In the event of any closings, cancellations, or early dismissals, the Superintendent shall notify the Board.**
- B. Delayed Opening of Schools. The Superintendent/designee may delay the opening of schools upon determining that weather conditions appear extremely hazardous to operate school buses at the regular early morning hours, but that travel conditions will appreciably improve later in the morning. The public announcement will report the delayed opening, if necessary. Schools and offices shall close on the regular schedules. After-school activities and events will not be affected by a delayed opening.**
- C. Closing of Schools Only for the Entire Day. When the Superintendent determines that weather or other conditions exist or will develop that would make it unwise to open one or more schools any time during the day, the announcement communicated to radio and television stations shall state that the school district is closed. If school is closed for the entire day, all afternoon and evening programs shall also be canceled.**

DOVER SCHOOL DISTRICT	POLICY CODE: EBCD
DATE OF ADOPTION: JANUARY 9, 2006	PAGE 2 OF 2

- D. Distance Education During Inclement Weather. Pursuant to Board policy IC, the Superintendent may approve school or district-wide instruction by way of remote instruction or other form of “distance education”. Unless the use of distance education for a specific day has previously been communicated, the Superintendent/designee will include the necessary information regarding the remote instruction/distance learning day in the announcement that school has been canceled.
- E. Emergency Early Release. In the event that weather conditions are safe for travel in the morning but become hazardous by the time of normally scheduled dismissals, the Superintendent may decide to release students early. The Superintendent will notify parents as soon as possible in order to allow for the arrangement of after-school care and transportation when necessary. The Superintendent shall develop protocols for dismissal schedules, transportation of students, and notification of stakeholders. If there is an emergency early release, all afternoon and evening programs shall also be canceled.
- F. Afternoon and Evening Program Cancellations. When schools are open to the end of the school day, but weather or other conditions deteriorate in the late afternoon, the Superintendent/designee may decide to cancel afternoon and evening programs. Schools and offices should plan and communicate alternate dates and times to hold programs or events.
- G. Weekend Closings. When weather or other conditions are predicted or develop that would make it hazardous to operate weekend programs or events, the Superintendent/designee is responsible for decisions regarding cancellations and for notifying the appropriate media.
- H. Staff Responsibilities. When schools are closed pursuant to this policy, staff members shall remain available for work as directed by the Superintendent.

DOVER SCHOOL DISTRICT	POLICY CODE: EHAB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 1 OF 2

FIRST READING - REVISIONS

DATA GOVERNANCE AND SECURITY

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.

Cybersecurity Incident – an occurrence that actually or potentially jeopardizes the confidentiality, integrity, or availability of an information system or the information processes, stores, or transmits, if that constitutes a violation or imminent threat of violation of security policies, security procedures, or acceptable use policies.

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 **and Privacy** Governance Plan ("**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;
- 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;

DOVER SCHOOL DISTRICT	POLICY CODE: EHAB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 2 OF 3

- 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/**cybersecurity incidents; see RSA 31:103-b and RSA 359-C:19-21;** and;
- e. A requirement for a service provider to meet or exceed standards for data protection and privacy.

The Data Governance Plan shall include standards and provisions that meet or exceed the standards set forth in the N.H. Dept. of Education's *Minimum Standards for Privacy and Security of Student and Employee Data.*

- 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 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 Director of Technology will designate the Systems Administrator as the alternate ISO if the ISO is not available.~~ **A designated member of the Technology Department will be 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.

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

DOVER SCHOOL DISTRICT	POLICY CODE: EHAB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 3 OF 4

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 Superintendent and/or the ISO shall immediately report any known or suspected cybersecurity incidents within the District's information systems, or within an information system of any vendor of the District, to the New Hampshire Cyber Integration Center of the Department of Information Technology. The Superintendent and/or the ISO shall disclose all known information and interactions. See RSA 31:103-b.

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.

As a part of this investigation, the ISO or designee will promptly determine the likelihood that any information part of a cybersecurity incident has been or will be misused. If the determination is that the misuse of information has occurred or is reasonably likely to occur, or if a determination cannot be made, the ISO will notify the affected individuals as soon as possible, consistent with the notification requirements under RSA 359-C:20.

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 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

DOVER SCHOOL DISTRICT	POLICY CODE: EHAB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 4 OF 5

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 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 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~~

DOVER SCHOOL DISTRICT	POLICY CODE: EHAB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 5 OF 5

*~~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~~*

Policy History

Adopted February 11, 2019

DOVER SCHOOL DISTRICT	POLICY CODE: EHB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 1 OF 3

FIRST READING - REVISED

DATA/RECORDS RETENTION AND DESTRUCTION

The Superintendent shall develop and maintain (a) a schedule for the minimum retention of various district records ("Record Retention Schedule") as required under RSA 189:29-a, and procedures for a records retention and/or destruction. ~~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 state or federal law. Additionally, the Superintendent shall develop procedures necessary to protect individual rights and preserve confidential information.

This policy applies to all district records, irrespective of the specific medium of the record, i.e., paper, electronic, digital, cloud, etc.

- A. Record Retention Schedule. Records of the District shall be retained no less than the time prescribed in District's Record Retention Schedule EHB-R. The Superintendent shall update the Record Retention Schedule from time-to-time in accordance with legislative or regulatory changes, directives of the Board, as recommended by the New Hampshire School Boards Association, or upon advice of counsel. The Superintendent shall inform the Board of any revisions to EHB-R no later than the second School Board meeting after the changes were made.
- B. Special Holding or Destruction Provisions. Notwithstanding the District's Record Retention Schedule, (a) special destruction rules may apply to student special education records, and, (b) for other records, the normal retention periods may be suspended when the records are implicated by either a litigation hold or a request for records under the New Hampshire Right to Know law, RSA 91-A.
 1. Special Education Records
 - a. 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.
 - b. 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.
 - c. 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.
 - d. A permanent record of a student's name, address, and phone number, their grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR 300.624.

DOVER SCHOOL DISTRICT	POLICY CODE: EHB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 2 OF 3

- e. 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.
 - f. The District shall provide public notice of its document destruction policy at least annually.
2. **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 **or digital** 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 legal counsel authorizing resumption of the routine destruction of those records in accordance with the retention requirements of this policy and the associated procedures.
 3. **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.
- C. Disposal of Sensitive Information & Media Sanitization.** District records which include "Sensitive Information" shall be destroyed as provided in this paragraph. All electronic devices with storage capacity shall be deemed to contain sensitive information. For purposes of this section, "Sensitive Information" shall mean and include:
- Records containing student or employee personally identifiable information (PII) as defined in RSA 189:65, VII and VII-a;
 - Criminal History Records Information (see Board policy GBCD);
 - Drug test records;
 - Child labor permits;
 - Cobra notices;
 - Accident reports;
 - Special education student records;
 - Records pertaining to civil rights investigations;
 - Bonds and continuation certificates;
 - Accident reports;
 - Banking records;

DOVER SCHOOL DISTRICT	POLICY CODE: EHB
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 3 OF 3

- Business correspondence including confidential information such as account numbers, banking or digital transaction information;
 - Tax forms, unemployment records, etc. with confidential data; and
 - Any other information that would be exempt from disclosure under RSA 91-A:5 or deemed sensitive information by the Board, the Superintendent, Building Principal or their designees.
1. Physical media (i.e., “hard copies”, printouts, etc.) including sensitive information shall be destroyed by one of the following:
- shredding using District issued cross-cut shredders;
 - placed in locked shredding bins approved by the Superintendent to come on-site and shred, witnessed by District personnel throughout the entire process; or
 - incineration using District incinerators or if conducted by non-authorized personnel offsite, witnessed by the Superintendent or Superintendent’s designee.
2. Electronic media. All electronic media should be assumed to contain sensitive information. When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, and other similar items used to process, store and/or transmit district records with sensitive data shall be disposed of as follows:
- Overwriting (at least three times)
 - Degaussing (removal of magnetism)
 - Physical destruction (i.e., dismantling by methods of crushing, disassembling, etc., ensuring that the platter or other storage device has have been physically destroyed so that no data can be extracted).
- Computers and other digital or electronic devices or systems that have been used to process, store, or transmit sensitive information shall not be released from the District’s direct control until the equipment has been sanitized and all stored sensitive information has been destroyed using one of the above methods.

- D. Destruction of District Records with No Sensitive Information. All records which do not include sensitive information should be destroyed as soon as practicable upon the expiration of the applicable retention period and in a manner deemed most efficient and practical.

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

DOVER SCHOOL DISTRICT	POLICY CODE: IC/ICA (CHANGE TO IC)
DATE OF ADOPTION: FEBRUARY 13, 2006	PAGE 1 OF 2

FIRST READING - REVISED

SCHOOL YEAR AND SCHOOL YEAR CALENDAR

~~The school calendar will be developed by the Superintendent and approved by the Board. Any exceptions or revisions to the calendar must be approved in advance by the Board.~~

~~The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.~~

~~To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools and regional special education programs.~~

A. School Year.

The student school year shall be a minimum of 177 instructional days or, alternatively, the equivalent number of hours as required in the rules of the N.H. Department of Education (see Ed 306.18).

The school year for teachers and other certified professionals shall be 184 days unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school year for paraeducators shall be 192 days unless otherwise determined by the Board, applicable collective bargaining agreement, or individual contract.

The school calendar will be established annually as described in paragraph D below.

B. School Closures.

Any days that the schools are closed for emergency reasons and are not designated by the Superintendent as distance education days (see paragraph C below) will be made up at the end of the school year or during recess periods, as approved by the Board upon the Superintendent's recommendation. Under special circumstances the Board may request an exception to this requirement from the State Board of Education.

In the event schools are closed for excessive days for emergency reasons, the Superintendent may recommend to the School Board a revised schedule that satisfies all Department of Education requirements, but which may amend the number of days in the school year.

C. Distance Education During Inclement Weather.

If inclement weather makes it unsafe to safely transport students to or from in-person instruction, the Superintendent/designee is authorized to designate that day as a remote instruction or "distance learning". Before remote instruction/distance learning is used as instructional day for the purpose of satisfying the minimum instructional day/hour requirements of the N.H. Department of Education, the Superintendent shall ensure that a plan exists with procedures to promote and allow for participation by all students in any affected school.

DOVER SCHOOL DISTRICT	POLICY CODE: IC/ICA (CHANGE TO IC)
DATE OF ADOPTION: FEBRUARY 13, 2006	PAGE 2 OF 2

Prior to approving designating a day as a remote instruction/distance learning day, or any school/district-wide distance education that is dependent on technology, the Superintendent/designee will consider the impact that the inclement weather event might have on necessary technology.

Distance education will only count toward required instructional days/time when conducted in accordance with N.H. Dept. of Education Rule Ed 306.22. See also Board policy IMBA.

D. School Calendar.

The school calendar shall be established by the School Board and made available to the district as outlined in the applicable bargaining agreement, or individual contract. Any exceptions or revisions to the calendar thereafter must be approved in advance by the Board.

The Superintendent shall ensure that the calendar conforms to the number of actual days of instruction and employment as required by law, board policy, and staff contracts.

To the extent possible, the calendar will be coordinated with the school calendars of the area vocational schools, regional special education programs, and other districts in the SAU.

The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year. The date may remain fixed notwithstanding the need for other grades to make up days lost to inclement weather or other emergencies. See Ed 306.18(a)(4).

Statutory/Regulatory/Policy Cross References:

NH Code of Administrative Rules, Section Ed. 306.19, School Calendar; 306.18(b)(c) and 306.27(q)

DOVER SCHOOL DISTRICT	POLICY CODE: IHBA
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 2

FIRST READING - REVISED

SPECIAL EDUCATION PROGRAMS FOR PUPILS WITH DISABILITIES

~~The Dover School District, in accordance with its philosophy of education, should provide a learning environment in which:~~

~~All students who are identified as needing special education and related services shall have the same opportunity as those not so identified to attend their neighborhood schools in classrooms with their same-age peers. Special classes, separate schooling, or removal of pupils from the regular class environment should occur only when extensive and appropriate individual program planning indicates that education in regular classes with the provision of supplementary supports and services cannot meet the student's educational and social needs, or there is clear evidence that partial or full removal is desirable for the welfare of the child or other children. If removal from the regular class is deemed necessary, this should occur for a limited period and with a goal-oriented plan focused on returning the child to his/her regular class.~~

~~Modifications to the curriculum for individual students will be done and implemented collaboratively by special educators, therapists, and regular educators.~~

~~Individual Education Program (IEP) development, implementation, and review will be a collective effort between school, parents, and students, and, when appropriate, community agencies.~~

~~Students will have the opportunity to be included in all activities of the school.~~

~~The IEP will address current and future functioning in integrated educational, community, and vocational settings.~~

~~All students will have equal opportunity to complete a course of studies leading to a high school diploma.~~

Statutory/Regulatory/Policy Cross References

Section 504 Procedural Safeguards

ADA

20 USCA {1401 et seq.}

RSA 186-C, Special Education

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and

DOVER SCHOOL DISTRICT	POLICY CODE: IHBA
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 2 OF 2

provided with appropriate educational accommodations. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need accommodations or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational safeguards. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 22nd birthday or until such time as they receive a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent or Superintendent's designee, students who reach the age of 22 during the academic year may be allowed to complete the remainder of the school year.

DOVER SCHOOL DISTRICT	POLICY CODE: IHBA
DATE OF ADOPTION: DECEMBER 11, 2006	PAGE 1 OF 3

FIRST READING - REVISIONS

POLICY FOR INDEPENDENT EVALUATION OF STUDENTS

EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents/guardians and other interested persons are directed to the *New Hampshire Department of Education Special Education Procedural Safeguards Handbook*.

In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the District shall use:

- A. The “pattern of strengths and weaknesses” model as set forth in New Hampshire State Board of Education rule Ed 1107.02(a)(1) and in federal regulation 34 C.F.R. §§ 300.307(a)(1) and 300.309(a)(2)(ii).

The District will find the child eligible if the child satisfies the model, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in N.H. Department of Education rule 1107 and 34 C.F.R. §§300.301 - .311, as applicable.

~~The state and federal special education laws require that the Dover School District evaluate children with disabilities who are in need of special education and related services. The districts evaluate children upon referral for special education and re-evaluate educationally disabled children at least once every three years or when conditions warrant a re-evaluation.~~

~~The Dover School District is committed to ensuring that each child’s IEP team bases its decisions on high-quality, reliable, and educationally sound special education evaluations.~~

~~As a result, the Dover School District has established the following list of criteria for all special education evaluations the district conducts, obtains, or funds.~~

~~Unique circumstances may justify deviation from these criteria. If a parent or district staff member is aware of such unique circumstances, they should inform the student’s special education teacher, building LEA, or district special education administrator immediately.~~

- ~~1. The evaluation must comply with the relevant provisions of the state and federal special education laws, including but not limited to 34 C.F.R. 300.301-300.311 (effective Oct. 13, 2006, formerly C.F.R. 300.350-300.356), NH Code of Administrative Rules Ed 1107 (amended 2001), and any successor regulations.~~
- ~~2. The evaluation must be conducted in New Hampshire, by an evaluator whose principal office is located in New Hampshire, unless there is no qualified evaluator in New Hampshire.~~

DOVER SCHOOL DISTRICT	POLICY CODE: IHBA
DATE OF ADOPTION: DECEMBER 11, 2006	PAGE 2 OF 3

3. ~~The evaluator must hold a valid license or certification from the State of New Hampshire in the field related to the known or suspected disability. The evaluator must have extensive training and experience in evaluation in the area(s) of concern and be able to interpret the instructional implications of evaluation results. In instances where no "applicable license or certification" exists, the district must be satisfied that the evaluator has extensive training and experience related to the known or suspected disability.~~
4. ~~All tests administered will be the current version of the test. The test must be norm referenced for the individual evaluation appropriate for the age and education level of the child and measure the same cognitive, motoric, and achievement skills as district tests, and meet the same standards of technical adequacy for reliability and validity.~~
5. ~~The School District will pay no more for evaluations than the amount listed on the attached fee schedule. If an evaluation is not listed on the attached fee schedule, the Dover School District will pay no more than the usual and customary rate for such an evaluation by a New Hampshire evaluator. The school district will not pay for the evaluation until it receives the evaluator's report.~~
6. ~~The evaluator must review educational records located in the student's local public school and other relevant educational records.~~
7. ~~The evaluator must either: a) observe the child in one or more educational settings; or b) make at least one contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general and special education teachers and related service providers.~~
8. ~~The evaluator must be permitted to directly communicate and share information with members of the IEP team, the district's special education administrators, or the special education administrators' designees. The evaluator must also release the assessments and results, including any parent and teacher questionnaires, to members of the IEP team, the district's special education administrators, or the administrators' designee.~~
9. ~~All evaluation reports will include the appropriate standardization and reporting methods as designed by test publishes.~~
10. ~~The district shall be entitled to inspect and obtain copies of the evaluator's records directly pertaining to the student being evaluated, including any records created by third parties. However, those records will not be deemed accessible to any school personnel other than the evaluator unless and until the district exercises its right to inspect or obtain copies of those records from the evaluator.~~

~~Parents have a right to request an independent educational evaluation at public expense and initiate a due process hearing to demonstrate that the district's evaluation was appropriate.~~

~~A parent has the right to get an independent educational evaluation at his or her own expense. The team must consider the results of any independent educational evaluation, regardless of who pays for it, if the evaluation meets the district's criteria in decisions about the provision of a free and appropriate public education for the child.~~

DOVER SCHOOL DISTRICT	POLICY CODE: IHBAA
DATE OF ADOPTION: DECEMBER 11, 2006	PAGE 3 OF 3

See Attachment IHBAA-E

Legal References:

~~NH Code of Administrative Rules Ed. 1102.06, 1107, 1125.07 (amended 2001)~~

~~34 C.F.R. 300.301-300.311, 300.502 (effective October 13, 2006, formerly 34 C.F.R. 300.502, 300.530-300.536(1999)).~~

DOVER SCHOOL DISTRICT	POLICY CODE: IHBAAA
DATE OF ADOPTION: AUGUST 10, 2009	PAGE 1 OF 6

FIRST READING – WITHDRAW

~~DETERMINING SPECIFIC LEARNING DISABILITY~~

~~In making determinations regarding whether a student has a specific learning disability under state and federal special education rules, the Dover School District shall use the “pattern of strengths and weaknesses” model, as set forth in state regulation Ed 1107.01(a) and in federal regulation 34 C.F.R. § 300.309, and shall evaluate for specific learning disabilities in a manner consistent with the procedures and standards included in the attached LD eligibility checklist, dated October 26, 2008, reflecting requirements set forth in NH Ed 1107.01 and .02 and 34 C.F.R. § 300.301 to .311 (as applicable).~~

Legal Reference:

Legal References: NH Ed 1107.01, .02 (2008); 34 C.F.R. § 300.307, .309 (2006).

DOVER SCHOOL DISTRICT	POLICY CODE: IHBAAA
DATE OF ADOPTION: AUGUST 10, 2009	PAGE 2 OF 6

DOVER SCHOOL DISTRICT
NH LEARNING DISABILITY ELIGIBILITY CHECKLIST

Student:		School/Grade:		Date:	
----------	--	---------------	--	-------	--

Specific Learning Disability Definition:

~~The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.~~

I. Eligibility Questions — Answer All Of Them

	YES	NO		
1. Is there a disorder in one or more of the basic psychological processes?				
<i>Processing Disorder: A processing disorder is generally characterized by the following: (1) standard scores at or below one standard deviation from the test's mean in the area of processing deficit (i.e. standard score of 85 on tests with a mean of 100 and standard deviation of 15); and (2) on a measure of cognitive functioning, at least one composite standardized score within the broad "average range" defined here as no lower than one standard deviation below the mean (i.e. standard score of 85 on tests with a mean of 100 and standard deviation of 15). Scores listed here are guidelines. The clinical judgment of the team determines if there is a processing disorder.</i> Indicate area(s) of processing deficit <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> _____ Verbal/Crystallized Ability _____ Nonverbal/Fluid Reasoning _____ Visual Spatial Processing _____ Short Term Memory _____ Long Term Memory _____ Other specify _____ Processing Speed _____ Phonological Processing _____ Executive Functions _____ Orthographic Processing _____ Auditory Processing _____ Other specify </td> <td style="width: 50%;"></td> </tr> </table> Verification: ~~[Include here composite standard scores on measures of psychological processes and cognitive functioning]~~			_____ Verbal/Crystallized Ability _____ Nonverbal/Fluid Reasoning _____ Visual Spatial Processing _____ Short Term Memory _____ Long Term Memory _____ Other specify _____ Processing Speed _____ Phonological Processing _____ Executive Functions _____ Orthographic Processing _____ Auditory Processing _____ Other specify	
_____ Verbal/Crystallized Ability _____ Nonverbal/Fluid Reasoning _____ Visual Spatial Processing _____ Short Term Memory _____ Long Term Memory _____ Other specify _____ Processing Speed _____ Phonological Processing _____ Executive Functions _____ Orthographic Processing _____ Auditory Processing _____ Other specify				

DOVER SCHOOL DISTRICT	POLICY CODE: IHBAAA
DATE OF ADOPTION: AUGUST 10, 2009	PAGE 4 OF 6

team to be relevant to the identification of a specific learning disability, using appropriate assessments?			
Verification: ~~[Include here description of pattern of strengths and weaknesses and description of the impact of the processing deficit on the area of academic deficit indicated in Question 2.]~~			

To be eligible, the answer to Question 3 must be YES. Proceed to next question. If NO, go to II. Eligibility conclusions.

4. Is the underachievement due to the lack of appropriate instruction in reading or math?	YES	NO
<i>In making this determination, the Team must consider:</i> <i>a) Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and</i> <i>b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.</i>		

To be eligible, the answer to Question 4 must be NO. Proceed to next question. If YES, go to II. Eligibility conclusions.

5. Is the student's lack of achievement primarily the result of:		
a. Visual, Hearing or Motor Disability	YES	NO
Verification:		
b. Mental Retardation	YES	NO
Verification:		
c. Emotional Disturbance	YES	NO
Verification:		

DOVER SCHOOL DISTRICT	POLICY CODE: IHBAAA
DATE OF ADOPTION: AUGUST 10, 2009	PAGE 5 OF 6

d. Environmental, Cultural or Economic Disadvantage and/or Limited English proficiency?	YES	NO
Verification:		

To be eligible, the answer to all of Question 5 must be NO. Proceed to next question.

6. Relevant behavior noted during the observation(s) and its relationship to academic functioning:
<i>The child must be observed in learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.</i>

7. Educationally relevant medical findings:	YES	NO
If yes, specify:		

8. Are evaluations utilized valid and reliable assessments and performed by qualified individuals, consistent with Ed 1107.04, Table 1100.1?	YES	NO
---	------------	-----------

II. Eligibility Conclusions:

1. Does a learning disability exist? <i>To be eligible, answers to questions 1, 2, and 3 must each be "Yes," and the answers to questions 4 and 5 must each be "No."</i>	YES	NO
Summarize basis for decision:		

To be eligible, the answer to Question 1 must be yes. Proceed to Question 2.

2. If there is a learning disability, does the child require special education and related services because of that disability?	YES	NO
--	------------	-----------

DOVER SCHOOL DISTRICT	POLICY CODE: IHBAAA
DATE OF ADOPTION: AUGUST 10, 2009	PAGE 6 OF 6

Verification:

If the answers to questions 1 and 2 are "yes," the student qualifies as a child with a specific learning disability. If the answer to either question is "no," then the student is ineligible under this coding. Team members should certify their agreement or disagreement by signing below.

I certify that this report reflects my conclusions:

NAME and TITLE:	NAME and TITLE:

Dissenting members shall submit a separate statement.

As parents of a student with a disability you have protections under the procedural safeguards, which are enclosed, of the New Hampshire Special Education Rules. Sources for parents to contact to obtain assistance in understanding the provisions of these regulations call: (603) 516-6722 Dover Special Education Office or email: s.crosson@dover.k12.nh.us or contact New Hampshire Dep't of Education, Bureau of Special Education, State Office Park South, 101 Pleasant St. Concord, NH, 03301 (603) 271-2299, Fax: (603) 271-1953. Web: www.ed.state.nh.us/education/doe/organization/instruction/bose.htm

DOVER SCHOOL DISTRICT	POLICY CODE: IMBA
DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 1 OF 3

FIRST READING - REVISIONS

DISTANCE EDUCATION

~~The Board encourages students to take full advantage of distance education opportunities as a means of enhancing and supporting their education. Distance education means correspondence, video-based, internet/online-based or other similar media that provides educational courses as a means to fulfill curriculum requirements. Such opportunities will be implemented under the provisions set forth in Policy IHBI, Alternative Learning Plans.~~

~~Students must have distance education courses approved by the school principal ahead of time in order to receive credit.~~

~~The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.~~

~~Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.~~

~~Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.~~

~~The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.~~

~~Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.~~

~~The school district will provide safeguards for students participating in online instruction activities, and Policy EHAA, School District Internet Access for Students, will apply.~~

~~Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District.~~

~~Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.~~

DOVER SCHOOL DISTRICT	POLICY CODE: IMBA
DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 2 OF 3

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

Legal References:

NH Code of Administrative Rules, Section Ed. 306.04(a)(12), Policy Development
 NH Code of Administrative Rules, Section Ed. 306.22, Distance Education
 NH Code of Administrative Rules, Section Ed. 306.27(q), High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program

“Distance education” means and includes any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. It also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

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

- (1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction (i.e., remote learning day); or**
- (2) As an option for a parent/guardian or adult student making a request for distance education (e.g., online courses).**

A. District/School-Wide Distance Education During Inclement Weather.

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

B. Individualized Distance Education.

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

- 1. Extended Learning Opportunities and Alternative Learning Plans. Such opportunities will be implemented under the provisions set forth in Policy IHBH, Extended Learning Opportunities and Policy IHBI, Alternative Learning Plans.**
- 2. Alternative Credit Options. If the course is to be taken for credit, then Policy IMBC, Alternative Credit Options will apply. Students must have distance education courses approved by the school principal ahead of time in order to receive credit.**
- 3. Pre-conditions for Online Enrollment. The written approval of the building principal is required before a district student enrolls in an online or virtual course that is intended to become part of their educational program. Students applying for permission to take an online course must complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in a distance education learning environment.**
- 4. Approved Courses. Approved distance education courses must satisfy both state and local standards; be delivered by staff licensed in the state where the course originates; and contain provisions for feedback and monitoring of student progress. The district requires that a syllabus, including prerequisites, specific**

DOVER SCHOOL DISTRICT	POLICY CODE: IMBA
DATE OF ADOPTION: NOVEMBER 9, 2009	PAGE 3 OF 3

learning goals/activities, student evaluation criteria, and teacher responsibilities be submitted for review before the course is approved.

5. Student Enrollment Requirements. Students taking approved online courses must be enrolled in the district and must take the courses during the regular school day at the school site, unless the administration has granted approval for remote access based on special circumstances. Online courses may be taken in the summer under the same conditions as during the school year.
 6. Staff supervision. The principal will assign a teacher to monitor student progress, grading of assignments, and testing. One teacher may supervise no more than ten students participating in distance education courses.
 7. Privacy and Confidentiality. Approved distance education courses must comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video. Confidentiality of student record information will be maintained throughout the process. This includes information shared between school district representatives and the virtual school or online teacher, information shared between the school district or online teacher with students and parents, and information shared between school district representatives, the virtual school or online teacher and others.
 8. Safeguards. The school district will provide safeguards for students participating in online instruction activities.
 9. Earning of Credit. Students earning credit for distance education courses shall participate in all assessments required by the statewide education improvement and assessment program. Credit courses will require students to meet similar academic standards as required by the District. Credit for the course is not recognized until an official record of the final grade has been submitted to the principal or designee with feedback from the online teacher.
- C. Educational Progress and Policy Violations.

If a student participating in distance education is not making educational progress, as determined by educational assessments, the option to participate in distance education may be rescinded by the district. A parent or guardian may appeal this determination to the Superintendent for review. If the Superintendent upholds the determination, the parent/guardian has a right to appeal to the state board of education per N.H. Department of Education Rules Ed 306.22(f).

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

DOVER SCHOOL DISTRICT	POLICY CODE: JJA
DATE OF ADOPTION: SEPTEMBER 11, 2006	PAGE 1 OF 2

FIRST READING - REVISIONS

~~CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS~~ STUDENT ACTIVITIES AND ORGANIZATIONS

It is the policy of the Board to allow opportunities for all students residing in the District to participate in co/~~extra~~-curricular activities and programs designed to meet their needs and interests. Co/extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others.

Such activities and programs ~~must~~ are intended to supplement and enrich regular academic instruction, provide opportunities for social development, encourage participation in clubs, athletics, performing groups, or encourage service to the school and community.

Any student organization or school/District sanctioned team, club, or activity must be recommended by the building Principal and approved by the Board. ~~must be approved by the Principal.~~

A. Eligibility

To participate in co-curricular and extra-curricular activities, all students must meet eligibility requirements, and understand that such participation is a privilege, not a right. The Superintendent is directed to establish eligibility standards and procedures for acceptable academic performance, good citizenship/sportsmanship, parental permission, fees, and physical exams/health requirements. The eligibility standards and procedures will be published in the student/parent handbooks. The building Principal, or their designee(s), will verify that all students meet eligibility standards and procedures prior to the students' participation in the activity. Any person so designated by the Principal must be trained on the requirements of Board policy JJJ.

~~In addition, students who choose to participate in interscholastic sports will be governed by the eligibility standards of the New Hampshire Interscholastic Athletic Association (NHIAA).~~

In addition, participation in interscholastic sports or other school activities affiliated with outside organizations (e.g., the New Hampshire Interscholastic Athletic Association, or the New Hampshire Music Educators Association, etc.) is subject to the rules and eligibility requirements of those organizations. Additional Board policies, administrative regulations, or activity rules may apply to specific programs, clubs, and activities. See, e.g., Board policy JJIB, regarding interscholastic athletics.

In the event that a program has reached capacity, determinations must be made in the same manner as described in Section A of Board policy JJJ.

B. Participation by Home Education and Other Non-Enrolled District Students

~~The district allows students enrolled in other schools, including charter schools, non-public schools, and home schools, to participate on an equal basis in any activity offered by the district that is not offered at a student's school of attendance, provided they meet the eligibility requirements for participation. This applies to:~~

DOVER SCHOOL DISTRICT	POLICY CODE: JJA
DATE OF ADOPTION: SEPTEMBER 11, 2006	PAGE 2 OF 2

- ~~1. Students who are residents of this school district but who are educated in home school may participate provided they comply with all laws governing non-public home-based education.~~
- ~~2. Students who are residents of the district who are being educated in an independent or parochial school if the school in which the student is enrolled does not sponsor the activity.~~

~~The Superintendent is directed to establish procedures for application and appeal to implement this participation allowance.~~

Participation in student activities and organizations must have the same eligibility and participation requirements for both district students and for home educated, charter school, or non-enrolled district school resident students ("non-enrolled district students"). See Board policy JJJ for information on participation by such students.

C. Appeals

Any student/parent who believes that the district's policies/regulations or the State's laws/regulations have not been appropriately or fairly interpreted regarding eligibility or participation in a school a course or program may appeal in the same manner as provided in Section E of Board policy JJJ.

D. Administrative Regulations for Procedures

The Superintendent or designee may adopt such administrative regulations or procedures as they deem appropriate in order to implement this policy. Such regulations or procedures must also comply with Board policy JJJ.

Participation Fees

~~Non-enrolled students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.~~

Legal References:

~~NH Code of Administrative Rules, Section Ed. 306.26(d), Kindergarten-Grade 8 Curriculum
NH Code of Administrative Rules, Section Ed. 306.27(b)(5), High School Co-curricular Program
NH Code of Administrative Rules, Section Ed. 306.27(v), Reasonable Accommodations for Students with Disabilities~~

DOVER SCHOOL DISTRICT	POLICY CODE: JJJ
DATE OF ADOPTION:	Page 1 of 3

FIRST READING – NEW POLICY

ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

All pupils residing in the District, whether they are home educated, or are attending public chartered school or nonpublic schools (collectively, “non-enrolled district students”), shall have access to curricular courses and co/extra-curricular programs offered by the District in accordance with RSA 193:1-c.

A. Equal Access to District Courses and Programs.

Non-enrolled district students will have the same access as do enrolled students to the District’s courses and programs. Non-enrolled district students shall not be subject to any policies, procedures or standards with respect to participation in the District’s courses or programs that are more restrictive than those governing the District’s enrolled students. Non-enrolled district students, however, must meet the same eligibility criteria as the District’s students as described in paragraph B below.

The district allows non-enrolled district students to participate on an equal basis in courses and programs offered by the district provided they meet the eligibility requirements for participation (e.g., deadlines for registration, academic progress/performance, parental permission, third party (e.g., NHIAA) requirements, physical exams/health requirements, etc).

In the event that a course or program has reached capacity, selection between enrolled students and non-enrolled district students must be made using the same criteria, such as registration deadlines, registration dates, audition/tryout, seniority by grade, etc. If, after applying such criteria the course/program remains overenrolled, the determination should be made randomly.

If a student or their parent/guardian believes that they have not been given equal opportunity for participation in district programs, then they may appeal as outlined in Board policy {**}JJA-R

B. Participation in Curricular Courses.

In order to participate in the District’s curricular courses, non-enrolled district students must meet the eligibility criteria that applies to students enrolled in the school district. The building Principal will provide this eligibility criteria to parents or guardians of non-enrolled district students upon request.

Parents/guardians shall submit requests for participation in District courses in writing to the building Principal consistent with Board procedures JJJ-R. The building Principal will verify that the eligibility standards are the same as those that apply to students enrolled in the school district.

The Principal will determine if a non-enrolled district student has satisfied eligibility criteria and prerequisites in the same manner as they would:

DOVER SCHOOL DISTRICT	POLICY CODE: JJJ
DATE OF ADOPTION:	Page 2 of 3

1. for determining whether a course satisfies requirements for awarding credits (Board policy IK) and
2. for assigning to classes or grade levels and for students transferring from other schools (Board policy JG).

In making the determination, the Principal should consider home education evaluation materials (see RSA 193-A:6, III), course descriptions, syllabi, and/or any other relevant information offered by the parent/guardian of the student.

Requests for the related services including, but not limited to, physical therapy, occupational therapy, speech therapy, counseling, psychological, guidance, and/or special education services shall be referred to the Director of Student Services. If a dispute arises between the parent/guardian and the District as to the pupil's right to these services, the Director of Student Services shall inform the Superintendent, who shall consult the District's attorney for a legal opinion.

C. Use of School Texts and Library Materials.

Non-enrolled district students will be permitted to use the school library, borrow school texts and borrow library materials under the same conditions and rules as pupils enrolled in the District.

D. Participation in Activities and Co/extra-curricular Programs.

Requests by non-enrolled district students for participation in District co-curricular/extra-curricular activities or programs ("activities") shall be made in writing by the parent/guardian to the building Principal. The building Principal shall ensure that there is equal treatment and opportunity of non-enrolled district students relative to their participation in District activities.

In order to participate in District activities, non-enrolled district students must:

1. Meet the eligibility criteria for participation in the activity that apply to students enrolled in the school district, with the exception of school attendance;
2. Meet any tryout criteria or their equivalent for participation in the activity that apply to students enrolled in the school district (see Board policy JJA); and
3. Comply with all policies, rules and regulations or their equivalent of the governing organization of the activity (see Board policy JJA).

Non-enrolled district students participating in district co-curricular and extra-curricular activities are subject to the same fees charged enrolled students for the activity.

E. Appeals.

Any student/parent/guardian who believes that the district's policies/regulations or the State's laws/regulations pertaining to a non-enrolled district student's access to a course or program have not been appropriately or fairly interpreted may appeal as follows:

If the original decision being appealed was made by the Principal, then the "Principal" as used in steps 1-4 shall refer to the "Superintendent", and the

DOVER SCHOOL DISTRICT	POLICY CODE: JJJ
DATE OF ADOPTION:	Page 3 of 3

Superintendent's decision shall be final. Step 5 shall not apply.

1. Submit a letter to the building Principal stating the nature of the concern and requesting a hearing.
2. Within five (5) school days the Principal will convene a meeting with themself, the student and/or parents, the coach/advisor, and a teacher(s).
3. The student/parent will be given an opportunity to explain why they believe the student should be eligible for participation. Additionally, the student/parent may present information, documents or other material in support of their position. The Principal shall prepare minutes of the meeting.
4. The Principal will consider all information available and will make a final decision within three (3) school days following the meeting. The Principal will notify and inform the student/parents of their decision in writing via email. When time is of the essence, the Principal should first convey the basic conclusion as soon as practicable via telephone or email.
5. The student/parent/guardian may within 3 days of the Principal's email of the decision submit a written request for further review by the Superintendent. The written request should describe why the Principal's decision should not be upheld. The Superintendent may decide without further information to uphold the Principal's decision, or may determine a further meeting is necessary. In either event, the Superintendent's decision will be final. If the parent/guardians do not request a review by the Superintendent, then the Principal's decision will be final as of the fourth day after the Principal's written decision was transmitted to the parents/guardians.

F. Administrative Regulations or Procedures.

The Superintendent or designee may adopt such administrative regulations or procedures as they deem appropriate in order to implement this policy.

Policy History
New policy:

DOVER SCHOOL DISTRICT	POLICY CODE: JJJ-R
DATE OF ADOPTION:	Page 1 of 2

FIRST READING – NEW POLICY

ADMINISTRATIVE REGULATIONS FOR ACCESS TO PUBLIC SCHOOL PROGRAMS BY NONPUBLIC, CHARTER SCHOOL AND HOME EDUCATED PUPILS

- A. Participation in District Programs. Participation in District curricular courses or co/extra-curricular programming and activities by home educated, public chartered school, or nonpublic school pupils (“non-district students”) is governed by Board policy JJJ.
- B. Participation in Curricular Courses. The following additional criteria and conditions are established:
1. Transportation to and from school is only provided when the transportation falls within the ordinary school bus schedule or is otherwise required under state law. The Principal may make an exception to this condition based on a review of all pertinent circumstances.
 2. All pupils participating in curricular courses are expected to maintain punctual attendance and complete all required coursework, homework, exams, etc., as established by the teacher or instructor for all students.
 3. If the pupil is taking the course for credit or grade, such credit or grade will be granted only after the completion of the class.
 4. Requests for participation that are received after class schedules have been made will be granted only if there is space available
- C. Participation in Co/Extra-Curricular Activities. Requests by non-district students for participation in co/extra-curricular activities shall be made in writing by the parent/guardian to the building. Co/extra-curricular activities include, but are not necessarily limited to field trips, excursions, athletics (including intramurals), band, chorus, clubs, organizations, school dances, and others. See Board policies JJA, JJJ and JJIB regarding school activities, organizations, and athletics.

The following criteria and conditions are hereby established:

1. The parent/guardian must provide prior written permission for participation.
2. The participating pupil agrees to abide by all Board policies relative to student code of conduct and eligibility.
3. Participation in the activity is developmentally appropriate for the pupil.
4. The building Principal, advisor, coach may ask the parent/guardian to chaperone an event if the same applies to parent/guardians of enrolled students.
5. Coaches, teachers and group/club supervisors may establish their own rules relative to participation, attendance, and expectations, provided such rules are not

DOVER SCHOOL DISTRICT	POLICY CODE: JJJ-R
DATE OF ADOPTION:	Page 2 of 2

contrary to these regulations corresponding policy JJJ. Participating non-district students are expected to abide by those rules as well.

6. Home educated or other non-district school students may be required to provide proof of a recent physical examination from their physician for participation in athletic activities, consistent with other Board policies relative to athletic participation.

Policy History
New policy:

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 1 of 11

FIRST READING – REVISED

WELLNESS POLICY – NUTRITION AND PHYSICAL ACTIVITY COMPONENTS

Table of Contents *(will be updated after final approval of revisions)*

Overview	2
Component #1: Goals for Nutrition Education	2
Nutrition Education and Promotion	2
Staff Wellness and Education.....	3
Component #2: Goals for Physical Activity	3
Physical Education	3
Integrating Physical Activity into the Classroom Setting	3
Daily Recess	3
Physical Activity Opportunities Before and After School	4
Component #3: Nutrition Guidelines for Students.....	4
School Meals.....	4
Breakfast.....	5
Meal Times and Scheduling	5
Sharing of Foods and Beverages	5
Foods and Beverages Sold Individually.....	5
Food Marketing in Schools	6
Celebrations.....	7
Classroom Activities	7
School Store	7
School-Sponsored Events	7
Meals for Extracurricular Events.....	8
Nutrition Guidelines for Reimbursable School Meals	8
Component #4: School Environment.....	8
Communications with Parents	8
Component #5: Implementation & Review of the Wellness Policy	9
Policy Review.....	9

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 2 of 11

Overview

The Dover School District is committed to providing school environments that promote and protect children's health, wellbeing, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Dover School District to:

- Engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies;
- Provide all students in grades K-12 opportunities, support, and encouragement to be physically active on a regular basis;
- Ensure that foods and beverages sold or served to students by the Dover School District will meet the nutrition recommendations of the *Dietary Guidelines for Americans*;
- Ensure that qualified child nutrition professionals provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students. Further, Dover School District will accommodate the health, religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat;
- Participate in the available federal school meal programs, to the maximum extent possible, including the School Breakfast Program, National School Lunch Program and other related programs; and
- Provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity; and to establish linkages between health education, school meal programs, and related community services.

The Dover School District has taken into consideration our unique circumstances, challenges, and opportunities. Among the factors considered in the policy are socioeconomic status of the student body, school size, location, and presence of dual-language or limited-English students. The District is fortunate to have a well-educated public community that supports the healthy development of its children. The District has been proactive with physical education and health education components that have met or exceeded the state guidelines. The District continues with a conscious effort to support and maintain a healthy environment for our students.

Component #1: Goals for Nutrition Education

The Dover School District shall teach, encourage, support and model healthy eating habits for students.

Nutrition Education and Promotion

It is the policy of the Dover School District that the nutrition promotion and education provided to K-12 students:

- Is based on state and district health education curriculum standards. This education is interactive and teaches the skills they need to adopt healthy eating behaviors;

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 3 of 11

- Is not only part of health education classes but also included across the curriculum when possible;
- Provides information to students, staff, families and the community that will allow for students to receive a consistent nutrition message throughout the school in media, the classroom, the cafeteria, home and the community;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health enhancing nutrition practices;
- Discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other individual dietary restrictions;
- Links with school meal programs in coordination between teachers and foodservice staff and nutrition-related community services as appropriate; and
- Includes training for teachers and other staff.

Staff Wellness and Education

The Dover School District highly values the health and wellbeing of every staff member. The District's insurance carrier offers many incentives that promote staff to maintain a healthy lifestyle.

Component #2: Goals for Physical Activity

The Dover School District shall teach, encourage, support, and model age-appropriate physical activity.

It is the policy of the Dover School District to provide many opportunities for physical activity and give students the opportunity to maintain physical fitness. The recommended amount of physical activity for children is at least 60 minutes per day. We support programs and individual efforts that emphasize fitness and lifelong physical activity **to include but not limited to; interscholastic sports, recess, intramurals, clubs, flex blocks, etc.**

Physical Education

Physical education classes will provide physical activity opportunities to develop knowledge and a variety of skills that promote physical activity and fitness. All ~~Dover School District~~ students in grades K-10 will regularly participate in physical education taught by a certified physical education teacher. Students in grades 11-12 have physical activity available through electives. One credit of physical education and ½ credit of Health Education is required at the high school level. These credits will be earned in a physical education class with a certified physical education teacher. A half credit of Physical Education may be earned through the completion of at least 2 NHIAA sanctioned sports between a student's tenth-grade year and through the first semester of their twelfth-grade year. **Students in Unified Sports must complete at least 4 seasons of participation to receive ½ of their Physical Education credit.** Students are encouraged to spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 4 of 11

Students will be given opportunities to regularly participate in developmentally appropriate physical activity and exercise. The District is committed to fostering an environment conducive to physical activity and exercise through recess, intramurals, clubs, and organized sports. Toward that end:

- Health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Recess

All grade K-4 students will have at least 20 minutes a day of supervised recess. Recess will preferably be outdoors, during which schools should encourage moderate to vigorous physical activity. If possible, recess will be scheduled before lunch for the elementary grades to encourage adequate time for meal consumption and to create a smoother transition back to the classroom. Middle school students (grades 5-8) will be offered daily recess.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

The Dover School District will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. The high school, and middle school as appropriate, will offer interscholastic sports programs. ~~The Dover School District will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health care needs.~~ **The Dover School District will offer a range of activities that meet the needs, interests, and abilities of all students.**

Component #3: Nutrition Guidelines for Students

To facilitate the adoption of healthier eating habits, the Dover School District shall comply with the nutrition guidelines outlined in this policy.

The Dover School District Nutritional Guidelines are based upon standards established by the USDA and New Hampshire ~~Healthy Schools Coalition~~ **Bureau of Student Wellness and Nutrition**. These nutrition guidelines, apply to all foods made available by the Dover School District Nutrition Services or school staff to students on school grounds during the school day as defined by each school's handbook, including but not limited to, the school breakfast and lunch program, foods and beverages sold in vending machines/school stores and as part of classroom lessons/activities, celebration or fundraising efforts.

School Meals

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 5 of 11

It is the policy of the Dover School District that the school meals offered to K-12 students will:

- Meet or exceed the nutrition requirements established by the USDA laws and regulations;
- Be provided by qualified school food service staff;
- Be served in a safe, appealing and clean setting with adequate adult supervision;
- Be offered with consideration of space distribution and scheduling to assure that students have adequate space and serving areas to minimize wait time;
- Offer a variety of foods and choices for students. Efforts will be made to:
 - Provide a variety of fruits and vegetables with an emphasis on local, fresh and seasonal produce;
 - Serve only low-fat (1%) and fat-free milk and nutritionally equivalent nondairy alternatives (to be defined by the Dover School District Food Service Director); and
 - Ensure that half of the served grains are whole grain.

As a district, Dover Schools feels it is also important to:

- Use local products when available and feasible;
- Use unprocessed foods and ingredients when available;
- Utilize less disposable paper and plastic and try to use reusable & recyclable items;
- Encourage teaching, modeling and valuing any efforts made by staff, students and the community toward sustainability;
- Recognize the connection between health and the environment; and
- Encourage and foster environmental sensitivity.

Breakfast

- The consumption of breakfast, either at home or at school, enhances children's ability to meet their nutritional needs, focus on learning, and perform. To ensure that all children have breakfast, the schools of Dover School District will, to the extent possible:
- Operate the School Breakfast Program;
- Arrange bus schedules and utilize methods to serve school breakfasts that encourage participation (e.g. "grab-and-go" breakfast or scheduling breakfast during morning break or recess);
- Notify parents and students of the availability of the School Breakfast Program; and

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 6 of 11

- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Mealtimes and Scheduling

The Dover School District schools will:

- Provide students with at least 10 minutes to eat breakfast and 20 minutes for lunch and take into consideration transition time;
- Schedule meal periods at appropriate times, with lunches being offered between 10:30 a.m. and 1:30 p.m.;
- Not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- Take reasonable steps to accommodate the personal regimens of children with special health needs.
- Develop school norms for lunchroom routines.

Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times given concerns related to food safety and health (e.g., food allergies, diet restrictions, etc.).

Foods and Beverages Sold Individually

Foods and beverages sold individually include foods sold outside of reimbursable school meals and include, but are not limited to, foods available from vending machines, cafeteria a la carte (snack) lines, fundraisers, and school stores.

Food Sales: All food items made available through schools including vending machines should meet or exceed current nutritional standards established by the NH Department of Education School Food and Nutrition Services Standards (2011) and based upon the 2010 current Dietary Guidelines for Americans (DGA).

Elementary Schools: The school food service program will approve and provide all food and beverage sales that are available to elementary students on a regular basis.

Middle and High Schools: In the middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte lines, vending machines, student stores, or fundraising activities) between 7 a.m. – 4 p.m. will meet or exceed the current NH Department of Education School Food and Nutrition Services Standards (2011).

Beverages: The following beverages are allowed: water or seltzer water without added caloric

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 7 of 11

sweeteners, 100% fruit and vegetable juices that do not contain additional caloric sweeteners, unflavored or flavored low-fat or fat-free fluid milk and nutritionally equivalent non-dairy milk (e.g., soy milk). These beverages (diet or caloric) are not allowed: soft drinks/soda/pop/tonic, sports drinks, energy drinks, sweetened-iced tea, fruit-based drinks that contain less than 100% real fruit juice or that contain additional caloric sweeteners. **To promote hydration, free, safe, unflavored drinking water will be available to all students at every school throughout the school day, including mealtimes from water fountains, faucets and/or hydration fill-stations.**

Foods: A food item sold individually will meet the **current** NH Department of Education School Food and Nutrition Services Standards (2011) and will:

- have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated fat;
- have no trans-fat;
- have no more than 35% of its *weight* from added sugars; and
- contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

Fruits & Vegetables: A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

Portion Sizes: Portion sizes of foods and beverages sold individually are recommended as a single serving as listed in the Dietary Guidelines for Americans (DGA) with the recognition that many foods are usually consumed in a two-serving portion (i.e., bagel, sandwich with bun or bread). Some examples are listed below for single serving packaging:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 8 of 11

than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits but must meet minimum requirements.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Celebrations

All school personnel must be mindful of individuals with allergies, food intolerances, religious or health-related dietary restrictions. Any classroom activities or school-wide events occurring during the school day involving food must be planned in a timely fashion with attention to all possible food allergies. Individual birthday celebrations involving food shall not be permitted.

Schools should limit celebrations that involve food during the school day. Each party should limit food or beverages that do not meet nutrition standards for foods and beverages sold individually (above). The district will make a list of healthy party ideas available to parents and teachers. Subject area lessons involving food preparation should consider nutritional guidelines as part of the instruction of the lesson.

School staff involved in homeroom, field trips and advisory food-related events will communicate with school food service managers and/or director to assist with cafeteria planning and reducing food waste. When possible, staff will order foods through food service managers.

Classroom Activities

School staff shall discourage the use of low-nutritionally value dense food items for instructional purposes. This is especially the case for those food items that do not meet the nutritional standards for foods as outlined in this policy.

School personnel will also avoid the use of highly allergenic foods (for example: peanuts, fish, shellfish, eggs, dairy, wheat, tree-nuts) or other foods that present a health risk.

School Store

Any food and beverage items sold in the school store will meet guidelines of this policy. Food items in

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 9 of 11

the school store will not be sold when the school food service program is open for sale.

School-Sponsored Events

School-sponsored events include, but are not limited to, athletic events, dances, or performances. Foods and beverages offered before, during, and after school (7 a.m. to 4 p.m.) will meet the nutrition standards for meals or for foods and beverages sold individually (above). Other organizations (e.g., PTO, Boy Scouts, Girl Scouts) who may be supplying food at school sponsored events will do so under the advisement of a school official and be made mindful of the nutritional guidelines for competitive foods.

Meals for Extracurricular Events

The Dover School District Food Service Program offers a variety of affordable, tasty, and nutritionally balanced meals to meet the needs of field trips, athletic events, banquets, after-school activities, special events, and meetings.

The Dover School District is encouraged to make use of this service by planning through the Food Service Director.

Nutrition Guidelines for Reimbursable School Meals

Reimbursable meals will be served in the same manner as stated under *Component #3: Nutrition Guidelines for Meals*. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure that students will participate in consuming high-quality meals. In no circumstances will the guidelines for reimbursable school meals be less restrictive than the regulations and guidance issued by the USDA as applicable to schools.

Free-and-Reduced-Priced Meals: Eligibility and distribution of free-and-reduced-priced meals will be ~~handled by the Food Service Provider and designated food service personnel~~ **provided with confidentiality in accordance with state and federal requirements.** The availability of free and reduced lunch will be made known to all families using school newsletters, beginning of the year packets and the website. Help will be offered for completing the application should it be needed. Application materials are available on the Dover School District website, at each school main office, and can be mailed upon request. Confidentiality and the sensitivity of these matters will always be taken into consideration. Forms will be processed in a timely manner and schools will assure that all students have access to food at school in accordance with the Child Nutrition and WIC Reauthorization Act of 2004 & 2010.

Qualifications of School Food Service Staff: Nutrition professionals will administer the school meal programs under the direction of a Food Service Director. This director will oversee the operation of school meals, maintain proper resources that meet state and federal regulations and maintain state health requirements for each school in the district.

As part of the school district's responsibility to operate a food service program, the food service provider will provide continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate sanitation courses and/or training programs for child nutrition directors, school nutrition managers, cafeteria workers, and volunteers according to their levels of responsibility.

Component #4: School Environment

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 10 of 11

The Dover School District shall educate students and employees to the important benefits of a healthy lifestyle. ~~The district shall offer nutrition education to the community.~~

Communications with Parents

The Dover School District will provide information to parents/guardians about healthy foods and snacks, as well as other school-based nutrition-related activities. The Dover School District should solicit input and feedback from students and parents/guardians when selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, Dover School District will share nutrition content information of foods sold through the school meal programs (i.e., newsletters, menus, a website, cafeteria menu boards, placards, or other point-of-purchase materials.)

The Dover School District will provide information to parents/guardians about physical education and other school based physical activity opportunities (i.e., via a website, newsletter, or other take-home materials, special events, or physical education homework).

Component #5: Implementation & Review of the Wellness Policy

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in ~~his/her~~ their school and will report on the school's compliance to the school district superintendent or designee.

The Dover School District Wellness Committee, with input from nutrition and physical education staff and the Food Service Director, will periodically assess the nutrition and physical activity environment throughout the district. They will provide input to each building principal and the superintendent regarding progress on the current targets, recommend any new targets and identify strategies in support of the goals stated in this policy. The superintendent and building principals will decide upon the targets and strategies in support of the goals stated in this Policy. Periodic progress reports will be provided to the School Board.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the Child Nutrition Director will report to the superintendent on the most recent USDA School Meals Initiative (SMI) report, review findings, and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

Policy Review

To keep the Dover School District Wellness Policy up to date with the changing developments in nutrition and exercise information, the district will conduct assessments of the school's existing nutrition and physical activity environments and policies. The results will be used to identify and prioritize needs.

Periodic assessments will be repeated to help review policy compliance, assess progress, and determine areas in need of improvement (e.g., The NH Department of Education's School Wellness Policy Assessment). As part of that review, the school district will review ~~our~~ their nutrition and physical

DOVER SCHOOL DISTRICT	POLICY CODE: JLCF
DATE OF ADOPTION: June 8, 2020	Page 11 of 11

activity policies to assure an environment that supports healthy eating and physical activity and nutrition and physical education. The Dover School District Wellness Committee will revise the Wellness Policy and develop work plans to facilitate its implementation as necessary. The superintendent, or his/her designee, will make available to the public the Dover School District Wellness Policy evaluation progress and results.

As needed, the Wellness Committee will request that the Superintendent notify those involved with the nutrition and education of students, staff and the community regarding any changes that have occurred in federal and state nutrition guidelines that need to be reflected in this policy and in the district teachings.

The Wellness Committee charged with the updating of this policy will be overseen and chosen by the district's superintendent or superintendent designee. The committee will consist of persons from varying disciplines. There will be staff (general education, physical education and wellness-related), students, health professionals, nutritional staff, and community members involved in the writing and reviewing of the policy.

The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district wide nutrition and physical activity policies.

The chair of the Wellness Committee will review the policy annually and any necessary changes will be discussed with committee members. The committee is open to input from anyone within the school or community whose goal is to broaden or improve the health of the Dover School District students.

Policy History:
Adopted on August 13, 2013
Revised on June 8, 2020

DOVER SCHOOL DISTRICT	POLICY CODE: JLDDBB
DATE OF ADOPTION: MAY 11, 2020	PAGE 1 OF 3

FIRST READING - REVISIONS

SUICIDE PREVENTION AND RESPONSE

The School Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, and response to suicide or suicide attempt ("postvention"); and to promote access to suicide awareness, prevention and postvention resources.

A. District Suicide Prevention Plan and Biennial Review. ~~No later than May 31, 2020, the Superintendent shall develop and provide to the Board for approval,~~ **The District shall maintain** a coordinated written District Suicide Prevention Plan (the "Plan") to include guidelines, protocols and procedures with the objectives of prevention, risk assessment, intervention and response to youth suicides and suicide attempts.

1. Specific Requirements for Plan Terms: The District Suicide Prevention Plan shall include terms relating to:
 - a) Suicide prevention (risk factors, warning signs, protective factors, referrals);
 - b) Response to in-or-out-of-school student suicides or suicide attempts (postvention, suicide contagion);
 - c) Student education regarding safe and healthy choices, coping strategies, recognition of risk factors and warning signs of mental disorders and suicide; and help seeking strategies;
 - d) Training of staff, designated volunteers, and contracted personnel on the issues of youth suicide risk factors, warning signs, protective factors, response procedures, referrals, post-intervention and resources available within the school and community;
 - e) Confidentiality considerations;
 - f) Designation of any personnel, in addition to the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons, to act as points of contact when students are believed to be at an elevated risk of suicide;
 - g) Information regarding state and community resources for referral, crisis intervention, and other related information;
 - h) Dissemination of the Plan or information about the Plan to students, parents, faculty, staff, and school volunteers;
 - i) Promotion of cooperative efforts between the District and its schools and community suicide prevention program personnel;

DOVER SCHOOL DISTRICT	POLICY CODE: JLDDBB
DATE OF ADOPTION: MAY 11, 2020	PAGE 2 OF 3

- j) ~~Such~~ Include such other provisions deemed appropriate to meet the objectives of this Policy (e.g., student handbook language, reporting processes, “postvention” strategies, memorial parameters, etc.).

2. Biennial Review: No less than once every two years, the Superintendent, in consultation with the District Suicide Prevention Coordinator and Building Suicide Prevention Liaisons and with input and evidence from community health or suicide prevention organizations, and District health and guidance personnel, shall update the District Suicide Prevention Plan, and present the same to the Board for review. Such Plan updates shall be submitted to the Board in time for appropriate budget consideration.

B. Suicide Prevention Coordinator and Liaisons

1. District Suicide Prevention Coordinator. The Assistant Superintendent of ~~Student Services~~ is designated as the District Suicide Prevention Coordinator, who, under the direction of the Superintendent shall be responsible for:
 - a) developing and maintaining cooperative relationships with and coordination efforts between the District and community suicide prevention programs and personnel;
 - b) annual updating of (i) State and community crisis or intervention referral intervention information, and (ii) names and contact information of Building Suicide Prevention Liaisons, for inclusion in student handbooks and on the District’s website;
 - c) developing - or assisting individual teachers with the development – of age-appropriate student educational programing, such that all students receive information in the importance of safe and healthy choices and coping strategies, recognizing risk factors and warning signs of mental disorders and suicide in oneself and others, and providing help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help;
 - d) developing or assisting in the development of the annual staff training required under section C of this policy;
 - e) Such other duties as referenced in this Policy or as assigned by the Superintendent.
2. Building Suicide Prevention Liaison. The school counselor, or, in his/~~her~~ **their** absence, the building principal, shall be designated as the Building Suicide Prevention Liaison, and shall serve as the in-building point-of-contact person when a student is believed to be at an elevated risk for suicide. Employees who have reason to believe a student is at risk of suicide, or is exhibiting risk factors for suicide, shall report that information to the Building Liaison, **or designee**, who shall immediately or as soon as possible, establish and implement a response plan with the **and communicate that plan with the** District Suicide Prevention Coordinator.

- C. Annual Staff Training.** The Superintendent shall assure that beginning with the 2020-21 school year, all school building faculty and staff, designated volunteers, and any other

DOVER SCHOOL DISTRICT	POLICY CODE: JLDDBB
DATE OF ADOPTION: MAY 11, 2020	PAGE 3 OF 3

personnel who have regular contact with students, including contracted personnel or third-party employees, receive at least two hours of training in suicide awareness and prevention. Such training may include such matters as youth suicide risk factors, warning signs, protective factors, intervention, response procedures, referrals, and postvention and local resources.

- D. Dissemination.** Student handbooks and the District's website will be updated each year with the contact information for the Building Suicide Prevention Liaisons, State and community crisis or intervention referral intervention resources. The District Suicide Prevention Plan will be made available on the District's, and each school's respective websites.
- E. Student Identification Cards.** The National Suicide Prevention Lifeline shall be labeled on student identification cards and include the telephone number; National Suicide Prevention Lifeline 988 Prior to the start of each school year, the Superintendent shall certify that the contact information for the National Suicide Prevention Lifeline is accurate and up to date.

DOVER SCHOOL DISTRICT	POLICY CODE: KFA
DATE OF ADOPTION:	Page 1 of 3

FIRST READING – NEW POLICY

CONDUCT ON SCHOOL PROPERTY

A. General Statement and Purpose.

The purpose of this policy is to establish a minimum standard of conduct upon school district property, and during school sponsored events and activities that will provide the best possible educational climate for the students; encourage participation in the educational process by the general public; protect the investment of the public in both the educational process and the physical plant in which it is conducted; and honor and protect the rights of all individuals within the community.

While this policy applies generally to conduct by any and all persons on school property, additional policies, rules, regulations, or procedures will apply (1) as to certain defined groups (e.g., JIC regarding student conduct); (2) for visits during the school day (see Board policy KI); or (3) during other specific activities or times (e.g., KF regarding use of school facilities).

B. Definitions.

As used in this policy:

1. "Authorized District Personnel" means any person who is designated by the Superintendent, the Principal (as to grounds or activities within their purview), the Athletic Director (as to athletic events), or any other person or persons so designated by either of them to administer the provisions of this policy relative to specific school property or a school sponsored or approved activity or function.
2. "School property" means any buildings, vehicles, property, land, or facilities used for school purposes or school-sponsored events or activities, whether public or private.

C. Prohibited Conduct.

No person on school property or during any school sponsored or approved activity may:

1. Injure, threaten, bully, harass, or intimidate a student, staff member, sports official, coach, or any other person;
2. Engage in behaviors that are harassing or discriminatory in nature based on a person's actual or perceived age, sex, gender identity, sexual orientation, marital status, familial status, disability, religion, national origin race, or color (including those traits historically associated with race, color or religion, including but not limited to head coverings, hair texture, or protective hairstyles);
3. Impede, delay, disrupt, or otherwise interfere with any school function or any activity sponsored or approved by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
4. Damage or threaten to damage another's property;

DOVER SCHOOL DISTRICT	POLICY CODE: KFA
DATE OF ADOPTION:	Page 2 of 3

5. Damage or deface School District property;
6. Smoke or otherwise use tobacco or tobacco related products;
7. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs/controlled substances; (persons known or suspected to be under the influence of liquor or a controlled substance will not be permitted to enter the school building or grounds, and law enforcement may be contacted);
8. Use, or attempt to use, or threaten to use any device, instrument, material, or substance ("prohibited object), including look-a-like objects such as toy guns and knives, with the purpose to injure, threaten, intimidate, or coerce another person. For the purposes of this section, any reckless use of any prohibited object which places or may place another in danger of serious bodily injury is also prohibited;

NOTES: while students are prohibited from possessing firearms on school property under Board policy JIC1 and RSA 193:13), mere possession or displaying of a firearm by non-student adults shall not, in and of itself and without additional circumstances as described in this paragraph, constitute reckless conduct or a violation of this policy;

9. Enter upon any portion of school property at any time for purposes other than those that are lawful and specifically authorized by the Board, the Superintendent, building Principal, Athletic Director, or their designees;
10. Operate (either upon or over school property) a drone or other unmanned aircraft.
11. Violate any state law or regulation, or any duly adopted policy and/or regulation of the Board;
12. Violate any federal law with the exception of any such law that is pre-empted by New Hampshire state law (e.g., RSA 159-E pertaining to firearms, etc.);
13. Operate a motor vehicle in violation of any Authorized District Personnel directive or posted road signs;
14. Refuse to comply with or obey a directive of any Authorized District Personnel or posted rules or regulations.

D. Enforcement & Consequences.

Any person who violates this policy or any other acceptable standard of behavior may be ordered to leave school grounds by Authorized Personnel, who may, also at their discretion, contact law enforcement. Students and employees who violate this policy shall be further subject to such consequences or interventions as provided under applicable Board policies or District or school administrative regulations.

Additionally, the Board authorizes the Superintendent or their designee to issue "no trespass" letters to any person whose conduct violates this policy. The Superintendent is further authorized, upon consultation with district counsel, to file any criminal complaint with respect to such violations.

E. Severability.

If any provision of this policy or the application thereof to any person or

DOVER SCHOOL DISTRICT	POLICY CODE: KFA
DATE OF ADOPTION:	Page 3 of 3

circumstances is held invalid, such invalidity shall not affect other provisions or applications of the policy which can be given effect without the invalid provision or application, and to this end the provisions of this policy are declared to be severable.

Policy History

DOVER SCHOOL DISTRICT	POLICY CODE: DFGA
DATE OF ADOPTION:	PAGE 1 OF 4

Category: Recommended

*Related Policies: EHAB, GBEC, JJE, JLCF,
JRA & KCD*

THIRD READING - NEW POLICY

CROWD FUNDING

A. Purpose and General Policy Statement.

The purpose of this policy is to establish and regulate parameters for use of crowdfunding or other forms of online fundraising and solicitations for classroom, school or district programs.

The School Board recognizes that crowdfunding campaigns and other forms of online fundraising have become an increasingly popular method by which teachers and school sponsored activities, or organizations can procure funding for specific projects and/or programs. The revenue-raising potential that crowdfunding campaigns may provide may be a benefit for District programs and classrooms. The Board further recognizes, however, that unregulated employee use of crowdfunding campaigns on behalf of the District can subject both the District and its employees to significant potential legal liability.

For purposes of this policy, “crowdfunding” is the practice of using online sites to solicit donations, whether monetary or in-kind, on behalf of the School District. A crowdfunding campaign is considered “to be on behalf of the School District” if it uses imagery, logos or language that would lead a reasonable person to believe that (1) the School District or any school within the District, or program/activity of a school within the District, is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the District.

B. Unapproved Crowdfunding Prohibited.

Crowdfunding on behalf of the District is prohibited unless undertaken by an employee with prior written approval under this policy. No public action towards initiating a crowdfunding campaign on behalf of the District may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the District. Students are permitted to participate in publicizing an employee’s approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the District. Employees or students who participate in crowdfunding on behalf of the District are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the District; using a District email address, school name, logo, or mascot; or linking to or referencing any school website, social media site, platform, or account associated with the District.

DOVER SCHOOL DISTRICT	POLICY CODE: DFGA
DATE OF ADOPTION:	PAGE 2 OF 4

Approved crowdfunding campaigns will operate in compliance with all laws and other Board policies and regulations.

C. Crowdfunding Request and Approval Procedures.

1. Crowdfunding Requests. Any request for approval of a crowdfunding campaign shall be in writing and shall include the following information:
 - a. the employee's name, job title, school, and email address;
 - b. the approved crowdfunding website to be used;
 - c. the nature and quantity or amount of donations being requested;
 - d. the classroom, program, or activity to be benefitted and the educational purpose to be served;
 - e. the exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included;
 - f. the start and end dates of the crowdfunding campaign; and
 - g. a statement of recognition by the requester that any proceeds of the campaign are school property.

The Superintendent may create and make available a form, which may be online, to be used for such requests.

2. Approved Crowdfunding Sites

The Superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must (1) be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct and (2) have a policy requiring all donations on behalf of the District to go directly to the District. The Superintendent/designee shall encourage the use of sites focused on K-12 education.

If no site meets these requirements or the Superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

3. Approval Process. Notwithstanding anything to the contrary in Board policy KCD, Gifts and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.

- a. Review by the Superintendent. The Superintendent or designee shall review referred approval request forms and seek additional information about proposed campaigns as appropriate. The Superintendent or designee has authority to approve proposed campaigns seeking a dollar value up to \$500. Regardless of the amount sought to be donated, the Superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

If a proposed campaign seeks a dollar value in excess of \$500, and the Superintendent or designee believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the Superintendent or designee shall refer the proposed campaign to the Board.

DOVER SCHOOL DISTRICT	POLICY CODE: DFGA
DATE OF ADOPTION:	PAGE 3 OF 4

- b. Review by the Board. Subject to the requirements of RSA 198:20-b, only the Board has the authority to approve a campaign that seeks a dollar value in excess of \$500. After considering the Superintendent's or designee's recommendation, the Board will decide whether to approve or deny the proposed campaign.
4. Criteria of Approval of Crowdfunding Requests. Crowdfunding requests will not be approved unless the proposed campaign:
- a. meets all requirements of applicable Board policies and administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable state or federal laws or regulations;
 - b. uses a crowdfunding site that has been approved by the Superintendent pursuant to Section C.2, above;
 - c. is consistent with the District's approved curriculum;
 - d. does not create significant disparities or inequities among similarly situated students;
 - e. does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
 - f. seeks donations that are compatible with the District's Data and Privacy Governance Plan, as confirmed by the District's Director of Technology or designee.
 - g. has a specific, pre-determined beginning and ending date;
 - h. does not disparage the District or any of its buildings, programs, representatives, employees, or students;
 - i. does not include pictures or the identifying or confidential information of any District student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form;
 - j. furtheres the educational mission of the school and is not used for the unrelated personal gain of any individual;
 - k. does not result in donations being delivered directly to the requester;
 - l. is not contingent on the District matching funds or making any expenditure;
 - m. does not request food or beverage items inconsistent with the District Wellness Policy JLCF;
 - n. does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve his or her IEP goals, or the participation of students with disabilities in any school program.

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The Board reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time.

D. Receipt and Allocation of Donations

All monetary donations will be made payable to and deposited into an account designated by the SAU business office. All in-kind donations must be inventoried in accordance with Board policy and District procedures.

DOVER SCHOOL DISTRICT	POLICY CODE: DFGA
DATE OF ADOPTION:	PAGE 4 OF 4

All donations, regardless of their form, obtained through crowdfunding on behalf of the District are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained. Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The Board reserves the right to transfer donations to a different use at the Board's sole discretion.

E. Record Keeping

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the Superintendent or Building Principal detailing how the donations were used and how students benefited. Such records will be forwarded to the District's business office.

DOVER SCHOOL DISTRICT	POLICY CODE: IJOC
DATE OF ADOPTION: 8/10/15	PAGE 1 OF 4

SECOND READING - REVISED

SCHOOL VOLUNTEERS

~~The District recognizes the valuable contribution made by volunteer assistance of parents and other citizens. The Superintendent is responsible for developing and implementing procedures for the selection and utilization of volunteers. School district employees who desire the assistance of a volunteer should request a volunteer through proper administrative channels.~~

Designated Volunteers

~~Designated volunteers will be required to undergo a background investigation and a criminal records check. "Designated volunteer" means any volunteer who:~~

- ~~_____ 1. Comes in direct contact with pupils on a daily basis;~~
- ~~_____ 2. Meets regularly with students;~~
- ~~_____ 3. Meets with students on a one-on-one basis;~~
- ~~_____ 4. Any other person who supervises or chaperones students on or off the school campus.~~
- ~~_____ 5. People whose background checks yield a conviction noted in policy GBOD-R, may not volunteer in the Dover School District.~~

~~Designated volunteers are subject to the provisions of Policy GBOD—Background Investigation and Criminal Records Check.~~

Volunteer Application & Selection

~~Persons wishing to volunteer at the District should complete a Volunteer Application form describing their skills, interests and availability. Such forms will be made available at the Principal's office.~~

~~Volunteer selection shall be made based on the qualifications and availability of the volunteer. Volunteers shall be assigned only to those teachers who have requested volunteer assistance. Staff should request volunteers through administrative channels for selected activities and as resource persons.~~

~~Assignment shall be made by the school administrator or designee.~~

~~Volunteers shall be provided appropriate training at the building level consistent with their tasks and existing district standards. This training shall be developed under the leadership of the principal. Exceptions would be district-wide programs established by the administration whereby general volunteer programs would be defined.~~

~~A volunteer may be asked to terminate his/her services when circumstances in the judgment of the administrator necessitate termination.~~

Volunteer Duties

~~Selected volunteers will serve in the capacity of assistants and will not be assigned to roles that require specific professional training. Instructional services shall be rendered only under the supervision of certified staff.~~

~~All volunteers will sign a confidentiality agreement and shall refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or~~

DOVER SCHOOL DISTRICT	POLICY CODE: IJOC
DATE OF ADOPTION: 8/10/15	PAGE 2 OF 4

~~other school district who has a legitimate educational purpose for discussing such information.~~

~~The Confidentiality Agreement is included as Appendix ~~IJOC~~-R.~~

~~Assignments shall be limited to assisting staff members with duties such as routine supervisory, tutorial, clerical, housekeeping and material preparation tasks. Assignment shall be limited to situations that may be supervised by a certificated staff person.~~

~~In some instances, volunteers may perform clerical and material preparation tasks away from the school site.~~

~~Volunteers with special talents, hobbies or experiences may share those with students on a scheduled basis in a suitable educational setting.~~

~~Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.~~

~~Volunteers will Receive orientation, including: (1) general job responsibilities; (2) information about school facilities, routines, and procedures, including safety and evaluation; (3) work schedule and place of work; and (4) expected relationship to regular staff.~~

~~Volunteers will receive appropriate training at the building level, consistent with their tasks and existing District standards. This training shall be developed under the leadership of the principal in consultation with the volunteer coordinator.~~

Coaches

~~Volunteer coaches of individual sports must be certified in that sport and be in compliance with the all other regulations and standards as set by NHIAA.~~

Legal References:

~~_____RSA [189:13 a](#), School Employee and Volunteer Criminal History Records Check~~

A. General Policy. The School Board supports and encourages the use of parent/guardian and community member volunteers in our schools to assist school and District staff in meeting the needs of students and serving the school community at large.

B. Definitions

- 1. Volunteer.** Under the Fair Labor Standards Act (“FLSA”), “volunteers” are persons who perform service (1) without promise, expectation or receipt of compensation for the services rendered (reimbursements, and modest stipends excepted); (2) have offered their services freely and without pressure or coercion from any employer, and (3) are not otherwise employed by the District to perform the same type of services for which the individual intends to volunteer.

This expansive definition includes such services whether for classroom or other student programs or activities, or for services such as committee work, chaperones, trades work, etc.

Any volunteer who as used in this policy shall have the same definition as in Board policy GBCD - Background Investigation and Criminal Records Check. Before a person may volunteer in a position or perform a function falling within

DOVER SCHOOL DISTRICT	POLICY CODE: IJOC
DATE OF ADOPTION: 8/10/15	PAGE 3 OF 4

the definition of a volunteer, such person must undergo a background investigation and Criminal History Records Check as described in policy GBCD. Additionally, as required by RSA 189:13-a, XII, all volunteers must receive training and information relative to child abuse prevention.

“Volunteer” is any person who:

- a. Comes in direct contact with students on a predictable basis (e.g., library volunteer, overnight field trip chaperone);
 - b. Meets regularly with students (e.g., community mentor, volunteer assistant coach);
 - c. Meets with students on a one-on-one basis [without the presence of a teacher or other such professional staff member]; or
 - d. Any other volunteer so designated by the School Board or Superintendent.
- C. Coaches. All coaches, including assistant coaches, whether receiving a stipend or not, are volunteers as defined in paragraph B above. Additionally, head coaches of a team or individual sports must be in compliance with all regulations and certification requirements for that sport as set by NHIAA or the applicable organization within which the athletes/members compete or participate. Assistant coaches must meet the same requirements as head coaches or be under the direct supervision of the head coach.
- D. Supervision. Volunteers may not be assigned to perform any services within school buildings or during school activities during times that students may reasonably be expected to be in attendance, unless they have undergone a background investigation and Criminal History Records Check or are under the immediate direction of a staff or administration member within the pertinent program.
- E. Volunteer Responsibilities and Duties. Other than committee volunteers, and head coaches/directors, volunteers may only serve in the capacity of assistants. Instructional services shall be rendered only under the supervision of certified staff.
- All volunteers will sign a confidentiality agreement provided by administration and shall refrain from discussing the performance or actions of a student except with the student's teacher, counselor, Principal, or other school district employee who has a legitimate educational purpose for discussing such information.
- Volunteers with special talents, hobbies or experiences may share those with students in a suitable educational setting scheduled by the staff or administrative member responsible for supervising the class, activity, program or project.
- Volunteers will refer to their immediate supervisor or other regular staff member for final solution of any student problems which arise, whether of an instructional, medical or operational nature.
- F. Volunteers serve at the pleasure, need, and discretion of the District.
- G. The District does not discriminate on the basis of sex or other protected categories in its education programs and activities as required by federal and state laws/regulations.

DOVER SCHOOL DISTRICT	POLICY CODE: IJOC
DATE OF ADOPTION: 8/10/15	PAGE 4 OF 4

Discrimination against and harassment of school employees because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin marital status, familial status, physical or mental disability, religion, or genetic information are prohibited.

Discrimination against and harassment of students because of age, sex, gender identity, sexual orientation, race, creed, color, ancestry or national origin, marital status, familial status, physical or mental disability, religion or economic status are prohibited.

Policy History:

Policy Adopted: August 10, 2015

DOVER SCHOOL DISTRICT	POLICY CODE: IKL
DATE OF ADOPTION:	PAGE 1 OF 2

Category: Optional

Related Policies: EGAD, JICD & JICL

SECOND READING – NEW POLICY

ACADEMIC INTEGRITY AND HONESTY

- A. STATEMENT OF POLICY. All students are expected to demonstrate academic integrity and honesty. Students are expected to put forth their best effort on tests and assignments. Students are expected to demonstrate respect toward their instructors and peers by encouraging and facilitating learning. Engaging in various forms of cheating or academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential. These expectations are directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior.
- B. PROHIBITED BEHAVIOR. In addition to any standards or rules established by individual classroom teachers, the following behaviors are in violation of the standards of academic integrity and honesty and are specifically prohibited:
1. Cheating. Cheating is any act of academic dishonesty, which includes such things as receiving or communicating information to another student during a test or other assessment; looking at another's test or assessment during the exam; using notes or obtaining information during a test or assessment when prohibited; obtaining information about the questions or answers for an assessment prior to the administration of the exam; or whatever else is deemed contrary to the rules of fairness with respect to school work or assessment, including special rules developed by the instructor of the course.
 2. Plagiarism. Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, or electronic sources.
 3. Academic Misrepresentation. Academic misrepresentation occurs when a student has another student or individual substitute for himself or herself during the taking of a test or other assessments.
 4. Academic Collusion. Academic collusion is the sharing of test or other assessment questions or answers with another student without the instructor's permission. Academic collusion includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
 5. Dishonesty in Papers. Dishonesty in papers entails using a writing service or having someone else write a paper for the student. All work submitted for a course must be the student's own original work unless the sources are cited.

DOVER SCHOOL DISTRICT	POLICY CODE: IKL
DATE OF ADOPTION:	PAGE 2 OF 2

6. Self-Plagiarism (Work Done for One Course and Submitted in Another). Self-Plagiarism occurs when a student for a class refers to work previously submitted in another class in order to fulfill the academic requirements in that latter class. In some instances, instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.
7. Unfair academic advantage. Unfair academic advantage occurs when a student acts in such a way as to prevent or hinder another student's performance with respect to an academic activity. Examples include: concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use; sabotaging another student's work; or attempting intimidation for academic advantage.
8. Other Academic Dishonesty. This policy also prohibits any intentional act that violates the spirit of academic integrity and this policy. Such prohibited conduct includes, but is not limited to, stealing assessments; tampering with academic records; including inaccurate academic information on any application or resume; altering academic tests or assessments, grades or other student records; distributing materials for the purpose of cheating or facilitating; inappropriate or unethical use of technology (pre-program of graphing calculator, smart phones, etc.); or feigning illness or personal circumstances to avoid an academic activity (e.g., test, quiz, paper, homework, lecture, etc.).

C. CONSEQUENCES.

The disciplinary consequences for violations of this policy shall be consistent with Board Policy Student Discipline and Due Process JICD and the Student Code of Conduct. For high school student, violations of academic integrity and honesty are cumulative during the student's high school years.

Policy History:

DOVER SCHOOL DISTRICT	POLICY CODE: KDA
DATE OF ADOPTION: OCTOBER 10, 2005	PAGE 1 OF 1

WITHDRAW – SECOND READING

PUBLIC INFORMATION PROGRAM

The School Board will do its best to keep the people informed about the affairs of the district. To achieve its goals for good school-community relations and maintenance of open two-way channels of communication with the public, the Board authorizes the Superintendent to:

1. Encourage the preparation of informational materials including newsletters, articles for periodicals, newspapers and/or radio releases, special pamphlets and other assigned material and to maintain close liaison with mass media and publicity organizations.
2. Organize or assist in the availability of speakers for civic, PTA, church, and other groups.
3. Provide staff members with assistance for preparation of material for community and staff consumption (handbooks, information leaflets, etc.).
4. Assist in coordinating work with civic and other groups which contribute to school system values.
5. Serve as community relations counselor to the School Board and other staff members.

Legal References:

Rule 306.04(k)(3)



OFFICE OF RESEARCH INTEGRITY
600 Suffolk St, Wannalancit Mills Suite 212
Lowell, MA 01854
T: 978-934-4134 F: 978-934-6012
<https://www.uml.edu/research/integrity/>

NOT HUMAN SUBJECTS RESEARCH

10/11/2022

Phitsamay Uy
Graduate School of Education
61 Wilder St
O'Leary Library
Lowell, MA 01854-
9789344612
phitsamay_uy@uml.edu

Dear Phitsamay Uy, PhD:

On 10/11/2022 the IRB has determined that the proposed activity is not regulated research as defined by DHHS and FDA regulations:

Type of review:	Initial
Title:	Do I Matter? Exploring Student Perceptions of Mattering to Inform Equitable Discipline Practices in a Traditional High School Setting
Principal investigator:	Phitsamay Uy, PhD
Level of Review:	Non-Committee
IRB number:	22-153
IND or IDE, if any:	N/A
Funding Source, if any:	N/A
Documents reviewed:	Uy-Waldron HRP-200 - FORM - Application for Initial Review_Waldron 2022.docx Uy-Waldron Teacher and Student Survey_Focus Group Protocols.docx Uy-Waldron_Faculty Assent Form 2022.docx Uy-Waldron_HRP 504 .docx Uy-Waldron_Parent Consent Form 2022.docx Uy-Waldron_Recruitment email- parent and student language.docx Uy-Waldron_Student Assent Form 2022.docx

IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities are human subject research in which the organization is engaged, please submit a new request to the IRB for a determination.

If you have any questions, you may contact me at directly at 978-934-4134 or Emily_Sousa@uml.edu.

Sincerely,

A handwritten signature in blue ink, appearing to read "Emily Sousa". The signature is fluid and cursive, with the first name "Emily" and last name "Sousa" clearly distinguishable.

Emily Sousa, MA, CIM, CIP
IRB Manager



Application for Initial Review

Date Received

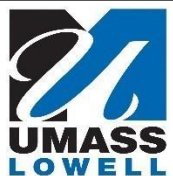
IRB Docket #

Study Nickname:	Student Mattering in Discipline				
Study Title:	Do I Matter? Exploring Student Perceptions of Mattering to Inform Equitable Discipline Practices in a Traditional High School Setting				
Principal Investigator:	Phitsamay S. Uy				
PI Department:	School of Education				
Date of CITI Training:	2/19/2021	Degree	Ed.D	Involved in Consent?	☐ Financial interest related to the research? Yes* ☐ No ☒
Email Address:	phitsamay_uy@uml.edu		Phone #:	978-934-4612	Cell: 617-780-7652
Additional Contact:			Phone #:		Cell:

Names of all UML Personnel involved in the design, conduct, or reporting of the research

Date of CITI Training	Name	Degrees	Role in the research	Involved in consent?	Financial interest related to the research?
2/19/21	Thomas Waldron	Ed.S	Student Researcher	☒	Yes ☐ No ☒
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐
				☐	Yes ☐ No ☐

- "Immediate Family" means spouse, domestic partner, children, parents, spouse's parents, and dependents.
- "Financial Interest Related to the Research" means any of the following interests in the **sponsor, product or service being tested, or competitor of the sponsor** held by the individual or the individual's immediate family as defined above:
 - o Ownership interest of any value including, but not limited to stocks and options, exclusive of interests in publicly-traded, diversified mutual funds.



Application for Initial Review

Date Received

IRB Docket #

- ☐ Compensation of any amount including, but not limited to honoraria, consultant fees, royalties, or other income.
- ☐ Proprietary interest of any value including, but not limited to patents, trademarks, copyrights, and licensing agreements.
- ☐ Board or executive relationship, regardless of compensation.

***If yes, you must complete the disclosure process by contacting Disclosures@uml.edu**

Name of Funding Source

Grant Identifier

None

UML Location(s) where subjects/participants will be seen.

None

Additional Departments involved in the study.

None

Key Words

Discipline, Mattering, Equity, Suspension, Mixed-Methods

Is this research required to be registered on ClinicalTrials.gov?

Yes ☐ No ☒

Consumer/Lay Summary of Study – limit to 3 succinct sentences/300 characters: Surveys and focus groups will be offered to students and teachers at a local high school to measure their perceptions of student sense of mattering to their school community. Information gained from this study will inform the local site on updates to their traditional discipline model.

The following check boxes must be checked before sending:

By checking below you are verifying that:

- **Yes** ☒ You have obtained the financial interest status ("Yes" or "No") for each member of the research staff.
- **Yes** ☒ You have obtained the agreement of each research staff to his/her role in the research.
- **Yes** ☒ You have obtained the agreement, if applicable, of any other department (outside of your own department) being asked to serve as a recruitment or study conduct site.
- **Yes** ☒ You will conduct this Human Research in accordance with requirements in the INVESTIGATOR MANUAL (HRP-103).
- **Yes** ☒ You have received appropriate approvals from your department chair or supervisor and it has been determined that all departmental requirements are met and that the investigator has adequate resources to conduct this Human Research in terms of time, facilities, staff, access to a subject population, and resources for care that subjects may need.

☒ By checking here, I attest that the information provided in this form is accurate.

Date: July 14th, 2022

Submit all documents to IRB@uml.edu

- FORM: Application for Initial Review (HRP-200), including as applicable:
 - Appendix A: External Site Approvals
 - Appendix B: Drugs and Device (include associated attachments, such as package insert, investigator brochure, or labeling, verification of IND/ IDE number)*
- Investigator Study Plan (See TEMPLATE (HRP-504) for instructions)
- All information intended to be seen or heard by subjects, including: (Advertisements and recruitment materials and changes to advertisements and recruitment materials must be IRB approved before their use)
 - Evaluation instruments and surveys
 - Advertisements (printed, audio, and video)
 - Recruitment materials and scripts
 - Consent documents



Application for Initial Review

Date Received

IRB Docket #

- o If consent will not be documented in writing, a script of information to be provided orally to subjects
- o Foreign language versions of the above
- Complete sponsor protocol (if applicable)
- Grant application, if any
- DHHS protocol and DHHS-approved sample consent document, if any

Complete for each non-UML site where the investigator will oversee or conduct the research

Site name:	Dover High School and Regional Career Technical Center		
Site PI name:	Dr. William Harbron		
Contact phone :	603-516-6804	Contact email:	w.harbron@dover.k12.nh.us
Yes ☒ No ☐	Will the external site review the research?		
Yes ☒ No ☐	Will the external site rely on the UML IRB?		
Site name:			
Site PI name:			
Contact phone :		Contact email:	
Yes ☐ No ☐	Will the external site review the research?		
Yes ☐ No ☐	Will the external site rely on the UML IRB?		
Site name:			
Site PI name:			
Contact phone :		Contact email:	
Yes ☐ No ☐	Will the external site review the research?		
Yes ☐ No ☐	Will the external site rely on the UML IRB?		
Site name:			
Site PI name:			
Contact phone :		Contact email:	
Yes ☐ No ☐	Will the external site review the research?		
Yes ☐ No ☐	Will the external site rely on the UML IRB?		
Site name:			
Site PI name:			



Application for Initial Review

Date Received

IRB Docket #

Contact phone :

Contact email:

Yes ☐ No ☐

Will the external site review the research?

Yes ☐ No ☐

Will the external site rely on the UML IRB?

1. TITLE

Do I Matter? Exploring Student Perceptions of Mattering to Inform Equitable Discipline Practices in a Traditional High School Setting

2. EXTERNAL IRB REVIEW HISTORY*

N/A

3. PRIOR APPROVALS:

N/A

CONFLICT OF INTEREST (COI):

N/A

BIOHAZARDOUS AGENTS:

N/A

RADIATION:

N/A

4. BACKGROUND*

This study will examine the ways in which students at a traditional high school feel connected to their school community based on race, gender, ability and their experiences with school discipline. This study is inspired by consistent local and national trends of disproportionate rates of suspension for specific demographics of students along the lines of race, gender and ability. Significant research has been conducted over the past 50 years examining the persistent problem of disproportionate rates of exclusionary punishment and its correlation with academic outcomes. Although research has clearly demonstrated the ineffectiveness and harm of traditional discipline models, there has been limited research into replacement models that disrupt patterns of inequity. Various positive discipline models have gained traction in recent decades as a replacement for traditional discipline practices, yet these approaches have not consistently addressed the discipline gaps that exist for students of color, prompting further exploration.

5. OBJECTIVES*

Researchers will gather quantitative and qualitative data related to school connectedness, using mattering theory as a framework to understand the problem of practice in the local context. Data will be coded and organized into the primary themes of mattering theory- acknowledgement, importance and reliance. Descriptive statistics will be used to highlight differences between demographic groups to see how trends and patterns align with available discipline data.

6. STUDY OUTCOMES*

Data from this research will be shared with building and district-level administrators to inform discussions on equitable discipline practices

7. VULNERABLE POPULATIONS*

This study will contain vulnerable populations as I will be conducting a study with minors- students in grades 9-12 at the school where I am a building-level administrator. This study also specifically examines the perceptions of students of color, and students with disabilities. Parent/guardian consent will be collected from all minor participants, along with assent forms for all adult and minor participants.

8. SETTING

This study will take place in a traditional high school with a student population of approximately 1,500, serving grades 9-12. This school is located in seacoast New Hampshire and is predominantly white (81% students, 99% faculty). Focus group conversations will take place on campus in either the main office conference room, or the school library, depending on availability.

9. RESOURCES AVAILABLE

I serve as the primary adult-ally for a student group that focuses on DEIJ issues in the school and local community- Project DREAM. These students regularly participate in discussions and learning activities related to racial equity. The core group (8 students) have received facilitator training in how to have structured discussions based on protocols. Students in this group have indicated a desire to promote the research project among the student body and participate as facilitators for student focus groups. Each focus group discussion will have two trained students co-facilitate, under the supervision of a school adult who will remain silent and record notes/observations.

The director of school counseling has expressed a desire to support student focus groups by being the adult silent observer. The purpose of this adult role is to support student co-facilitators by monitoring the conversation in an unobtrusive manner, and to intervene in the event the student co-facilitators require assistance.

10. STUDY TIMELINES*

This study will be conducted over a two-month period from November - December. Student focus groups will be scheduled based on availability during the school day during this time frame. Teacher focus groups will be offered on a teacher workshop day scheduled for November 8th, 2022. January and February will be used to analyze and code the data and write chapters 4-5, with a goal of defending in mid-March.

11. NUMBER OF SUBJECTS*

This will depend on the number of students willing to participate in the survey/focus groups and return consent/assent forms. The survey will be available to all students, with a goal of getting a minimum sample size of 30. Focus groups will aim for 10-12 student participants, and the number of these sessions will be based on any student who has taken the survey and volunteers for a focus group conversation.

All faculty (approximately 120) will be invited to participate by submitting a survey, with a goal of getting a minimum sample size of 30. Focus groups will aim for 10-12 teacher participants, and the number of sessions will be based on any teacher who has taken the survey and volunteers for a focus group conversation.

12. PROCEDURES INVOLVED*

Once students submit consent/assent forms, they will be given a link to the anonymous survey. The survey platform being used is Google forms, and settings will allow for only one submission per student. Settings will also require a school google account to submit the survey, a feature to ensure that only our students can submit a survey, and can submit only one entry per person.

Once enough students have taken the survey and also indicated a desire to participate in a focus group conversation, the doctoral student investigator will organize and schedule a time for the student-led focus group sessions in conjunction with the students from Project DREAM and the school counseling director. Prior to the first focus group conversation, the doctoral student investigator will conduct one practice/training session with the 8 core students of Project DREAM and school counseling director to ensure collective understanding of the protocol.

During student-led focus group sessions, student co-facilitators will record notes/observations they find relevant. Focus groups will be audio recorded using a digital recording device that the doctoral student investigator will use to upload into a transcription software to produce a written transcript. The doctoral student investigator will clean up the transcript for errors by listening to the audio file and ensuring accuracy in the transcript.

Qualitative data will be analyzed using two methods- etic and emic coding. Etic coding will look for themes within the mattering theory framework, and emic coding will look for emerging themes that are not limited to mattering theory. This data analysis will be used to enhance quantitative data gained from the survey.

Procedures for gathering faculty data will be similar to student procedures- the doctoral student investigator will provide the survey to adults at the November 8th Teacher Workshop Day with a description of the study and provide assent forms. Interested faculty members who submit a survey will be invited to participate in semi-structured focus group conversation that same day. Qualitative data will be coded in the same etic and emic fashion as student data.

13. RECRUITMENT METHODS*

The study will use convenience sampling of students and adults at the researcher's local site. The study will be advertised to students and families in an email sent out via *One Call Now*. The advertisement will contain a brief description of the study with attached parent/guardian consent and minor assent forms. Students in Project DREAM will also promote on their social media accounts, in person at weekly meetings, and by word-of-mouth to their peers.

In addition to convenience sampling, the doctoral student investigator will also use intentional sampling methods to promote among students who have known experiences with the school's discipline practices. The purpose of this sampling method is to ensure adequate sample size of students who have had direct experience with the school's discipline practices.

14. CONSENT PROCESS*

Informed consent/assent forms will be provided to all students and families in the Principal's weekly newsletter. Extra copies will be left in the main office for any interested student to pick up and bring home. Only when a participant returns these forms will they be provided with a link to the survey and an opportunity to sign up for a focus group conversation. Forms may be translated into primary home languages based on request. Forms will be accepted on a rolling

basis until the window closes at the end of December.

15. PROCESS TO DOCUMENT CONSENT IN WRITING

Consent forms will be collected by the doctoral student investigator and kept on file in the principal investigator's locked filing cabinet in their administrative office. An excel spreadsheet will maintain the names of all participants who submit consent/assent forms, the date the forms were received, and the date of their focus group participation, if applicable.

16. WITHDRAWAL OF SUBJECTS WITHOUT THEIR CONSENT*

Participants, or their parent/guardians, may revoke consent at any time prior to participation in the study. Assurances will be provided that there will be absolutely no penalties or unintended consequences to revoking consent.

17. SHARING OF RESEARCH RESULTS WITH SUBJECTS*

Research results will be made available to school and district administrators, and upon request of the study participants, or their parent/guardians. Results will be provided in an anonymous format, and in the event of small sample sizes where participants may be identified based on demographic information, participants will be given the option to exclude their data from the study.

18. RISKS TO SUBJECTS*

This study has minimal risk to the participants. The doctoral student investigator has a role of administering student discipline within the school, so the feedback provided by students may directly tie to experiences they have had with the researcher. For this reason, survey responses are anonymous and the researcher will not be present for student focus group conversations.

19. POTENTIAL DIRECT BENEFITS TO SUBJECTS*

N/A

20. DATA AND SPECIMEN ANALYSIS AND MANAGEMENT*

All quantitative data will be anonymous and stored on a password protected computer, accessible only to the researcher. All physical records of notes taken during focus group conversations will be collected and stored in the researcher's locked office in the administration wing of the school. Audio recordings of focus groups will be kept on a password protected computer. All qualitative and quantitative data will be maintained throughout the duration of the study, and will be destroyed at the culmination of the study. Participants will be assigned pseudonyms for reporting of qualitative data.

21. PROVISIONS TO MONITOR THE DATA TO ENSURE THE SAFETY OF SUBJECTS*

N/A

22. DATA AND SPECIMEN BANKING*

N/A

23. CONFIDENTIALITY

All quantitative data collected will be anonymous. Pseudonyms will be used when presenting qualitative data. Raw data collected throughout the study will be destroyed upon the completion of the research process.

24. PROVISIONS TO PROTECT THE PRIVACY INTERESTS OF SUBJECTS

Focus group conversations will be closed to outside participants. Participants may choose to opt-out of the study at any time, for any reason, without penalty or consequence.

25. COMPENSATION FOR RESEARCH-RELATED INJURY

N/A

26. ECONOMIC BURDEN TO SUBJECTS

N/A

27. COMMUNITY-BASED PARTICIPATORY RESEARCH*

N/A

28. MULTI-SITE RESEARCH*

N/A

29. RESEARCH CONDUCTED IN A FOREIGN COUNTRY

N/A

30. DRUGS OR DEVICES

N/A

Likert Scale: 1-4

1(Strongly Disagree)

2(Disagree)

3(Agree)

4(Strongly Agree)

STUDENT SURVEY QUESTIONS	
<i>Demographics</i>	
1.	Grade (9-12)
2.	Gender (Male, Female, Non-Binary)
3.	Race/Ethnicity (Check all that apply: African American, American Indian/Alaska Native, Asian, Hispanic/Latinx, Native Hawaiian/Pacific Islander, White)
4.	Do you have an IEP or 504 Plan? (Yes, No, Not Sure)
<i>Discipline</i>	
5.	Have you ever experienced administrative discipline at school? (ex: Discipline Referral, After School Intervention (ASI), In-School Suspension (ISS), Out-of-School suspension (OSS))
a.	<i>If yes- What for? (check all that apply: Attendance, Dress Code, Non-Compliance, Disruption, Disrespect, Vandalism, Bullying/Harassment, Cheating/Plagiarism, Theft, Drugs/Alcohol, Nicotine/Vaping, Fighting)</i>
b.	<i>Were you treated fairly in all disciplinary hearings? (Yes, No)</i>
c.	<i>Did you think the adults understood your perspective in the situation? (Yes, No)</i>
<i>Awareness/Acknowledgement (Likert scale)</i>	
6.	People at my school recognize me
7.	Adults of my school community seem to notice when I come or go
8.	My teachers would miss me if I suddenly stopped attending classes.
9.	I sometimes feel alone and isolated at this school because of my race/ethnicity
10.	I feel seen and heard at this school
<i>Importance (Likert scale)</i>	
11.	Adults at my school know me
12.	Adults at my school genuinely care about me
13.	There are adults at this school who are determined to see me succeed.
14.	Students at this school are generally accepting of me.
15.	I feel important to the school community
<i>Reliance (Likert scale)</i>	
16.	I am someone people turn to when they need something
17.	Adults count on me to contribute to the school culture
18.	I make a difference in this school
19.	I feel like I am a needed and valuable member of this school's community
20.	The school's success depends on my success
<i>School Culture (Likert scale)</i>	
21.	I feel like I matter to the school community
22.	I feel safe at school
23.	Teachers respect students
24.	Students respect teachers
25.	Students respect one another

STUDENT Focus Group Protocol

Introduction:

Welcome,

My name is _____ and I will be the facilitator for today's focus group about mattering and student discipline. The purpose of this focus group is to learn more about student connections to the school and perceptions of the discipline system. All of you are here because you participated in the survey and expressed interest in having this follow-up conversation. Your experiences and insight will help the school learn more about the needs of students and will inform any necessary changes to the existing discipline model. All feedback gained from this session will be analyzed and used to enhance information gained from the student survey. All information from this session will be anonymized to protect confidentiality and will be included in a dissertation report to the University of Massachusetts at Lowell. No personally identifiable information will be shared beyond this group.

Before we begin, I would like to go over some group norms for the focus group. These are in place to ensure that every person feels comfortable sharing their experiences and opinions.

Focus Group Norms:

1. *Confidentiality* – To support each other in this discussion we agree to respect the privacy of everyone's identity and life experiences.
2. *One Speaker at a Time* – To ensure everyone's voice is heard.
3. *Respect*– We hold each other in high regard and treat everyone as equals
4. *Open Discussion* – This is an opportunity for everyone to feel free to express their opinions and viewpoints. There are no right or wrong answers, and the group does not need to reach consensus
5. *Stay Engaged* – It is important that everyone's voice is shared and heard to make this a valuable listening session. Please speak up if you have something to add to the conversation!

Questions

1. How would you describe our school to a new student?
 - a. Who makes up our school's community?
 - b. Would you recommend this school? Why or why not?
2. Is it important for students to feel seen and heard?
 - a. Do you feel seen and heard at this school? Why or why not?
3. What do you think matters most to this school?
 - a. How do you know?
4. How does the school show you that you matter?
 - a. How does this differ between teachers, counselors, paras, administrators, cafeteria workers, custodians, bus drivers, etc.
5. How would you define the success of a school?
 - a. By those metrics, is our school successful?
6. What do you think about the discipline system in our school?
 - a. Does the discipline system work? Why or why not?
 - b. How could the discipline system be improved?
 1. Codes: yes, no, broken,
7. Is there anything else you would like the school to know?

Conclusion Text

Thank you for participating in today's focus group conversation. As a reminder, this information will be analyzed and synthesized with survey responses to inform the school about discipline practices. If you think of any additional thoughts or comments that you would like to share, please contact Dean Waldron after this session.

STUDENT/TEACHER Focus Group Notes

Date: _____ Stakeholder Group: _____

Location: _____ Facilitators: _____

of Participants: _____ Note-Taker: _____

1. How would you describe our school to a new student?
 - a. Who makes up our school's community?
 - b. Would you recommend this school? Why or why not?

Brief Summary/Key Points	Notable Quotes	Observations

2. Is it important for students to feel seen and heard?
 - c. Do you feel seen and heard at this school? Why or why not?

Brief Summary/Key Points	Notable Quotes	Observations

3. What do you think matters most to this school?
a. How do you know?

Brief Summary/Key Points	Notable Quotes	Observations

4. How does the school show you that you matter?
a. How does this differ between teachers, counselors, paras, administrators, cafeteria workers, custodians, bus drivers, etc.

Brief Summary/Key Points	Notable Quotes	Observations

5. How would you define the success of a school?
- a. By those metrics, is our school successful?
 - b. Why or why not?

Brief Summary/Key Points	Notable Quotes	Observations

6. What do you think about the discipline system in our school?
- a. Does the discipline system work? Why or why not?
 - b. How could the discipline system be improved?

Brief Summary/Key Points	Notable Quotes	Observations

7. Is there anything else you would like the school to know?

Brief Summary/Key Points	Notable Quotes	Observations

Likert Scale: 1-4

1(Strongly Disagree)

2(Disagree)

3(Agree)

4(Strongly Agree)

TEACHER SURVEY QUESTIONS	
<i>Demographics</i>	
1.	Gender
2.	Race/Ethnicity (Check all that apply: African American, American Indian/Alaska Native, Asian, Hispanic/Latinx, Native Hawaiian/Pacific Islander, White)
3.	How long have you worked at this school? (5-year increments)
<i>Awareness/Acknowledgement (Factor 1)</i>	
4.	Students at this school feel recognized
5.	Students feel that adults notice when they come or go
6.	Students feel teachers would miss them if they suddenly stopped attending classes.
7.	Students at this school sometimes feel alone and isolated because of their race/ethnicity
8.	Students at this school feel seen and heard
<i>Importance (Factor 2)</i>	
9.	Students feel like adults know who they are
10.	Students feel school adults genuinely care about them
11.	Students feel like there are school adults who are determined to see them succeed.
12.	Students feel generally accepted by other students
13.	Students feel important to the school community
<i>Reliance (Factor 3)</i>	
14.	Students feel like others can rely on them for support
15.	Students feel like adults count on them to contribute to the school culture
16.	Students feel like they make a difference in the school community
17.	Students feel like they are a needed and valuable member of this school's community
18.	Students feel the school's success depends on their success
<i>School Culture Questions</i>	
19.	Students feel like they matter to the school community
20.	Students feel safe at school
21.	Teachers respect students
22.	Students respect teachers
23.	Students respect one another
24.	This school meets the needs of all learners
25.	I as a faculty member feel like I matter to the school community

TEACHER Focus Group Protocol

Introduction:

Welcome,

My name is _____ and I will be the facilitator for today's focus group about mattering and student discipline. The purpose of this focus group is to learn more about teacher perceptions of student mattering and the school's discipline system. All of you are here because you participated in the survey and expressed interest in having this follow-up conversation. Your experiences and insight will help the school learn more about the needs of students and will inform any necessary changes to the existing discipline model. All feedback gained from this session will be analyzed and used to enhance information gained from the teacher and student surveys. All information from this session will be anonymized to protect confidentiality and will be included in a dissertation report to the University of Massachusetts at Lowell. No personally identifiable information will be shared beyond this group.

Before we begin, I would like to go over some group norms for the focus group. These are in place to ensure that every person feels comfortable sharing their experiences and opinions.

Focus Group Norms:

6. *Confidentiality* – To support each other in this discussion we agree to respect the privacy of everyone's identity and life experiences.
7. *One Speaker at a Time* – To ensure everyone's voice is heard.
8. *Respect*– We hold each other in high regard and treat everyone as equals
9. *Open Discussion* – This is an opportunity for everyone to feel free to express their opinions and viewpoints. There are no right or wrong answers, and the group does not need to reach consensus
10. *Stay Engaged* – It is important that everyone's voice is shared and heard to make this a valuable listening session. Please speak up if you have something to add to the conversation!

Questions

1. How would you describe our school to a new student?
 - a. Who makes up our school's community?
 - b. Would you recommend this school? Why or why not?
2. Is it important for students to feel seen and heard?
 - a. Do all students feel seen and heard at this school? Why or why not?
3. What do you think matters most to this school?
 - a. How do you know?
4. How does the school show students that they matter?
 - a. How does this differ between teachers, counselors, paras, administrators, cafeteria workers, custodians, bus drivers, etc.
5. How would you define the success of a school?
 - a. By those metrics, is our school successful?
6. What do you think about the discipline system in our school?
 - a. Does the discipline system work? Why or why not?
 - b. How could the discipline system be improved?
7. Is there anything else you would like the school to know?

Conclusion Text

Thank you for participating in today's focus group conversation. As a reminder, this information will be analyzed and synthesized with survey responses to inform the school about discipline practices. If you think of any additional thoughts or comments that you would like to share, please contact Dean Waldron after this session.

Parent Recruitment Email:

Hello,

I am conducting research for my dissertation as part of the doctoral program in educational leadership at UMASS Lowell. I am looking to get student and teacher perspectives on the discipline system at DHS, and to what extent students feel like they “matter” to the school community. This research will take two primary forms:

- 25-Question Anonymous Survey
- 30-Minute Student-Led Focus Group Discussion

If your student is interested in participating, please fill out the attached forms and return to Dean Waldron at your convenience. Specifically, the two forms include:

- Parent/Guardian Consent Form (required for students under the age of 18)
- Student Assent Form

It is possible to only do the anonymous survey, as the focus group is just an additional opportunity to give more specific feedback. If you have any questions or would like to learn more about this research project, please feel free to contact me directly. Thank you,

Thomas Waldron, Dean of Students

t.waldron@dover.k12.nh.us

(603) 516-6908

Student Recruitment Email

Hello,

How connected do you feel to our school? How do you feel about the discipline model at DHS? Do you feel like you matter to the school community? These are some questions that I am trying to answer and I need your help! I am conducting research for my dissertation as part of the doctoral program in educational leadership at UMASS Lowell, and I am looking to get student perspectives in these areas.

This is totally optional, and completely up to you and your parents if you want to participate. If you are interested, you may sign up for one or both of the following opportunities:

- 25-Question Anonymous Survey
- 30-Minute Student-Led Focus Group Discussion

It is possible to only do the anonymous survey and not the focus group, as the focus group is just an additional opportunity to give more specific feedback. If you would like to participate, please fill out the attached forms and return to Dean Waldron at your convenience. Specifically, the two forms include:

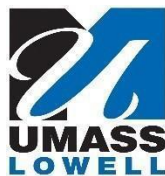
- Parent/Guardian Consent Form (required for students under the age of 18)
- Student Assent Form

If you have any questions or would like to learn more about this research project, please feel free to contact me directly. Thank you,

Thomas Waldron, Dean of Students

t.waldron@dover.k12.nh.us

(603) 516-6908



Parental Permission for Research Participation

Study title	Do I Matter? Exploring Student Perceptions of Mattering to Inform Equitable Discipline Practices in a Traditional High School Setting
Researcher	Thomas Waldron, Doctoral Candidate, UMass Lowell

Dear Parent/Guardian,

I am inviting your student to participate in a research study. Participation is completely voluntary. If you agree for your student to participate, you or your student can change your mind and withdraw at any time, for any reason, with no consequences.

Study Summary: I am interested in learning more about how students perceive the school's discipline practices, along with their sense of connection to the school community by using "Mattering Theory" as a guiding framework. Mattering theory looks at three primary categories: Acknowledgement, Importance and Reliance:

Mattering Theory (Rosenberg & McCollough, 1981)		
Acknowledgement (See Me)	Importance (Know Me)	Reliance (Need Me)
Other people take notice and are aware of the person; Being seen and heard	Being a person of significance to another person or group (ego-extension); Being known	Having a sense of purpose or value; Being needed

I plan to analyze the data to see if there are patterns among student responses. Traditional discipline practices have been known to impact different demographics of students, so I want to hear directly from as many students as possible to learn how to better meet their needs.

If you agree to allow your student to participate, they will be asked to complete an anonymous survey of 25 questions, and will also be invited to participate in an optional student-led focus group conversation. Participation is completely voluntary, and they have the option of only participating in the survey if not interested in the focus group.

Anonymous Student Survey: This survey asks 25 questions about demographic data, any school discipline experiences students may have had, and about how connected they feel with Dover High School.

Student-led Focus Group: Available to anyone who submits a student survey. Focus groups will consist of 10-12 participants, will be facilitated by two trained DHS students, and supervised by our Director of School Counseling, Ms. Carolyn Schwartz. The purpose of the focus group is to have an in-person discussion about similar questions asked on the survey. Each focus group session will take about thirty minutes, and will be offered during Flex-block so your student will not miss any instructional time. If students change their mind about participation, they can walk away at any time, for any reason without consequence.

Conversations will be audio recorded to ensure accuracy of the conversation. The audio recording will be deleted upon completion of the study.



Parental Permission for Research Participation

Should you decide to allow your student to participate, I am taking steps to prevent their data from being seen by someone who shouldn't have access to it. These steps include:

- Survey data is anonymous—that means we will replace real names with fake names and any personal identifiers will be removed from the data- and only aggregate (group) responses will be kept past the data analysis period (May 2023).
- All electronic data will be stored on a password-protected computer, using password-protected software accounts.
- All paper data will be stored in a locked filing cabinet in a locked office.
- Online data being hacked or intercepted is a risk everyone experiences any time they provide information online. We're using a secure system to collect this data, but we can't completely eliminate this risk.

There may be risks we don't know about yet. Throughout the study, we'll tell you if we learn anything that might affect your decision to let your student participate.

The following people will be able to see your student's data:

- I will have access to the Google Forms surveys and the notes from focus group sessions. This is so I can analyze the data and conduct the study. The surveys nor the focus groups sessions will include names.
- I will share my findings in my written dissertation and presentations (the defense of my dissertation). Results will be reported at the group level, with no individual results. If a report of this study is published or presented at a conference, only group results will be communicated and not individual responses.
- Your student's data won't be used or shared for any future research studies.

I can answer any questions you have about the study. Please contact me at t.waldron@sau11.org or (603)-516-6908 If you wish to receive more information about the study. If you have a concern about the safety of the study, please contact me or any of the following people:

- Dr. William Harbron, Superintendent of Schools at (603) 516-6804 or w.harbron@doover.k12.nh.us
- Dr. Phitsamay Uy, Associate Professor of Education at UMass Lowell at Phitsamay_Uy@uml.edu

Parent/Guardian Signature:

By signing below, I acknowledged that I had all my questions answered and I give permission for my student to participate in this study. I know that my student's participation is completely voluntary, and they will also be asked for their assent to participate in the study. My student and I are free to withdraw from the study at any time.

Name of Student (print): _____

Name of Parent or Guardian (print): _____ Date: _____

Signature of Parent or Guardian: _____



Minor Assent for Research Participation

Study title	Do I Matter? Exploring Student Perceptions of Mattering to Inform Equitable Discipline Practices in a Traditional High School Setting
Researcher	Dean Waldron, Doctoral Candidate, UMass Lowell

I am inviting you to be in a research study as part of my obtaining a doctorate in school leadership.

I am looking to learn more about how students perceive the school's discipline practices, along with your sense of connection to the school community using "Mattering" theory. Mattering theory looks at three categories: Acknowledgement, Importance and Reliance:

Mattering Theory (Rosenberg & McCollough, 1981)		
Acknowledgement (See Me)	Importance (Know Me)	Reliance (Need Me)
Other people take notice and are aware of the person; Being seen and heard	Being a person of significance to another person or group (ego-extension); Being known	Having a sense of purpose or value; Being needed

I plan to organize responses by race, gender and ability to see if there are patterns among student demographics. Traditional discipline practices have been known to disproportionately impact certain demographics of students, so I want to hear directly from as many students as possible what their perceptions are so we can make informed decisions around discipline practices.

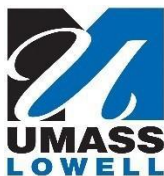
If you agree to participate, you will be asked to complete an anonymous survey of 25 questions, and will also be invited to participate in an optional student-led focus group conversation. Participation is completely voluntary, and you have the option of only participating in the survey if you are not interested in the focus group.

Anonymous Student Survey: This survey asks 25 questions about your demographics, any school discipline experiences you may have had, and about how connected you feel with Dover High School.

Student-led Focus Group: Student led focus groups will be offered to anyone who submits a student survey. Focus groups will consist of 10-12 participants, will be facilitated by two DHS students trained in facilitation, and supervised by our Director of School Counseling, Ms. Carolyn Schwartz. The purpose of the focus group is to clarify or supplement any responses provided on the survey for deeper understanding and clarity.

Each focus group session will take about thirty minutes, and will be offered during Flex-block so you will not miss any instructional time in order to participate. If you change your mind about participation, you can walk away at any time, for any reason without consequence.

Conversations will be audio recorded that I will use to write my report, and the audio recording will be deleted upon completion of the study.



Minor Assent for Research Participation

Cost: There is no cost to participate in either survey or focus group

Risks: A risk is something bad that could happen to you. Being in this study should not involve any risks, but there is a chance some of the questions could upset you. If so, you can stop participating at any time.

Benefits: There are no immediate benefits to you, but this information may benefit all students by providing information to help us improve our practices at DHS

***Disclaimer:** You don't have to be in this study. It is completely up to you. No one will be upset, no matter what you decide. If you say yes now, but change your mind later, that's ok too. Just let me know. When I am finished with this study, I will write a report about what I learned and present it in my dissertation defense at UMass Lowell. This report will not have your name in it, and all data will be anonymous.

I can answer any questions you have about the study. Please contact me at t.waldron@sau11.org or (603)-516-6908 If you wish to receive more information about the study. If you have a concern about the safety of the study, please contact me or any of the following people:

- Dr. William Harbron, Superintendent of Schools at (603) 516-6804 or w.harbron@dover.k12.nh.us
- Dr. Phitsamay Uy, Professor of Education at UMass Lowell at Phitsamay_Uy@uml.edu

For questions about your rights as a research participant, complaints, or problems, contact the UMass Lowell IRB (Institutional Review Board) at 978-934-4134 or at IRB@uml.edu

Signatures

If you want to be in this study, please check what you would like to participate in and sign your name below.

Check one or both:

- ☐ Anonymous Survey
- ☐ Student-led focus group

Name of Participant: _____

Participant Signature: _____ Date: _____



Assent for Research Participation

Study title	Do I Matter? Exploring Student Perceptions of Mattering to Inform Equitable Discipline Practices in a Traditional High School Setting
Researcher	Dean Waldron, Doctoral Candidate, UMass Lowell

I am inviting you to be in a research study as part of my obtaining a doctorate in school leadership.

I am interested in learning more about how students perceive the school's discipline practices, along with their sense of connection to the school community using "Mattering" theory. Mattering theory looks at three categories: Acknowledgement, Importance and Reliance:

Mattering Theory (Rosenberg & McCollough, 1981)		
Acknowledgement (See Me)	Importance (Know Me)	Reliance (Need Me)
Other people take notice and are aware of the person; Being seen and heard	Being a person of significance to another person or group (ego-extension); Being known	Having a sense of purpose or value; Being needed

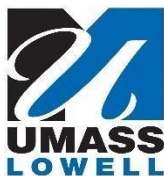
I plan to analyze the data collected to see if there are patterns among student responses. Traditional discipline practices have been known to impact different demographics of students, so I want to hear directly from as many students as possible what their perceptions are so we can make informed decisions around discipline practices.

In addition to student feedback, I am also looking for teacher/faculty feedback about their perceptions of the discipline system and student connections to the school. I plan to compare teacher and student responses to see where perceptions are similar or different. If you agree to participate, you will be asked to complete an anonymous survey of 25 questions, and will also be invited to participate in an optional focus group conversation. Participation is completely voluntary, and you have the option of only participating in the survey if you are not interested in the focus group.

Anonymous Survey: This survey asks 25 questions about your demographic data, and student perceptions of mattering at Dover High School

Focus Group: Focus Groups will be offered to anyone who submits a survey. Focus groups will consist of 10-12 participants and will be co-facilitated by Tom Waldron and Kim Stephens. The purpose of the focus group is to have an in-person discussion of similar questions from the survey. Each focus group session will take about 45 minutes, and will be offered on a teacher workshop day (November 8th) so you will not miss any instructional time in order to participate. If you change your mind about participation, you can walk away at any time, for any reason without consequence.

Conversations will be audio recorded to help ensure accuracy of the conversation. The audio recording will be deleted upon completion of the study.



Assent for Research Participation

Cost: None

Risks: Being in this study should not involve any risks, but there is a chance some of the questions could upset you or you may feel social discomfort. If so, you can stop participating at any time.

Benefits: There are no immediate benefits to you, but this information may benefit the school culture by providing information to help improve our practices at DHS.

***Disclaimer:** You don't have to be in this study. It is completely up to you. If you say yes now, but change your mind later, that's ok too. Just let me know. When I am finished with this study, I will write a report about what I learned and present it in my dissertation defense at UMass Lowell. This report will not have your name in it, and all data will be presented anonymously.

I can answer any questions you have about the study. Please contact me at t.waldron@dover.k12.nh.us or (603)-516-6908. If you wish to receive more information about the study. If you have a concern about the safety of the study, please contact me or any of the following people:

- Dr. William Harbron, Superintendent of Schools at (603) 516-6804 or w.harbron@dover.k12.nh.us
- Dr. Phitsamay Uy, Associate Professor of Education at UMass Lowell at Phitsamay_Uy@uml.edu

For questions about your rights as a research participant, complaints, or problems, contact the UMass Lowell IRB (Institutional Review Board) at 978-934-4134 or at IRB@uml.edu

Signatures

If you want to be in this study, please check how you would like to participate, and sign your name below.

Check Interest:

- ☐ Anonymous Survey
- ☐ Focus Group Conversation

Name of Participant: _____

Participant Signature: _____ Date: _____

2021 Dover Student Survey Results



City of Dover, NH Community Level Report



Survey Committee

- Objective: Coordinate **data collection** and **report out** to major community constituents (parents, schools, police)
- Committee Consists of:
 - School Board Member
 - Dover Middle and High School Staff
 - Police Representatives
 - Community Representatives



Survey Overview

- Students in grades 7-12 completed survey the CDC's Youth Risk Behavior Survey
- Middle School students were asked 50 questions and High School students were asked 106 questions about a variety of risky behaviors
- Conducted in December of 2021
- Surveyed a total of **1,608** students in grades 7-12 (78% response rate)
- High School Data included Dover, Barrington, Nottingham and Bellamy Academy

Community Level Report

- Conduct survey in school because that is where students are
- Report represents **COMMUNITY** (not limited to school) challenges and successes

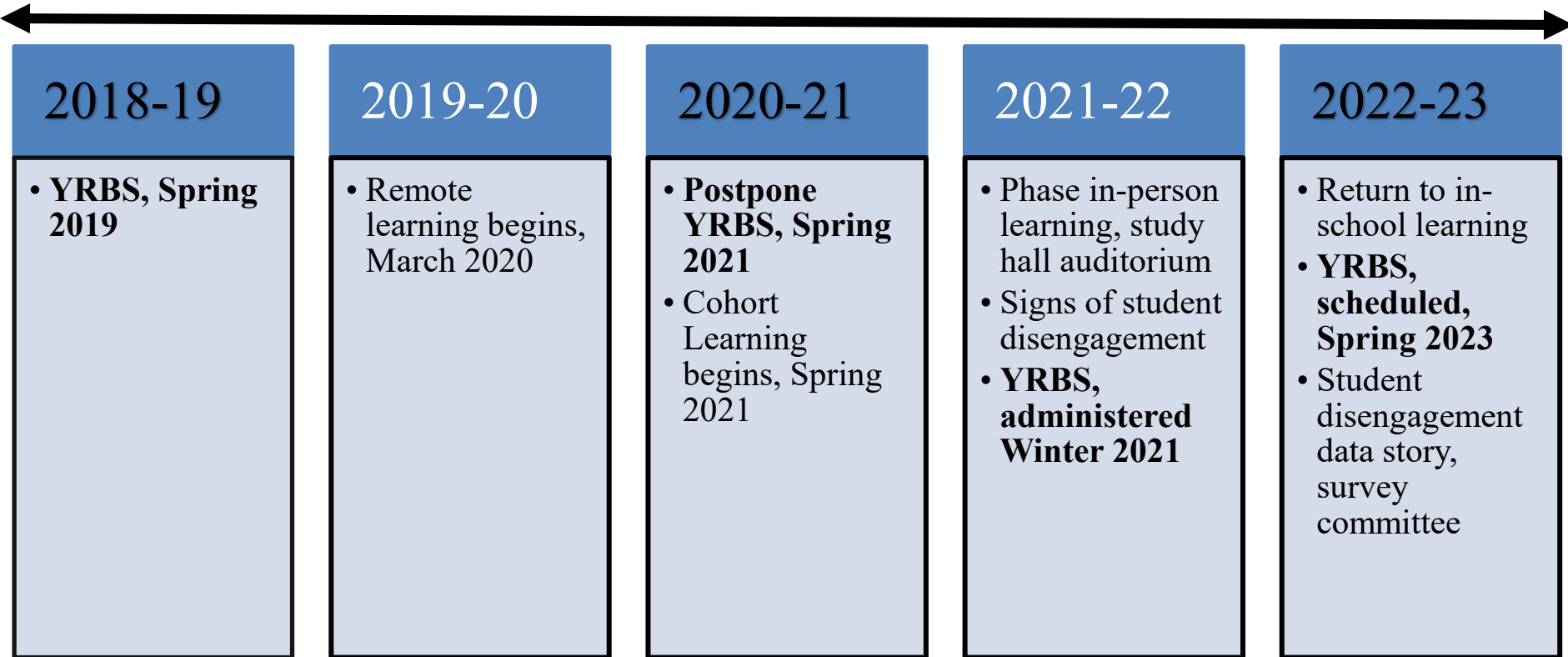




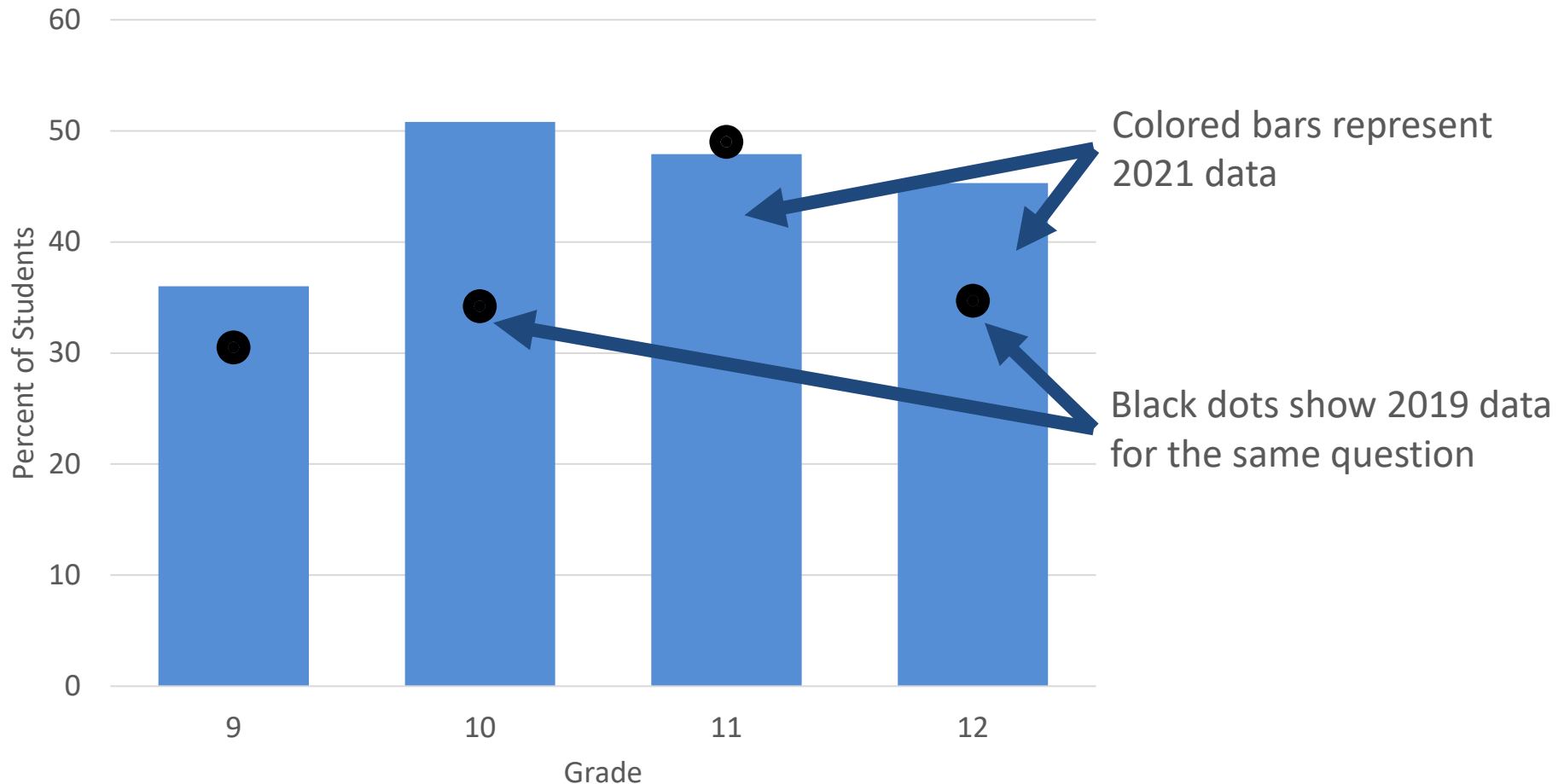
Survey Limitations

- In 2017, NH passed a law prohibiting non-academic surveys without parents opting in
- YRBS is exempt from this restriction and allows for parental opt-out
- 2019 Middle School survey had fewer questions and many were about lifetime behaviors while the high school survey typically asks about past year

Timeline of Events

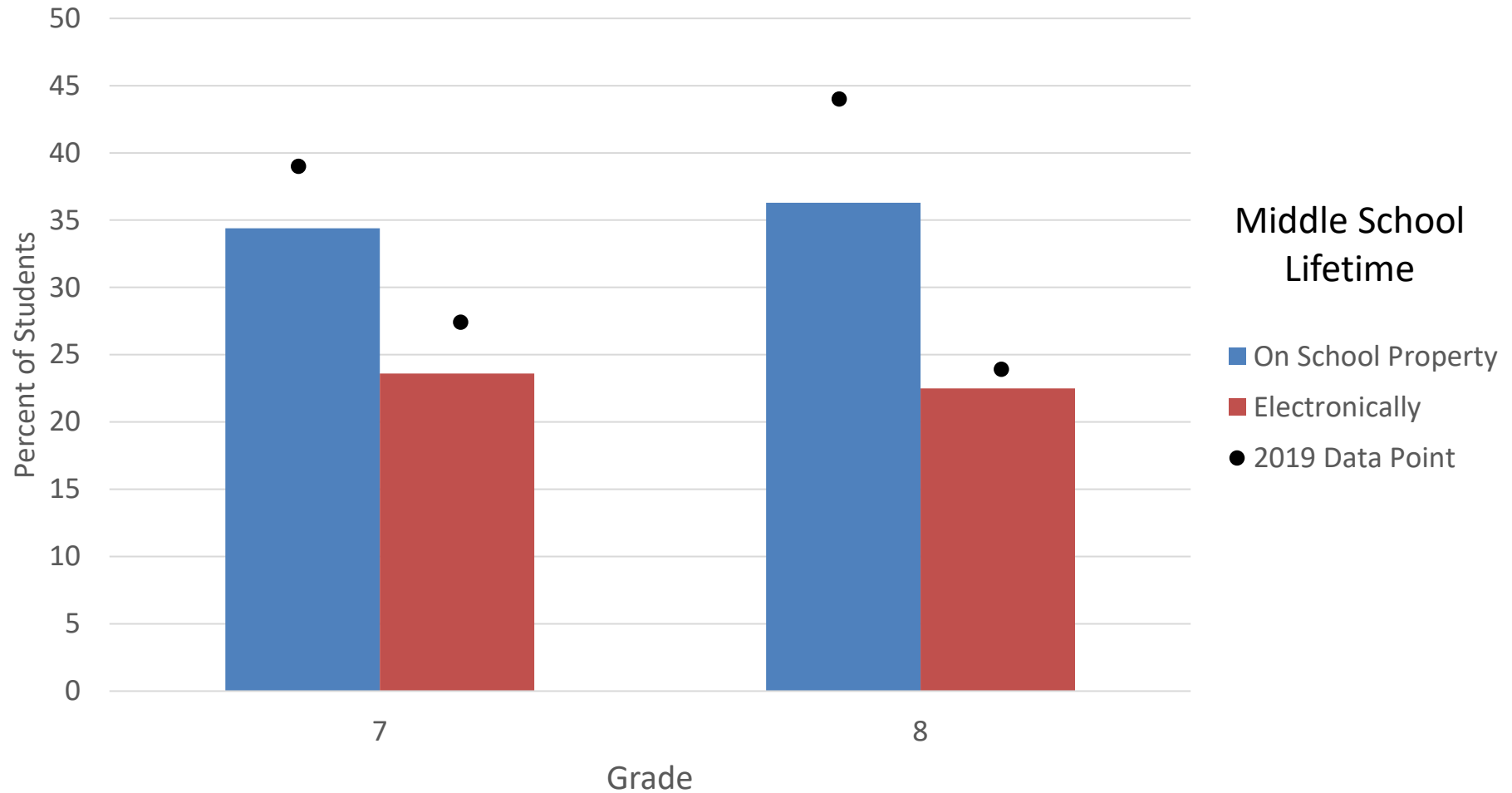


Reading the Slides



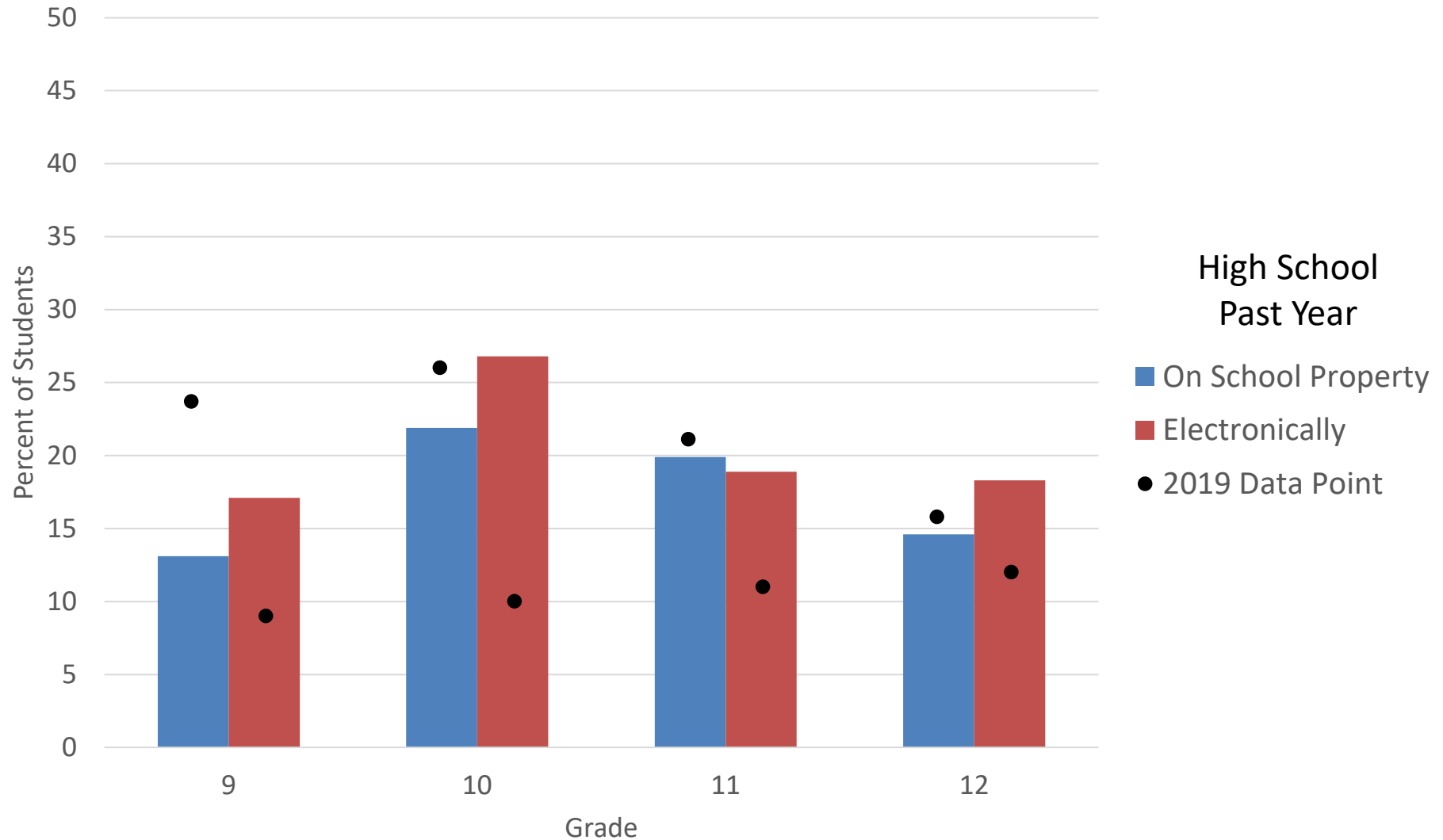
Bullying

Constituent Response Team: Schools, Parents, Police



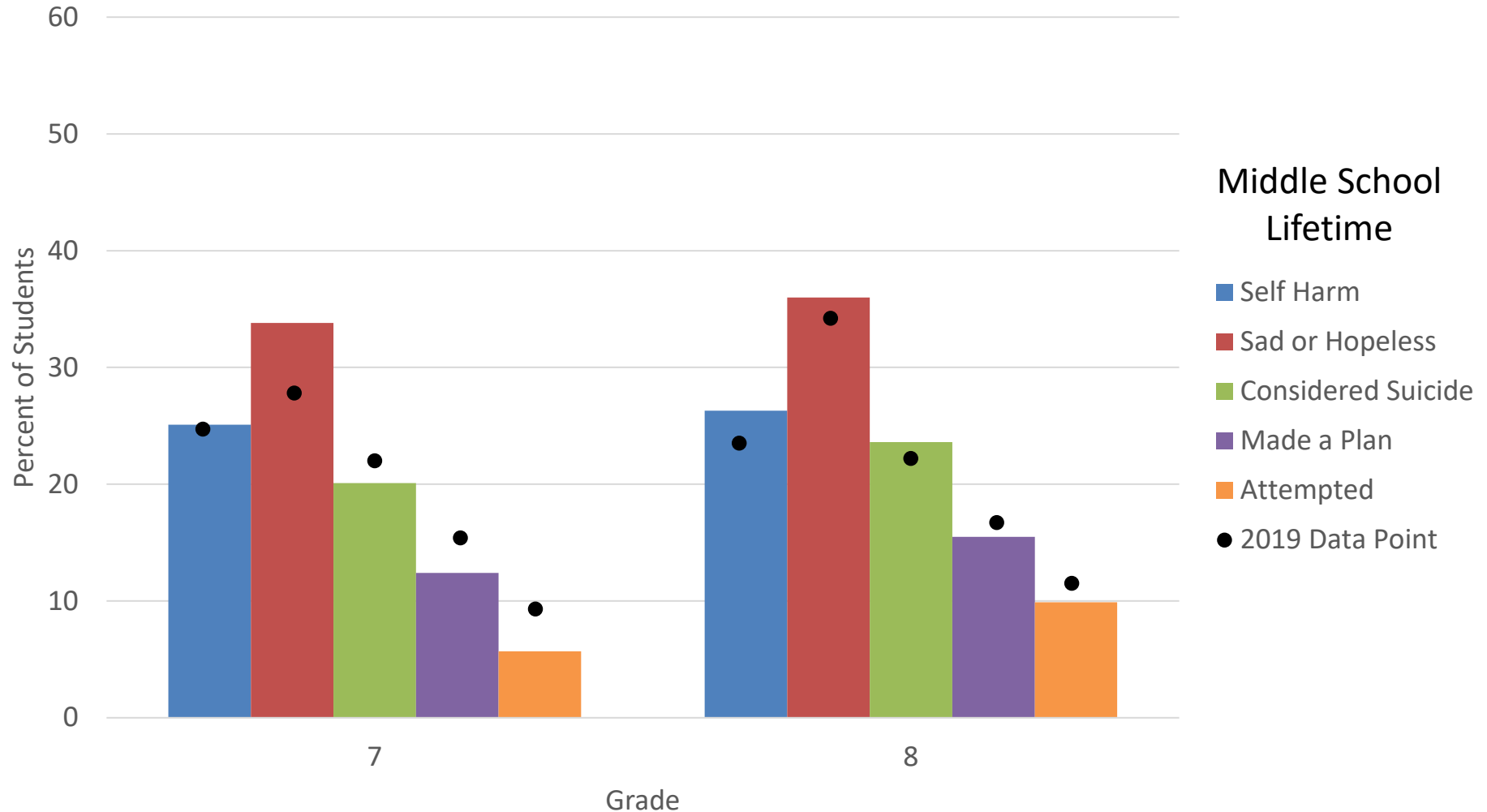
Bullying

Constituent Response Team: Schools, Parents, Police



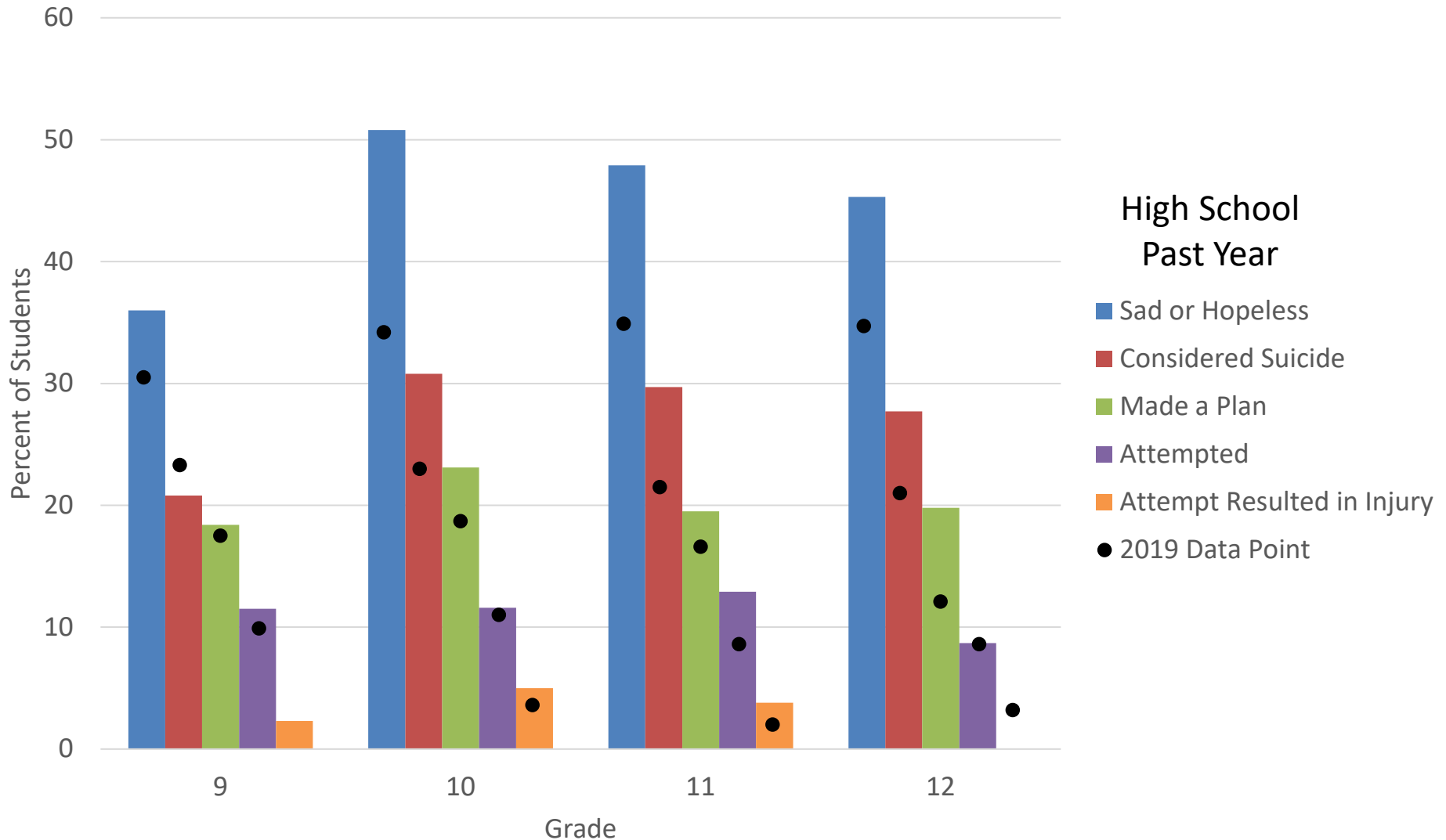
Sad Feelings and Suicide

Constituent Response Team: Community



Sad Feelings and Suicide

Constituent Response Team: Community



Sad Feelings and Suicide

Constituent Response Team: Community



36.4%

Percent of high school students who reported that their mental health was most of the time or always not good

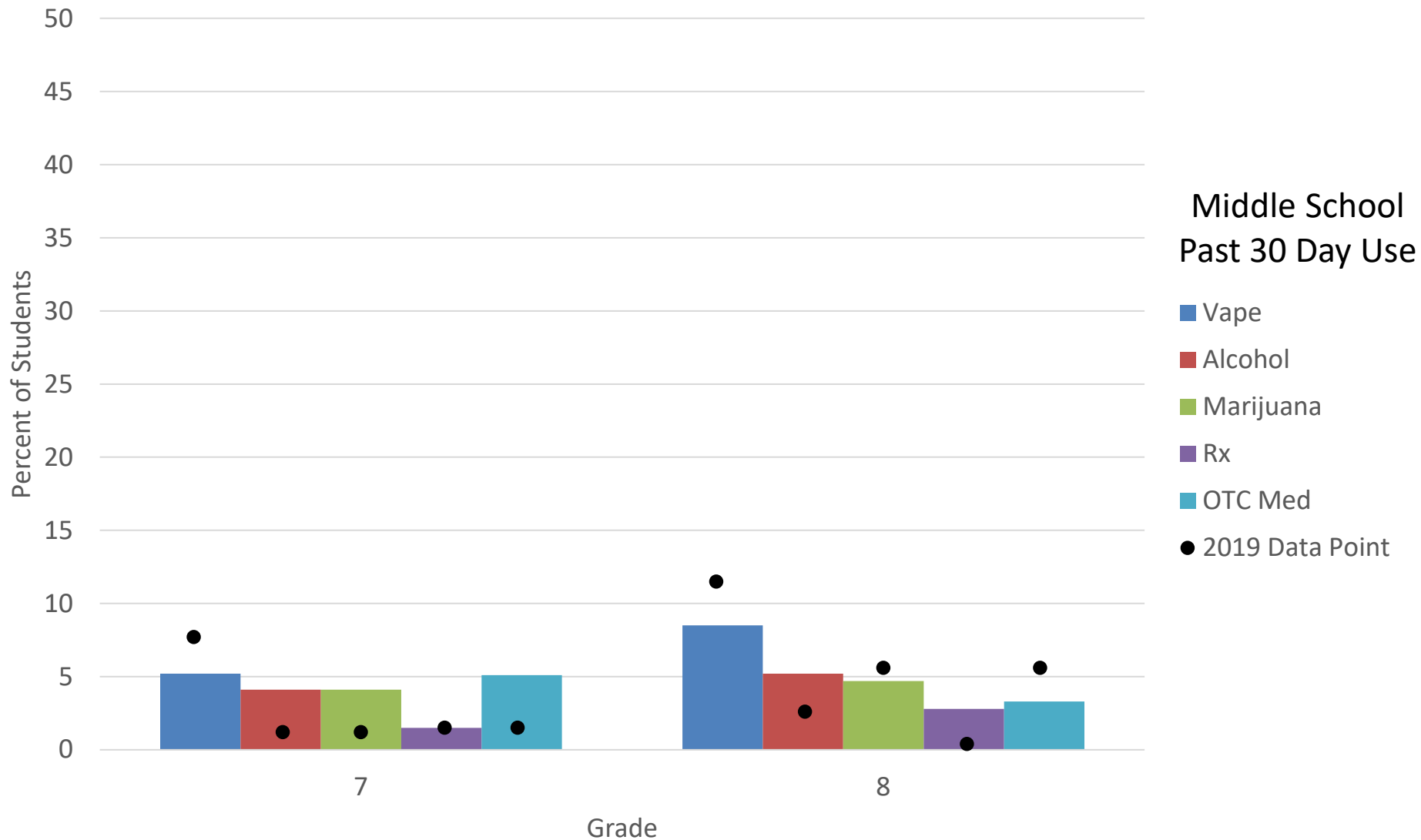
Percent of high school students who never or rarely got help they needed when they felt sad, empty, hopeless, angry, or anxious



53.6%

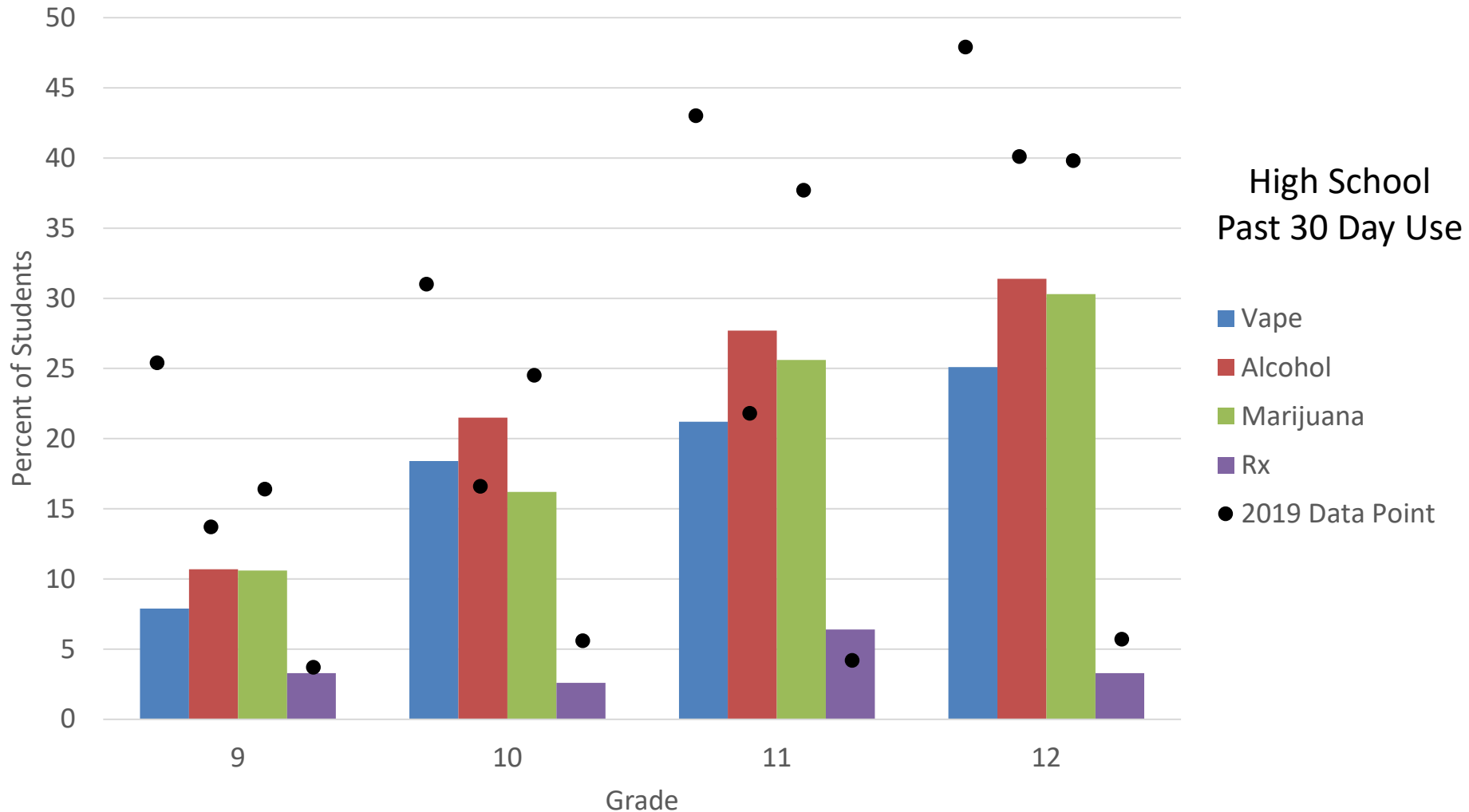
Drug Use

Constituent Response Team: Community, Parents, Schools



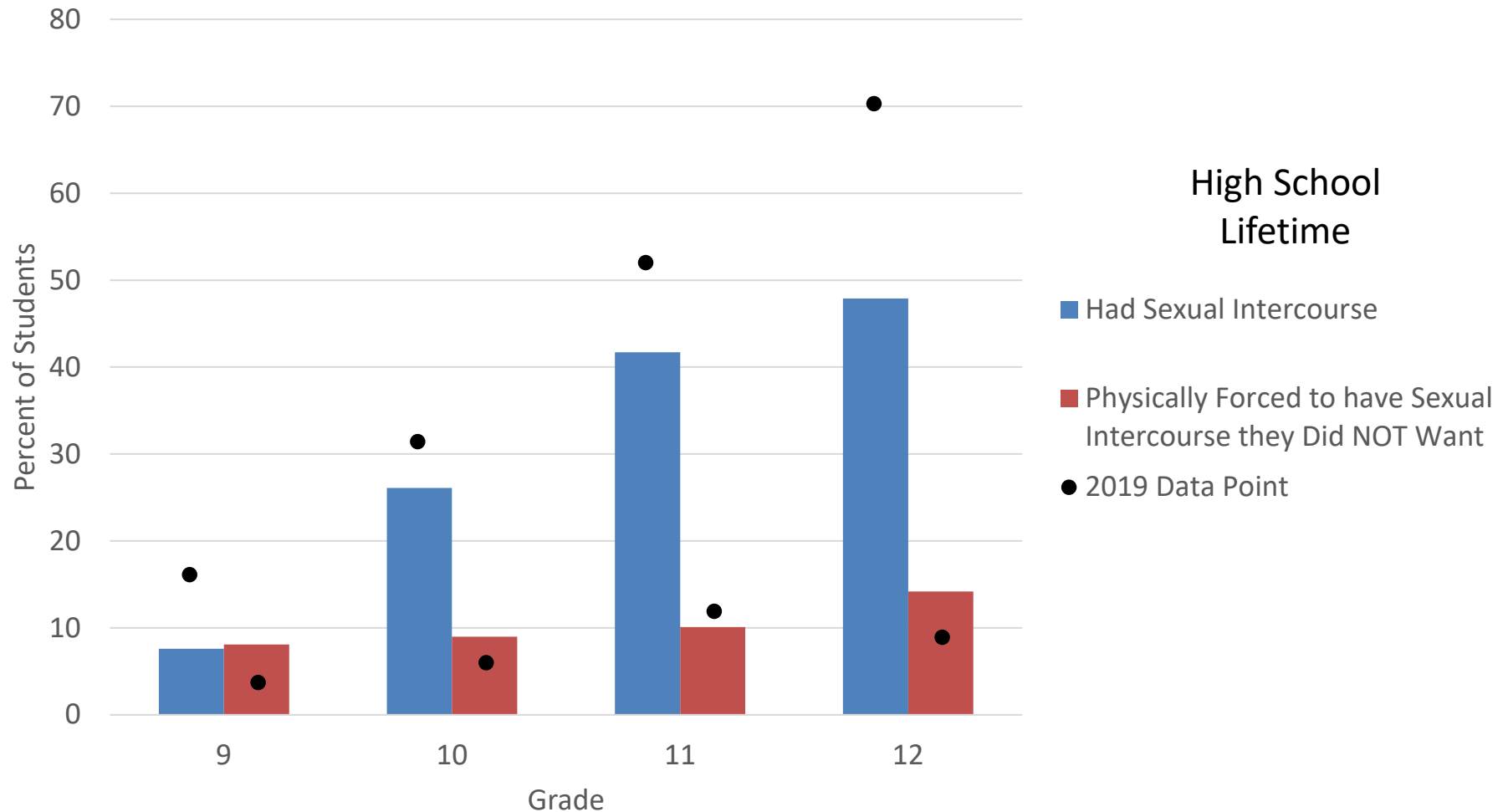
Drug Use

Constituent Response Team: Community, Parents, Schools



Sexual and Dating Violence Behavior

Constituent Response Team: Parents, Schools, Community



Adverse Childhood Experiences (ACEs)

Constituent Response Team: Parents, Schools, Community

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



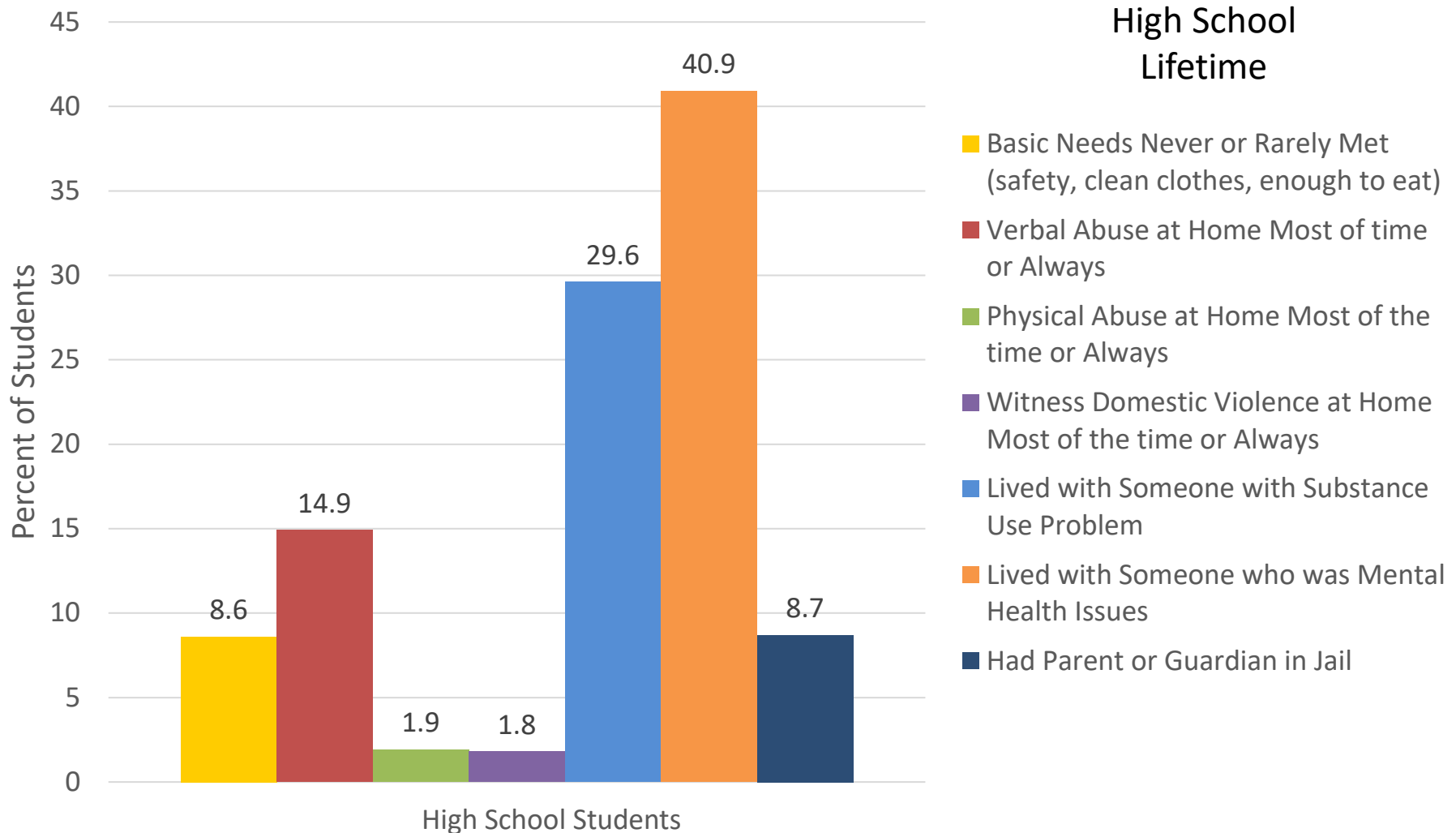
Substance Abuse



Divorce

Adverse Childhood Experiences (ACEs)

Constituent Response Team: Parents, Schools, Community



What Next?

- Sharing data with community
- Gather /seek feedback
- School Building level focus groups
- Monitoring state laws regarding surveying procedures



The background of the slide features a close-up, slightly blurred image of a pencil resting on a bubble grid form. The form has columns of bubbles labeled A, B, C, and D, with numbers 30 through 45 visible. A small piece of paper with text is also visible in the upper left corner.

What Next?

- Continue to collect student data
- Conduct middle and high school YRBS in Spring of 2023 ***pending school board approval***
- Survey can be conducted at no cost to the district



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members Dover School Board
William R. Harbron, Superintendent of Schools
Michael Limanni, Business Administrator
FROM: Libby Simmons, Operations and Accounting Manager
DATE: November 14, 2022
RE: Award of RFP #DSD23001 – Network Switches

A sealed Request for Proposal (RFP) #DSD23001 was issued and received for the purchase of new Aruba HPE switches, stacking modules, stacking cables and power supply on October 13, 2022 at 2:00 p.m. The District received three responses which were reviewed for necessary qualifications, commitment to delivery timeline, as well as proposal costs.

It is the recommendation to accept the proposal from the low bidder submitted by Omada Technologies, LLC of Portsmouth, NH in the total amount of \$62,273.76. Proposal results are noted below, and all RFP documents, including the full RFP tabulation, are available on the District [website](#).

Vendor	Cost Proposal
Omada Technologies, LLC 36 Maplewood Avenue Portsmouth, NH 03801	Total Equipment Cost: \$57,473.76 *Professional Services: \$ 4,800.00 Total: \$62,273.76 *Optional Professional Services for Switch Configuration.
Integrated Micro Systems, Inc. 74 Lee Avenue Haledon, NJ 07508	Total Equipment Cost: \$88,070.00
Focus Camera, LLC 905 McDonald Avenue Brooklyn, NY 11218	Total Equipment Cost: \$78,035.00

The project will be funded through the approved Secure Action of Education (SAFE) grant award that was authorized to accept by the School Board on October 3, 2022.



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Mr. Travis Bickford, MS, NCSP, Director of MTSS
DATE: November 9, 2022
RE: Approval of Bid Award

ESSER-III Grant: MTSS Consultative Services

Public Consulting Group, LLC (PCG)	Year 1: \$28,675 Year 2: \$19,100 Year 3: \$7,500
American Institutes for Research (AIR)	Year 1: \$77,301 Year 2: \$157,505 Year 3: \$43,044
Evolve & Effect, LLC	Year 1: \$126,200 Year 2: \$161,025 Year 3: \$50,425

Recommendations:

The Dover School District (DSD) would like to thank all the vendors that responded to this Request for Proposal. We appreciate the work that was done by each vendor that addressed the scope of work requested by the District, including the timeline of deliverables and a fixed pricing model for consultative services between November 2022 through September 30, 2024. A selection committee joined the MTSS Director in reviewing the three proposals from the vendors listed above, which included the Superintendent, Assistant Superintendent, Co-CIA Directors, and the Student Services Director. Prior to providing the selection committees's final recommendation, we will provide the scope of the RFP, and what was evaluated.

Scope of Work and Services Requested:

The DSD's initial ESSER-III MTSS proposal included hiring 4.0 FTE school psychologists to support the implementation and on-going coaching related to MTSS. Currently, the DSD has an enrollment of 3792 students and 4 full-time equivalent (FTE) school psychologists, which equates to a ratio of 948 students to 1 school psychologist. The National Association of School Psychologists - Professional Standards (2020) recommend a ratio of 500 students to 1 school psychologist. Addressing this staffing ratio should be a long-term goal, as it affects students access to academic, social-behavioral, and mental health services. However, under the current labor market, hiring 4.0 FTE school psychologists is quite ambitious as this position is deemed to be a critical shortage in the state. Additionally, when the ESSER-III grant sunsets in September 2024, there are possible implications to absorbing staffing positions in the local budget, as the cost may be approximately \$402,000.00. This challenge could affect the sustainability of adopting MTSS and impact the continuity of services provided to students.

The District is recommending adapting its MTSS plan by adjusting costs related from ESSER-III school psychologist positions to professional consultative services. The MTSS Director will lead the work of the MTSS consultative services, school psychology team, and DSD Implementation Team. This shift will create capacity to design the MTSS framework, develop district documents and protocols, and construct a training and professional learning plan that will be available to DSD, in perpetuity, when the ESSER-III grant sunsets.

DSD intends to implement an integrated system of multi-tiered supports in collaboration with all schools and stakeholders. The multi-tiered system of supports (MTSS) will be a framework for teaching and learning, designed to ensure equitable access and engagement with learning opportunities, promoting each student's academic achievement as well as their social, emotional, and behavioral development. The MTSS framework will be leveraged to integrate multiple district and school improvement initiatives and service delivery programs into one coherent and comprehensive system. This integration will also include the District's transition to competency based education and implementation of professional learning communities.

Proposal Guidelines & Requirements

1. Collaborate with the DSD MTSS Implementation Team to apply implementation science to lead the MTSS design and implementation effort.
2. Ensure the MTSS framework for teaching and learning includes the essential research-based practices of screening, progress monitoring, data-informed decision making and problem-solving, collaborative teams, and a prevention-oriented, continuum of instruction, intervention, and supports (e.g., Universal, Advanced tiers) – and will fully integrate **Universal Design for Learning (UDL)**.
3. Ensure a consensus approach is used, resulting in high levels of agreement across stakeholders with the DSD MTSS Framework.
4. Collaboratively design a multi-year implementation plan and provide training and coaching to execute that plan.
5. Provide consultation to DSD School Board and recommend policy enhancements, as needed.
6. Provide sustainable and scalable professional learning and coaching
 - a. to school teams to use a research-based approach to data-based decision-making and problem-solving (i.e., Team Initiated Problem Solving, TIPS); and
 - b. to educators to teach social-emotional learning (SEL) through the curriculum.

Anticipated Deliverables:

- Baseline review and inventory of current District status regarding MTSS and related initiatives and resources by January 31, 2023.
- DSD MTSS Framework with corresponding implementation measurement tool by June 30, 2023.
- DSD MTSS Multi-Year Implementation and Sustainability Plan
 - Including use of school baseline status to inform pilot/s; and
 - Including plans for MTSS leadership capacity and scaling
- Process and tools for integrating initiatives and aligning a coherent and comprehensive system.
- DSD MTSS Implementation Guidance Documents, corresponding to each essential element of the DSD MTSS Framework.
- Fidelity measures to monitor and sustain the use of TIPS and SEL through the Curriculum.
- Evaluation plan to inform any needed review and adjustment of the plan based on implementation and data.

Costs & Proposal Narrative (per scope of work above):

Each vendor was required to provide a detailed multi-year *firm fixed price* that described the costs for the services requested, and described the payment structure for the project, required deposits, progress payments, etc. that were proposed for the project work requested within the RFP.

Service Delivery for Multi-Year Plan (November 2022 – September 30, 2024):

- Description of services for Year 1 (November 2022-June 30, 2023).
- Description of services for Year 2 (July 1, 2023-June 30, 2024).
- Description of services for Year 3 (July 1, 2024-September 30, 2024).
- Sustainability and Scaling Plan
- Description of how consultative services will be delivered, including in-person and/or remote/online modalities.

What was evaluated, and who did the committee recommend:

The selection committee evaluated each proposer's qualifications and experience with MTSS, including costs for consultative services, service delivery plan, professional learning and embedded coaching, implementation evaluation plan, and consultative service monitoring plan. With this evaluation criteria, the selection committee unanimously recommends MTSS consultative services be provided by Evolve & Effect, LLC.

Evolve & Effect, LLC is a local-based company (Rochester, NH) that is in good standing with the NH Department of State. Since opening in 2019, the company has contracted with more than thirty national and NH education agencies, including the Dover School District. Under the coordination of the MTSS Director, this previous experience is advantageous to DSD as the services provided can be personalized to meet our local context. Additionally, the manager of Evolve & Effect, LLC, Michael McSheehan, co-developed and implemented NH's first MTSS model (with the NH Department of Education). Mr. McSheehan specializes in equity-based MTSS technical assistance and has provided his services to sixty-four schools in NH and other states. Out of the three proposals submitted, Evolve & Effect, LLC were the only company to fulfill the District's request to align and braid MTSS with Universal Design for Learning (UDL). The UDL framework provides guidance on the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet the individual needs of all learners (CAST, 2022).

DSD staff have previously communicated preference for in-person professional development. Knowing this preference, the selection committee determined the Evolve & Effect, LLC proposal was most advantageous in the professional learning and coaching domain. Their proposal predominately included in-person technical assistance and professional learning services. The proposal submitted by AIR was thorough, but included a high amount of virtual training. PCG's proposal included a mixture of in-person, virtual, and asynchronous training, however, the District would need to consider adopting a MTSS software platform that was not included in the proposal costs. Finally, Evolve & Effect, LLC included consultation on school board policies related to MTSS. This is advantageous to DSD as NH Governor Sununu signed HB 1558 into law in July 2020 (RSA 135-F:5), directing the NH Department of Education to support MTSS development in school districts throughout the state.

DOVER SCHOOL DISTRICT
Condition of Accounts - November 14, 2022

DISTRICT-WIDE Expenditures							
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance	
1100	REGULAR EDUCATION PROGRAMS	\$ 26,115,899	\$ 6,064,626	\$ 20,051,273	\$ 18,735,363	\$ 1,315,911	
1200	SPECIAL EDUCATION PROGRAMS	\$ 15,885,300	\$ 4,414,175	\$ 11,471,124	\$ 12,051,269	\$ (580,144)	
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,426,352	\$ 577,806	\$ 1,848,546	\$ 1,563,896	\$ 284,650	
1400	OTHER EDUCATIONAL PROGRAMS	\$ 730,524	\$ 233,148	\$ 497,376	\$ 364,631	\$ 132,746	
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 238,851	\$ 92,280	\$ 146,571	\$ 156,113	\$ (9,541)	
2100	SUPPORT SERVICES - Students	\$ 5,098,857	\$ 1,143,828	\$ 3,955,029	\$ 3,431,204	\$ 523,825	
2200	SUPPORT SERVICES - Instructional Staff	\$ 1,371,909	\$ 430,584	\$ 941,325	\$ 568,630	\$ 372,695	
2300	SUPPORT SERVICES - General Admin.	\$ 1,530,897	\$ 774,048	\$ 756,849	\$ 1,513,124	\$ (756,274)	
2400	SUPPORT SERVICES - School Admin.	\$ 3,284,297	\$ 1,122,759	\$ 2,161,538	\$ 2,044,864	\$ 116,674	
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,585,201	\$ 1,276,010	\$ 4,309,191	\$ 3,967,694	\$ 341,497	
2700	SUPPORT SERVICES - Student Transportation	\$ 3,837,938	\$ 810,555	\$ 3,027,383	\$ 3,428,305	\$ (400,922)	
2800	SUPPORT SERVICES - Centralized Services	\$ 1,506,210	\$ 542,271	\$ 963,939	\$ 954,350	\$ 9,589	
2900	SUPPORT SERVICES - Other	\$ 24,342	\$ 5,726	\$ 18,616	\$ -	\$ 18,616	
5200	FUND TRANSFERS OUT	\$ 339,573	\$ -	\$ 339,573	\$ -	\$ 339,573	
47190	SCHOOL DEBT - Principal & Interest	\$ 6,362,322	\$ 144,333	\$ 6,217,989	\$ 6,217,989	\$ 1	
TOTAL GENERAL FUND EXPENDITURES:		\$ 74,338,473	\$ 17,632,148	\$ 56,706,325	\$ 54,997,431	\$ 1,708,894	
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,650,000	\$ 511,428	\$ 1,138,572	\$ 1,220,388	\$ (81,816)	
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 11,940,538	\$ 1,257,954	\$ 10,682,584	\$ 2,226,452	\$ 8,456,132	
Summarized Condition of District Expenditures:		\$ 87,929,011	\$ 19,401,530	\$ 68,527,481	\$ 58,444,271	\$ 10,083,210	

DISTRICT-WIDE Revenue							
Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance	
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ -	\$ -	\$ -	\$ -	
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -	
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -	
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 40,417	\$ 13,010	\$ 27,407	\$ -	\$ 27,407	
01321.3390	TUITION - BARRINGTON	\$ 2,801,505	\$ 752,935	\$ 2,048,570	\$ -	\$ 2,048,570	
01321.3390	TUITION - NOTTINGHAM	\$ 1,644,988	\$ 75,000	\$ 1,569,988	\$ -	\$ 1,569,988	
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 6,172	\$ 3,828	\$ -	\$ 3,828	
01321.3390	TUITION - BELLAMY ACADEMY	\$ 146,775	\$ 48,096	\$ 98,679	\$ -	\$ 98,679	
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ -	\$ 285,000	\$ -	\$ 285,000	
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 135,000	\$ -	\$ 135,000	\$ -	\$ 135,000	
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ 35,000	
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 9,280	\$ 20,720	\$ -	\$ 20,720	
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 34,650	\$ 69,350	\$ -	\$ 69,350	
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ 38,000	
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 11,863,524	\$ 2,441,387	\$ 9,422,137	\$ -	\$ 9,422,137	
03210.3700	SCHOOL BUILDING AID	\$ 389,462	\$ 194,731	\$ 194,731	\$ -	\$ 194,731	
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,285,000	\$ -	\$ 1,285,000	\$ -	\$ 1,285,000	
03241.3700	CTE TUITION AID	\$ 431,092	\$ -	\$ 431,092	\$ -	\$ 431,092	
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 3,000	
03290.3700	OTHER RESTRICTED STATE AID	\$ -	\$ 45,270	\$ (45,270)	\$ -	\$ (45,270)	
04210.3599	INDIRECT COST ALLOCATION	\$ 110,000	\$ 14,312	\$ 95,688	\$ -	\$ 95,688	
04220.3599	ABE ALLOCATION	\$ 43,000	\$ -	\$ 43,000	\$ -	\$ 43,000	
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 50,151	\$ 149,849	\$ -	\$ 149,849	
05251.3918	FUND TRANSFERS IN	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ 250,000	
TOTAL GENERAL FUND REVENUE:		\$ 19,845,763	\$ 3,684,994	\$ 16,160,769	\$ -	\$ 16,160,769	
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,650,000	\$ 721,577	\$ 928,423	\$ -	\$ 928,423	
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 11,903,903	\$ 640,990	\$ 11,262,913	\$ -	\$ 11,262,913	
Summarized Condition of District Revenue:		\$ 33,399,666	\$ 5,047,561	\$ 28,352,106	\$ -	\$ 28,352,106	

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 19,845,763	\$ 3,684,994
State Wide Property Tax:	\$ 7,093,652	\$ 7,093,652
Local Property Tax:	\$ 44,412,854	\$ 44,412,854
TOTAL GF Revenue:	\$ 71,352,269	\$ 55,191,500
TOTAL GF Expenditure:	\$ (74,338,473)	\$ (72,629,579)
Ending GF Fund Balance:	\$ (2,986,204)	\$ (17,438,079)
TOTAL FS Revenue:	\$ 1,650,000	\$ 721,577
TOTAL FS Expenditures:	\$ (1,650,000)	\$ (1,731,816)
Ending FS Fund Balance:	\$ -	\$ (1,010,239)
TOTAL Other SR Fund Revenue:	\$ 11,903,903	\$ 640,990
TOTAL Other SR Fund Expenditures:	\$ (11,940,538)	\$ (3,484,406)
Ending Grant Fund Balance:	\$ (36,635)	\$ (2,843,416)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, November 14, 2022

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

G. CONSENT AGENDA

2. **Resignations/Retirements** – I recommend the Board approve the resignations/retirements as listed.
3. **Leaves of Absence** – I recommend the Board approve the requested leave of absence.
4. **Job Shares** - None
5. **Nominations** -
 - a. **DPA Nominations** – I recommend the Board approve the nominations presented.
 - b. **Coaching Nominations** – I recommend the Board approve the nominations presented.
6. **Extended Trips** – I recommend the Board approve the trip request for the Dover High School World Language Department trip to Montreal, Quebec April 22-24, 2022.
7. **Donations** – I recommend the Board approve the donations presented.

H. STUDENT REPORT:

I. POLICY – CHANGES – PROPOSALS:

1. **BBBF – Student Board Members – New Policy, First Reading** – NHSBA revised sample policy in response to HB 1381 (2022 N.H. Laws Ch. 195), which amended RSA 189:1-c and RSA 194:23-f to require districts with high schools to have at least one student board member from each district high school within the district. Previously, boards were permitted, but not required to have such members, and districts with more than one high school could establish a rotation between or among the schools. NHSBA also added Sections B and C to BBBF to include the statutory requirements relative to selection, duties, and terms of student board members.
2. **EBB – School Safety Program – New Policy, First Reading** – Change what was previously called the site-specific Emergency Response Plan to now be titled the site-specific Emergency Operations Plan in response to HB 1125 (2022 N.H. Laws Ch. 187) and NHSBA sample policy EBCA; and add the general safety plan will include (1) the Sports Injury Emergency Action Plan and should include procedures for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored activities (NHSBA sample policy JLCJA) and (2) the District Communications Plan.
3. **EBCA - Crisis Prevention and Emergency Response Plans – Revised Policy, First Reading** – NHSBA changed to reflect the 2022 passage of HB 1125, which amended RSA 189:64 to (a) change the name of the site-specific plans from “Emergency Response Plans” to “Emergency Operations Plans” as used by the Federal Dept. of Homeland Security), (b) the state submission date for the EOP from 9/1 to 10/15 of each year, and (c) the recipient of the submission from N.H. DOE to the N.H. Department of Safety; and; remove some redundancies and to clarify the distinction and relationship among the site-specific EOPs, the District-wide plan, and other related plans/policies.

4. **EBCD – Emergency Closings – Revised Policy, First Reading** – NHSBA revised sample policy EBCE to combine sample policies EBCA (School Closings) and EBCD (Emergency Closings – which is now withdrawn). NHSBA combined the policies to have fewer but more comprehensive policies where two samples have substantial overlap. NHSBA also added the section on distance education to meet the criteria of Ed. Rule 306.22 and a section on emergency early release.
5. **EHAB – Data Governance and Security – Revised Policy, First Reading** – NHSBA revised sample policy EHAB sections B(1)(d) and F to reflect the 2022 passage of HB 1277, enacting new statute – RSA 31:103-b (which is applicable to school districts as political subdivisions of the state) and amends RSA 359-C:19-21, regarding cybersecurity incidents and data breaches respectfully. Revisions also included updating legal references and adding additional reference to and resources from the New Hampshire Department of Education.
6. **EHB – Data/Records Retention – Revised Policy, First Reading** – NHSBA revised sample policy EHB to include more specific provisions relating to the destruction of records and clarify relation to the District Record Retention Schedule.
7. **IC/ICA- School Calendar – Revised Policy, First Reading** - The District currently has policy IC/ICA. NHSBA previously had these policies as individual policies but has now combined them. NHSBA is now withdrawing policy ICA to make fewer and more comprehensive policies. In adopting IC, **districts should withdraw policy ICA.**
 - Include the addition of separate elementary and middle school requirements for instructional time.
 - Add information on distance learning reflective of the 2022 update to Ed. Rule 306.22 effectively limiting the use of “blizzard bags”/remote instruction during inclement weather.
8. **IHBA – Special Education – Revised Policy, First Reading** - NHSBA revised sample policy IHBA to reflect 2022’s SB 394 and HB 1513, which both amend the definition in RSA 186-C:2 of “child with a disability” to include such children until they reach the age of 22.
9. **IHBAA – Policy for Independent Evaluation of Students – Revised Policy, First Reading** – NHSBA revised sample policy IHBAA to include options for the method(s) and mode(s) for the district to use to determine if a child has a specific learning disability under both federal and state law/rules.
10. **IHBAAA – Determining Specific Learning Disability – Withdraw, First Reading** – Due to the changes made in policy IHBAA, the Board is requested to withdraw policy IHBAAA.
11. **IMBA – Distance Education – Revised Policy, First Reading** – NHSBA revised sample policy IMBA to draw a distinction between district-wide distance education due to inclement weather and individualized distance education. Revisions also include the addition of N.H. Department of Education Rules Ed. 306.18(a)(7) and 306.22 as amended in 2022.
12. **JJA – Co-Curricular and Extra-Curricular Programs, Student Activities, Organizations – Revised Policy, First Reading** – NHSBA revised sample policy JJA, along with several other home-education policies, in response to HB 1663 (2022 N.H. Laws Ch. 131), to reflect the statutory mandate that policies relative to District courses, programs, and activities must not be more restrictive for non-public students than for the District’s enrolled students. The revisions to JJA include:
 - Adding that the building Principal, or designee, will verify student eligibility for participation; and
 - Adding that participation in student activities and organizations must have the same requirements for both district students and non-public students.

13. **JJJ – Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils - New Policy, First Reading** – NHSBA substantially revised sample policy JJJ in response to passage 2022 HB1663, which among other things amended RSA 193:1-c. That statute now requires a policy to the effect that District curricular courses and co/extra-curricular programs must not be more restrictive for non-public students than for the District’s enrolled students. While NHSBA’s samples IHBG and JJJ, as well as procedural document IHBG-R, already included the general substantive standard of 193:1-c, as amended, the policy was previously coded as recommended, rather than required.

Major revisions to JJJ, along with revisions to other related policies/procedures (IHBG, IHBG-R, JJA, JJA-R & JJJ-R) are intended to better coordinate the “equal access” provisions relating to home educated and other non-enrolled district students’ participation in public school district courses, programs, and activities.

Significant revisions to JJJ include:

- Change of classification from Recommended to Priority/Required by Law;
- Multiple changes intended to ensure that the requirements of 193:1-c are implemented, rather than merely included in policy language (e.g., addition of a provision that the building Principal, or her designee, will verify student eligibility for participation);
- Addition of an appeal process (formerly in JJA);
- Inclusion of provision relative to access to textbooks and school libraries (formerly in IHBG).

14. **JJJ-R – Administrative Regulations for Access to Public School Programs by Nonpublic, Charter School and Home Educated Pupils – New Policy, First Reading** – JJJ-R is a recoded version of former IHBG-R. The recoding is intended to align the program participation procedures (JJJ-R Revised former IHBG-R and recoded to JJJ-R – revised to change code of what was previously IHBG-R to now be titled JJJ-R, to add a section on Participation in District Programs, reference other sample policies and to remove language regarding use of school texts.

15. **JLCF – Wellness Policy – Nutrition and Physical Activity Components – Revised Policy, First Reading** – NHSBA revised sample policy JLCF to reflect SB 233 (2022 N.H. Laws Ch. 149) which, among other things, amended RSA 200:11-b by:(1;

- adding that students shall be permitted to bring certain types of water bottles to schools;
- stating that Principals may enact discipline for misuse of water bottles; and requiring all renovated or newly constructed public-school buildings to have water bottle filling stations.

16. **JLDBB – Suicide Prevention and Response – Revised Policy, First Reading** – NHSBA added Section E to reflect the 2022 passage of the Jason Dickey Suicide Prevention Act (SB 234, RSA 193-J:2-a) which requires that the National Suicide Prevention Lifeline shall be included on student identification cards, effective as of July 31, 2022 for students grade 6 through 12.

17. **KFA – Conduct on School Property – New Policy, First Reading** - NHSBA restructured and generally revised sample policy; significant revisions are described below.

- Added provisions relative to scope of policy and personnel authorized to enforce the policy.
- Expanded/clarified types of prohibited conduct (see last bullet for notes regarding passage of HB1178).
- Added provisions relative to consequences for violating the policy, e.g., issuance of no trespass letters.
- Added a severability provision.
- Removed former generic prohibition to possessing weapons (to reflect 2022 enactment of RSA 159-E), but added language prohibiting use, or reckless, attempted or threatened use of any object, device, or substance whatsoever - including firearms and knives – to injure, intimidate, harass, or coerce another.

In the opinion of many commentators, the enactment of RSA 159-E further confused what was already a perceived inconsistency between state and federal laws pertaining to firearms on school property. In early

Summer 2022, the N.H. Attorney General's office indicated it would release guidance relating to HB1178. As of the publication of this policy August 31, 2022, the guidance had not yet been released.

This revised sample endeavors only to stay within the objectively clear reading of those laws. (While NHSBA determined that revisions to JICI were not necessary at this time, revisions may be forthcoming as the application of HB1178 becomes known).

J. POLICY ADOPTION:

1. **DFGA – Crowd Funding – Third Reading** – NHSBA created new sample policy DFGA in response to requests from multiple NHSBA member districts. While NHSBA recommends that school boards adopt a crowdfunding policy, a board could adopt a policy prohibiting crowdfunding outright. NHSBA can provide a sample of such a policy upon request. Adoption of DFGA requires modifications to sample KCD Public Gifts/Donations. Noted: The statement pertaining to Amazon has not been added. Teachers will be requested to complete a donation form that will indicate what is being requested and approximate value. It is important that the school and district have an awareness of what is being purchased. **RECOMMENDATION:** Superintendent recommends the Board approve Policy DFGA.
2. **IJOC - Volunteers – Second Reading** – NHSBA added the FLSA definitional standard for “volunteer”, and included information relating to assuring that volunteers are aware of the prohibition under the State human rights laws (RSA 354-A:31 & 32) against advocating or advancing discriminatory concepts (similar but broader than the prohibition against teaching such concepts under 193:40; and has changed the classification to “recommended” as the former “required component regarding designated volunteers is now included in sample GBCD. **RECOMMENDATION:** Superintendent recommends the Board approve Policy IJOC.
3. **IKL – Academic Integrity and Honesty – Second Reading – New Policy** – NHSBA created this sample policy at the request of multiple NHSBA member boards. **RECOMMENDATION:** Superintendent recommends the Board approve Policy IKL.
4. **KDA – Public Information Program – Second Reading to Withdraw** – NHSBA withdrew sample policy KDA to eliminate repetitive policies as it has been superseded by policy EG, which contains more thorough language regarding school-community relations. **RECOMMENDATION:** Superintendent recommends the Board approve Policy KDA.

K. RESOLUTIONS: None

L. OLD BUSINESS: None

M. NEW BUSINESS:

1. **Naming Recognition Request – Dover High School Basketball Court** – The Board has received comprehensive communication from Mr. Ernie Clark pertaining to the naming of the DHS Basketball Court after Mr. Gregory Kageleiry. The following has been written to the Board:

We the undersigned Dover High School Alumni, Parents and Dover Citizens, whose lives have been positively influenced by the teachings and leadership of Mr. Gregory Kageleiry submit for consideration of the Dover School Board the request of naming the Dover High School Basketball Court "Kageleiry Court" in the "Oliver J. Adams Gymnasium" in honor of 32 Years, 1965 through 1997, of dedicated service to Dover Schools as Teacher, Coach, Assistant Principal and Principal by Gregory Kageleiry, DHS Class of 1955. Many of the undersigned have felt compelled to provide the attached testimony to Mr. Kageleiry's leadership.

Greg Kageleiry served and continues to serve as an inspiration for others to give of themselves to education, Dover Schools, the City of Dover and the State of New Hampshire. By naming the basketball court in honor of

Coach Kageleiry it shall serve as a constant reminder for all that enter the gymnasium, particularly students, of the selfless and sportsmanlike example set by both Coach Kageleiry and Coach Adams and will forever be an inspiration for pursuing a career in education and possibly a return to Dover to contribute to the excellence in education that these two educators exemplified during their careers at Dover High School.

Previously, testimonials of Greg Kageleiry's achievements and character were sent to the entire Dover School Board. If firsthand testimony is required to provide examples of Mr. Kageleiry's positive influence on students, fellow educators and citizens please know that many of the undersigned and others will come forth. Many are eager to express support for your adoption of naming the basketball court "Kageleiry Court" in his honor.

Citizens have committed necessary funds for installation of dignified signage and inscriptions.

The Board will need to determine the action that needs to be taken.

RECOMMENDATION: Based on the information received and the support communicated, I recommend the Board take action to name the Dover High School Basketball Court in honor of Mr. Gregory Kageleiry.

2. **Thomas Waldron, Dissertation Approval** - Mr. Waldron is presenting his dissertation proposal for approval by the Board since the research includes participation by Dover High School teachers and students. Dr. Mebert and Mr. Waldron have had conversations pertaining to the design and implementation of the research involved with the dissertation. Policy LAA requires research projects to be reviewed and acted on by the Board. Mr. Waldron will be available to answer board members' questions pertaining to the research of the dissertation. **RECOMMENDATION:** I recommend the Board approve Mr. Waldron's dissertation study.
3. **2021 Youth Risk Behavior Survey Presentation** – Dr. Kim Stephens will be providing the Board with an overview of the YRBS for Dover Middle School and Dover High School.
4. **Bid Award Recommendation - Network Switches** - A sealed Request for Proposal (RFP) #DSD23001 was issued and received for the purchase of new Aruba HPE switches, stacking modules, stacking cables and power supply on October 13, 2022 at 2:00 p.m. The District received three responses which were reviewed for necessary qualifications, commitment to delivery timeline, as well as proposal costs. It is the recommendation to accept the proposal from the lowest bidder submitted by Omada Technologies, LLC of Portsmouth, NH in the total amount of \$62,273.76. Mr. Limanni will be available to answer questions from the Board. **RECOMMENDATION:** I recommend the Board award the bid to Omada Technologies, LCC of Portsmouth New Hampshire as recommended by Mr. Limanni.
1. **Bid Award Recommendation – MTSS Consultative Services** – Mr. Travis Bickford is moving forward with an RFP to be reviewed by the Board. In the attached document with the agenda, Mr. Bickford clearly states the rationale for the use of consultant services as well as a recommendation to award the contract to *Evolve and Effect*.

I had the opportunity to participate in the interview of *Evolve and Effect*. It was clear to me that they have the knowledge, expertise, and experience to support Mr. Bickford's leadership and the Dover School District in the design and implementation of a highly effective MTSS model.

Evolve and Effect will assist the district in moving beyond the pilot stage and to an implementation cycle that purposefully integrates elements of MTSS into each school in a sequential and readiness for implementation progression.

As indicated by Mr. Bickford, the ESSER III grant had budgeted 4 school psychologists to support Mr. Bickford's efforts in the design, training, and implementation of MTSS in the schools. The resource of school

psychologists is not available. *Evolve and Effect* can fill that gap and provide experienced consultants that have the essential knowledge, expertise, and experience to support and assist Mr. Bickford's leadership and development of the MTSS model throughout the Dover School District. The proposal aligns with the scope of the work designated for ESSER III support of MTSS.

Mr. Bickford will be available to answer questions from the Board. **RECOMMENDATION:** I recommend that the Board award the bid to *Evolve and Effect*.

2. Fiscal Year 2024 Budget Presentation – Michael Limanni, Business Administrator, will provided an overview of the Fiscal Year 2024 Budget. It is noted that this is the start of the FY24 budget. As the Board moves through the FY24 budget process there will be adjustments in the budget before it is finalized by the Board to submit to City Council.

3. Condition of Accounts - Michael Limanni, Business Administrator, will review the condition of accounts with the Board.

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT'S REPORT

- **Special Recognition:** The Dover Regional CTC received notification that the NJROTC was designated as a Distinguish Unit for the 2022-2023 school year. The NJROTC unit ranks in the top thirty percent of the units in each NJROTC area. Competing units are ranked according to degree of excellence attained in administration, academic performance military proficiency and host school support.

PRINCIPAL REPORTS

Dover High School – Peter Driscoll, Principal: Dover High School Initiatives 22-23

Mental Health and Student Support

• Develop and support a mental health task force within the building that is integrated into district and community efforts to support mental health. • Develop and implement a system for flagging students experiencing academic or behavioral difficulties. • Provide interventions to support struggling students.	1. Continue with SOS, First Aid, and Connect programs as well as professional development for teachers on mental health. 2. Grades and referrals will be systemically mined to identify high needs students. 3. Work in conjunction with the district's MTSS director to support a tiered intervention system to provide students with assistance. Use Engage and tutor.com as a method top help students with both academic, attendance, behavioral, and mental health issues. 4. Focus on a PBIS Tier 1 approach around respect + responsibility = success at Dover High School.	1. Update task force membership both amongst students and community members. 2. Timely reports will be provided to MTSS stakeholders and support personnel. 3. Students will receive the academic and social-emotional supports that can best contribute to their success.	1. Students feel they have a voice in providing supports to fellow students who are struggling. 2. Students in need of assistance are recognized in a timely fashion. 3. Students earn more credits, there are fewer discipline referrals, and better overall social-emotional health.
--	---	--	--

Formative Assessment

- Teachers will become proficient in the use of formative assessment - Teachers will adopt reassessment practices that give students more than one opportunity to demonstrate competency	- Differentiate professional development based on end of the year feedback with continued focus on formative assessment - Align building professional development with district essential question How can we use high leverage instruction practices to collect evidence of student learning along a progression - Continuation collaboration with New Hampshire Learning Initiative - Support PLCs	- Observations - Relevance and authenticity of presentations by members of the staff - More effective and consistent use of reassessment evidence through observations and failure rate	- Students perform better on summative assessments. - Students have fewer gaps as they move through a course.
---	---	---	--

Dover Middle School – Kim Lyndes, Principal: DMS Talking Circles - Dover Middle School has started our Journey towards restorative practices. A universal practice for restorative practices are classroom talking circles. The circles are meaningful, they build connections and improve our overall understanding for each other. Three teachers are currently trained and running weekly circles. Currently, our data includes students vocalizing wanting the circles. Our goal is to have all students participate in a weekly Talking Circle next year. This year we will track the data and see where the circles are changing behaviors, improving a sense of belonging and developing a true connection to school. Below is more information from Restorative Pathways.

Circles are different way of having a conversation. We use a talking piece. The focus of everyone is a single idea or question. It is an opportunity to connect with your core (best) self and see the core (best) self in others. The Guidelines include respect the talking piece, speak from the heart, participate don't dominate, honor confidentiality and be present. Circles promote a caring community by creating safe spaces, allows the group to self-regulate/self-govern and makes explicit our implicit assumptions about how we behave with each other.

"The circle is a simple, structured process of communication that helps participants reconnect with a joyous appreciation of themselves and others. It is designed to create a safe space for all voices and to encourage each participant to step in the direction of their best self." ~Kay Pranis and Carolyn Boyes-Watson

Garrison School – Beth Dunton, Principal: GES is happy to report that our PTA has helped us purchase a Gaga Ball pit via a mini grant submitted by our PE teacher Mr. Joe Boles. The pit was built a few weeks ago, and students are loving the new recess option. Staff are present at every recess to help students learn the rules, help internalize good sportsmanship, and community team building. We've even seen a few adults hop in for a game! Mrs. Dunton got out pretty quickly but will persevere (one of Garrison's school values) and will keep learning and trying. Mr. Boles is using the game for some of his classes as well. Thank you to our GES families for your support to make GES a great place for students!

Frances G. Hopkins School at Horne Street – Patty Driscoll, Principal: Morning Movement has returned! At FGH, we have been intentionally focusing on rebuilding our collective sense of our amazing school community by bringing back a (pre-pandemic) favorite way to begin our day together. As students arrive in the morning, they go directly to their classroom meeting spot in our outdoor play area. Students first check in with their teacher and then play with friends. This 20-minute start provides time for our students and staff to connect with friends from across the school. In addition, fourth-grade students can choose to wear an orange vest and be a Morning Movement Monitor, helping younger students who may need assistance during this school-wide play time.

Whether students are spending time running around to get their wiggles out or using the cooler air to help wake up, FGH teachers are reporting students are “more ready to learn” for the day since starting this practice. The number of students who are tardy to school has decreased since the implementation of Morning Movement. Our bus drivers are reporting students are reminding each other to sit down quickly and follow bus expectations so that they can get to morning movement on time as well.

Hearing children playing on the playground together is a wonderful way to begin the day. We appreciate the help we have received from families, keeping morning drop off procedures safe and efficient, so children have more time to enjoy morning movement!

Woodman Park School – Patrick Boodey, Principal: Woodman Park School (WPS) and the District are extremely fortunate to have a strong and beneficial relationship with the University of New Hampshire (UNH). This school year, WPS has 8 UNH interns completing masters level course work for state certification in education. These school year/university schedule co-teachers range in grade levels and certification areas, including Special Education and Art but could also be in other educational certification areas as in prior school years. These unpaid interns typically work a full week at WPS while often taking additional graduate classes and working part-time jobs. The interns are true co-teachers and enrich our school community with their knowledge, talents, enthusiasm, questions, and dedication to children. Many of the intern’s secure jobs in the Dover School district as a result of their hard work and having an academic year’s worth of experience while becoming certified.

The UNH Education Department’s Office of Field Experiences sent the following information. Between the 2016-2017 and 2022-2023 school years when this information started to be recorded, there were at least 110 “placement pairings” between a Dover School District educator and a UNH student completing at least one semester of an internship as part of their master’s degree program. However, since some UNH students worked with more than one educator, this number is not indicative of the number of interns. This number also does not include the many additional students who had the opportunity to complete a one-semester student teaching experience, an early field experience, or a short-term course assignment in partnership with a Dover educator.

The mutually beneficial relationship between UNH and the Dover School District is significant. This relationship cannot be taken for granted and there is significant competition for collaboration with UNH by other local school districts. This public recognition of the UNH relationship is one way that we can express our sincere appreciation. There is no denying that the Dover Green Wave has a subtle hint of blue in its colors, thanks to the University of New Hampshire.

SUPERINTENDENT OCTOBER 2022 WEEKLY REPORTS

Weekly Review for Monday, October 3 through Friday, October 7

Students have completed twenty-five instructional days.

With the start of October, district committee work has been initiated. Committees starting this week included the Technology Integration Committee and Curriculum Advisory Council.

Time was dedicated to preparing for the first Vision Equity Keepers meeting on October 20. I met with Maggie Fogarty and Ariel Hayes who will be co-facilitating the Equity Vision Keepers to plan for the first meeting.

The purpose of the Dover Schools Equity Vision Keepers is to educate, to assist and to support the Dover School District in resolving issues surrounding racism, bias, and prejudice that prevents the district’s schools and community from being inclusive, safe, and respectful of all students and their families, regardless of their race. Targets for the 2022-2023 school year are:

- To monitor and provide feedback on the design and implementation of the District's Equity Plan.
- To be a voice for the District's Equity Plan.
- To establish a working relationship with the City of Dover's Equity Committee.
- To identify and implement a cycle of external feedback and communication.
- To review and provide feedback on the equity initiatives in the schools.

Christine Boston and I did further revisions and refinement on the District's Equity Plan.

On Wednesday, October 5, Dover Adult Learning Center celebrated their 50th Anniversary. I had an opportunity to attend a portion of the reception.

The Board's Negotiation Team had a debriefing session with Mark Broth, Michael Limanni, and Bill Harbron. The session focused on what worked, needed improvements, communications, and future goals.

On Wednesday, October 5, Michael Limanni attended a CIP session with City Council to answer questions pertaining to the District's CIP.

Other meetings this week included:

- ✓ Weekly SAU Directors Meeting
- ✓ NHED Update with Educational Leaders
- ✓ Monthly School Board Regular Meeting
- ✓ Meeting with Angela Carter pertaining to communication
- ✓ Teaching and Learning Coordination Meeting
- ✓ Vision Statement Meeting with Christine Boston and Aaron Ward
- ✓ Weekly SAU Cabinet Meeting
- ✓ Board Negotiations review meeting with Attorney Mark Broth
- ✓ Monthly conferences with Beth Dunton, Kim Lyndes, Kori Kennedy, and Patty Driscoll
- ✓ Meeting with Peter Driscoll and Lisa Dillingham to discuss stipends
- ✓ Meeting with the PTA/PTO presidents from the elementary schools and middle school
- ✓ Equity Vision Keepers planning meeting with Maggie Fogarty and Ariel Hayes
- ✓ Secondary Principal Learning Guidance Team
- ✓ Michael Runey, PCA Headmaster
- ✓ Accountability Data – Pre-Release Meeting

Weekly Review for Monday, October 10 through Friday, October 14

Students have completed twenty-nine instructional days.

Tuesday and Wednesday were dedicated to reviewing school and department budgets. Michael Limanni has established a review protocol to eliminate duplications in the budgets and align the school and department budgets. Teaching and Learning, Student Services, Facilities, Business Administrator, Assistant Superintendent, and Superintendent were involved in the process. The process continues to improve with increased open dialogue as well as a deeper understanding of program and staffing needs across the district. Michael Limanni is to be commended on introducing this process into the district's budget process.

This week Christine Boston and I introduced the Learning Leader Chat Meeting. These will be scheduled throughout the school year in different schools. It is an opportunity to receive feedback from school staff. The first chat was held at Frances G. Hopkins School on Friday. In addition, I am restarting the listening sessions with students. The first was held with eight fourth graders at Frances G. Hopkins School. I have found that the students provide excellent insights about their school experiences.

All the schools completed their Emergency Operation Plans that were submitted to the state this week. Patrick Boodey has provided the leadership for this project and has done outstanding work in facilitating the process.

Other meetings this week included:

- ✓ School visits this week included Dover Middle School and Dover High School
- ✓ Peter Driscoll monthly conference

Weekly Review for Monday, October 17 through Friday, October 21

Students have completed thirty-four instructional days.

The highlight of the week was the restart of the Equity Vision Keepers. The first meeting had twenty people in attendance consisting of parents, community members, students, educators, and administrators. The Equity Vision Keepers meetings are being facilitated by Maggie Fogarty, Ariel Hayes, and Sheryl Thompson. The first meeting agenda included: introductions, purpose of the work, reconnecting with each other, group norms, presentation of the Draft Equity Plan, small group review of the equity plan, and identification of next steps. The committee members will be receiving a survey pertaining to the Equity Plan centered on the following questions: What resonates? What's missing? What are your questions? What are your priorities? Members will also be asked if they are willing to participate in subgroups on the Equity Plan between the quarterly meetings. I am excited about the potential the committee has moving forward with the district's equity work.

Jen Krans and I had the opportunity to meet with Kim Hanson from the City of Dover's Arts Council. The focus of the meeting was to discuss the artists in residence program for the 2023-2024 school year and other community performances in the Dover High School Theatre.

The Tri-City Regional CTE (Dover, Rochester, and Somersworth) held their first advisory meeting for the 2022-2023 school year. The meeting was hosted by the Rochester CTE.

SEED held their monthly meeting this week. A significant portion of the agenda was dedicated to reviewing 14 grants submitted for the fall round. Schools represented in the grant submission were Dover High School, Dover Middle School, Frances G. Hopkins School, and Woodman Park School. SEED is also looking on how to expand identified submitted grants to fund projects across the district at an identified grade to keep all schools equitable.

The monthly All Leadership Team Meeting was held and facilitated by Jon Vander Els, NH Learning Initiative. Focus continues to be on the work generated from the summer retreat. In addition, school like groups meet to identify current concerns and solutions. This dialogue continues to be important to maintain communication, coordination, and alignment.

Meeting with John Kageleiry, school liaison for 400th Dover Anniversary Celebration, to discuss the Dover School District's role and participation. A second meeting is scheduled with the Teaching and Learning Department.

The Teaching and Learning Department met with Ellen Hume-Howard, NH Learning Initiative Executive Director, to take a deeper dive into the district's K-4 literacy program and to identify areas of strength and areas requiring improvement and adjustment. The November 8 professional development for K-4 will have a literacy focus.

Other meetings this week included:

- ✓ Dover Chamber of Conference Government Affairs Meeting
- ✓ Weekly SAU Directors Meeting
- ✓ DMS Student Meeting

- ✓ NHED Monthly Update Meeting
- ✓ Josh Wyatt, City Attorney, RTK
- ✓ David Ruff, Executive Director of the Great Schools Partnership
- ✓ Monthly Elementary Principal Learning Guidance Team Meeting
- ✓ Sabrina Rivers – A Life Child Safe Department
- ✓ Weekly SAU Cabinet Meeting
- ✓ Weekly Board Chair and Vice Chair Meeting
- ✓ Monthly Conference – Robin Lyndes, Patrick Boodey, Peter Driscoll, and Peter Wotton
- ✓ Professional Development Calendar Meeting
- ✓ Monthly Strafford Learning Center Board Meeting
- ✓ Monthly Strafford County YMCA Board Meeting

Weekly Review for Monday, October 24 through Friday, October 28

Students have completed thirty-nine instructional days.

Following the review of policies related to Instructional Materials and Book Reconsideration, Kristin Whitworth, Siobhan Mehalek, and I had our first meeting to update and revise Board Policy KCE. The initial work resulted in the development of an outline for the policy.

Attended the Dover Mental Health Alliance monthly meeting. The meeting was an educational session focused on Peer Support Specialist.

The district is working with Carolyn Eastman, NH Learning Initiative Consultant, on finalizing the Portrait of a Learner. She has and continues to do focus groups in the community pertaining to the district's Portrait of a Learner. The focus group sessions have been well received and the participants are supportive and enthusiastic about the development and implementation of POL. The traits being identified are Communication, Collaboration, Critical Thinking, Innovative Thinking, Character, and Global Citizenship. In this week's *Dover School District Family Update*, parents and guardians will have an opportunity to participate in the survey. As more is learned from the community and students, the traits of the POL will continue to be modified and the document finalized for board review and adoption.

Woodman Park School held a Family Night on Wednesday that I was able to attend. The PTA sponsored a planetarium experience for students. The event also included a chili cookoff and other activities. It was a successful way to bring the WPS community together as well as an excellent learning opportunity for students. The WPS staff and PTA are to be commended on the success of the event.

Christine Boston and I had the opportunity to host our second *Learning Leaders Chat* at Garrison School. Twelve educators participated and were open about their observations and concerns.

The Teaching and Learning Department has been working on aligning the literacy program across the three elementary schools. Several meetings this week have been devoted to this initiative in preparation for the November 8th Professional Development.

I participated in a Primex Training on *Press Conference 101*. This was an opportunity for me to improve my skill set in this area. I found the training well done and beneficial. I believe there are those unpredictable times when you need to be prepared for situations that involve the press.

Other meetings this week included:

- ✓ Weekly SAU Directors Meeting

- ✓ CTE School Visit
- ✓ Strafford County and Seacoast Regional L2E2 meeting with Michele Holt-Shannon
- ✓ Monthly Leadership Team Meeting
- ✓ Julie Forest, Garrison PTA President
- ✓ Weekly SAU Cabinet Meeting
- ✓ Weekly Chair and Vice Chair Meeting
- ✓ Data review meeting with Travis Bickford and Jen Krans
- ✓ Attended NHSAA Statewide Meeting
- ✓ In-person meeting with Julie Shenefield of Hanover Research
- ✓ FGH School Food Service Meeting
- ✓ Peter Driscoll monthly conference

SCHOOLS' 2022-2023 STRATEGIC PLANS

The Dover schools identify school goals each year that align with the Dover School District Strategic Plan Goals and Objectives. Following the Superintendent's Report, the schools' 2022-2023 Strategic Plans are attached. If you have questions pertaining to the schools' strategic plans, the principals will be available to answer questions and provide additional information. The template for the strategic plan identifies five planning and implementation cycles pertaining to the identified strategic plan goal. This allows schools to adjust plans based on what was learned and achieved during the previous cycle.

- **Dover High School**
 - ✓ Formative Assessment and Reassessment
 - ✓ Student Mental Health
- **Dover Middle School**
 - ✓ Competencies
 - ✓ Restorative Justice
- **Garrison School**
 - ✓ Literacy
- **Frances G. Hopkins School at Horne Street**
 - ✓ Literacy
- **Woodman Park School**
 - ✓ Literacy

Crowd Funding – Amazon Wish Lists

School	Number of Teachers	Items Purchased
DHS	2	School Supplies
DMS	6	• Books • Fidgets • School supplies • Wall posters • Arts and crafts
FGH	15	• Books (classroom, general curriculum support, different languages for bilingual students) • Items to support classroom activities (flashlights, camping supplies, etc.) • Indoor recess games • Novel seating for students • Classroom storage items • Classroom décor
GES	10	Majority of staff have asked for items via email (approx. half via Amazon) • Books • Indoor recess games • Paper towels • Wagons for lunch boxes • Organizational items for class materials • School supplies • Craft activities • Flexible seating • Consumable items • Small pumpkins • Classroom cassette player
WPS	6	Theme of student books for class libraries

Donation Request Approval Form

Dover School District

PART ONE – INTRODUCTION

Donations from organizations, community groups and/or individuals which will benefit the Dover School District shall be encouraged. A donation shall be defined as money, items, real or personal property, and personal services provided without consideration. Those contemplating a donation to a school or the district are encouraged to discuss, in advance with the building principal or the superintendent, what gifts are appropriate and needed.

The Dover School Board and/or District reserves the right to refuse the acceptance of any donations which do not contribute toward the achievement of the goals of the District or the ownership of which would tend to deplete the resources of the District. In determining whether a donation will be accepted, consideration shall be given to district policies, school district goals and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students and all Dover public schools) and adherence to basic principles outlined in the regulation that accompanies Dover School Board Policy KCD—Public Gifts/Donations.

PART TWO - PARAMETERS

The donator must agree to the following:

1. Donations must have a purpose consistent with the mission and goals of the school district.
2. The donator must be one that is acceptable by the Dover School District.
3. The donation will not place restrictions on a school program, staffing, or purpose.
4. Donations will not be inappropriate or harmful to students.
5. Donations will not imply endorsement of any business or product.
6. Donations will not conflict with any provision of school policy or public law.
7. No money, checks, or gift cards are sent to the recipient.
8. Donations are to be shipped to the school or SAU # 11 Office.
9. All donations received will be owned by the Dover School District and are not the personal property of the recipient. The items must remain with the school/program described in the posted project even if the recipient changes grade levels or subject matter.
10. The principal must be consulted with during the development and application process. Any revisions or additional requests must obtain principal approval.
11. Participation in this program will not result in unreasonable, long-term, or hidden costs to the Dover School District and will not require extensive maintenance on the part of the district.
12. All signatures to this form need to be completed and approved before the acceptance of a donation. If a signature is not granted, then the donation is denied and cannot be donated.

PART THREE – APPROVAL AND SIGNATURES

1. Attach a brief description and purpose of the donation and how it supports the District’s Strategic Plan.
2. Specify the total value of the donation and who has final authority to approve, as outlined in School Board Policy KCD – Public Gifts/Donations (below):

“Gifts of a value of \$100 or less will be accepted by the authority of the appropriate principal, director or program manager. Gifts of a value in excess of \$100 but less than \$500 will be accepted by the authority of the Superintendent or designee, and contributions of a value in excess of \$500 will be presented to and acted on by the School Board.”

- ☐ Amount and/or Value of Donation _____
- ☐ Principal
- ☐ Superintendent
- ☐ School Board

The below District departments must review the donation request prior to approval of acceptance to ensure there are no future implications to critical areas within the District.

BUSINESS DEPARTMENT

- ☐ Future Budget Implications
- ☐ Future Facilities Implications
- ☐ Future Technology Implications
- ☐ Other

TEACHING AND LEARNING DEPARTMENT

- ☐ Aligns with the District’s Curriculum
- ☐ Future Budget Implications
- ☐ Equity Implications
- ☐ Aligns with Students Unique Learning Needs

STUDENT SERVICES DEPARTMENT

- ☐ Reviewed by Student Services

SUPERINTENDENT

- ☐ All of the Above Have Been Completed
- ☐ Project Approved
- ☐ Project Denied (Provide Explanation Below)



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Dover High School and Regional Career Technical Center

STRATEGIC GOAL: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

STRATEGIC OBJECTIVE: OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

DIRECTIONS:

1. Complete **one strategic plan document** for **each school goal**.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
Teachers will become proficient in the use of formative assessment Teachers will adopt reassessment practices that give students more than one opportunity to demonstrate competency	- Differentiate professional development based on end of the year feedback with continued focus on formative assessment - Align building professional development with district essential question How can we use high leverage instruction practices to collect evidence of student learning along a progression	- Observations - Relevance and authenticity of presentations by members of the staff - More effective and consistent use of reassessment evidence through observations and failure rate	1. Students perform better on summative assessments. 2. Students have fewer gaps as they move through a course.

	- Continuation collaboration with New Hampshire Learning Initiative - Support PLCs		
--	---	--	--

IMPLEMENTATION TIMELINE

- September/October – 43 Workdays
- November/December – 35 Workdays
- January/February – 35 Workdays
- March/April – 38 Workdays
- May/June – 33 Workdays

DIRECTIONS:

- When planning the tasks to be completed in each two-month cycle to achieve the action targets of the school's strategic goal, it is important to consider the actual number of workdays available. Be realistic about what can be accomplished so the school can be successful.
- Complete only one two-month cycle at a time, so adjustments can be made based on what was accomplished and learned from the previous quarter. Monitor and adjust.
- At the end of the two-month cycle – indicate what was learned and identify what adjustments will need to be made for the second two-month cycle.
- At the conclusion of the year, complete the end of the year reflection. This section will be used in the district's annual report.

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	- Academic coordinators create department reassessment policies with input from colleagues that align with building's reassessment philosophy and expectations - Professional development days will differentiate with activities ranging from learning criteria to using discussion as a tool for formative assessment	- Professional Development- September 14- different sessions to share formative assessment practices - Department reassessment policies developed- note for next year- one policy
OCTOBER 2022 20 Workdays	- Check mid-quarter grades - Administration sharing of classroom observations	- Failures analyzed- particularly freshmen- check who is being scheduled for flex - Share formative practices in follow up meetings with teachers after mini observations
September/October Review	Identify what was learned in September/October. -use of effective formative practices is still an area for growth -reassessment needs to be viewed as a combined effort of student and teacher	Identify the adjustments that will need to be made for November/December. -continue with differentiated formative assessment training -focus on Stage Two of Backward Design- anticipation and identification of evidence
NOVEMBER 2022 18 Workdays	- Professional Development Day November 8, 2022 - PLCs- share formative practices	Goal - Vertical Learning in Dover Understand what is being taught at DHS

	▪ Book Study with ACs- Unpacking the Competency Based Classroom ▪ Book Study with Administrative Team- Make or Break Year ▪ Feedback from Academic Coordinators	• Create transparency of curriculum • Develop consistency and support Whole staff in auditorium with Kathy White and Valerie West • Review work with standards/learning goals/success criteria from last year • Share out progression UbD template and protocol being used • Go over all of the resources to use: standards, curriculum maps, progress board ▪ PLC minutes ▪ UbD Templates
DECEMBER 2022 17 Workdays	▪ Professional Development Day ▪ Analysis- who reassesses and how often	
November/December Review	Identify what was learned in November/December.	Identify the adjustments that will need to be made for January/February.
JANUARY 2023 20 Workdays	▪ Insert	▪ Insert
FEBRUARY 2023 15 Workdays	▪ Insert	▪ Insert
January/February Summary	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.
MARCH 2023 23 Workdays	▪ Insert	▪ Insert
APRIL 2023 15 Workdays	▪ Insert	▪ Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	▪ Insert	▪ Insert
JUNE 2023 11 Workdays	▪ Insert	▪ Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Dover High School and Regional Career Technical Center

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

STRATEGIC GOAL: Develop and promote an inclusive schoolwide community that supports the physical, emotional, and social needs of each member of the school.

STRATEGIC OBJECTIVE: OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL: We will promote and support the overall health and well-being of all students and staff.

ACTION TARGETS	OUTPUTS	CRITERIA FOR SUCCESS	IMPACT
• Develop and support a mental health task force within the building that is integrated into district and community efforts to support mental health. • Develop and implement a system for flagging students experiencing academic or behavioral difficulties. • Provide interventions to support struggling students.	1. Continue with SOS, First Aid, and Connect programs as well as professional development for teachers on mental health. 2. Grades and referrals will be systemically mined to identify high needs students. 3. Work in conjunction with the district's MTSS director to support a tiered intervention system to provide students with assistance. Use Engage and tutor.com as a method to help students with both academic, attendance, behavioral, and mental health issues. 4. Focus on a PBIS Tier 1 approach around respect + responsibility = success at Dover High School.	1. Update task force membership both amongst students and community members. 2. Timely reports will be provided to MTSS stakeholders and support personnel. 3. Students will receive the academic and social-emotional supports that can best contribute to their success.	1. Students feel they have a voice in providing supports to fellow students who are struggling. 2. Students in need of assistance are recognized in a timely fashion. 3. Students earn more credits, there are fewer discipline referrals, and better overall social-emotional health.

IMPLEMENTATION TIMELINE

- **September/October** – 43 Workdays
- **November/December** – 35 Workdays
- **January/February** – 35 Workdays
- **March/April** – 38 Workdays
- **May/June** – 33 Workdays

DIRECTIONS:

1. When planning the tasks to be completed in each two-month cycle to achieve the action targets of the school's strategic goal, it is important to consider the actual number of workdays available. Be realistic about what can be accomplished so the school can be successful.
2. Complete only one two-month cycle at a time, so adjustments can be made based on what was accomplished and learned from the previous quarter. Monitor and adjust.
3. At the end of the two-month cycle – indicate what was learned and identify what adjustments will need to be made for the second two-month cycle.
4. At the conclusion of the year, complete the end of the year reflection. This section will be used in the district's annual report.

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	▪ Develop and implement IC weekly review process ▪ Participate in MTSS Listening Tour ▪ Use advisory to teach respect and responsibility and what that looks like ▪ Post expectations for different facilities in appropriate spaces and in the classroom ▪ Faculty and Staff- Primex Training ▪ Student Mental Health Task Force Meetings ▪ Pupil Assistance Team Meetings and Progress Meetings ▪ Tier I efforts	▪ Referrals at a Glance produced daily- variety of topics ▪ Participate in MTSS Listening Tour ▪ Use advisory to teach respect and responsibility and what that looks like ▪ Post expectations for different facilities in appropriate spaces and in the classroom ▪ Faculty and Staff- Primex Training
OCTOBER 2022 20 Workdays	▪ Check mid-quarter grades and behavioral referrals ▪ Meet with School Counseling Department to review mental health issues and numbers ▪ Community 99 Faces Event	▪ Failure list and referrals run- attendance! ▪ Updated Counseling Department Report ▪ Tier I- Communication Log
September/October Review	Identify what was learned in September/October. • Tardy and class cuts are more prevalent than out of the building truancy • Mental health struggles continue • Access to peer tutoring hurdles	Identify the adjustments that will need to be made for November/December. • Two block truancy notification and meeting model • Communication Expectations revisited- class cut, missing formative and summative assessments • Awareness of mental health triggers- end of 1st Quarter, holidays, mental health activities • Separate sign-up process for freshmen for tutoring
NOVEMBER 2022	▪ Connect Training for Students	▪ Insert

18 Workdays	▪ Mental Health First Aid in Health Classes ▪ Quarter 1 Grade Analysis ▪ Examine YRBS Data	
DECEMBER 2022 17 Workdays	▪ Signs of Suicide Training for students ▪ Share YRBS Data	▪ Insert
November/December Review	Identify what was learned in November/December.	Identify the adjustments that will need to be made for January/February.
JANUARY 2023 20 Workdays	▪ Insert	▪ Insert
FEBRUARY 2023 15 Workdays	▪ Insert	▪ Insert
January/February Summary	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.
MARCH 2023 23 Workdays	▪ Insert	▪ Insert
APRIL 2023 15 Workdays	▪ Insert	▪ Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	▪ Insert	▪ Insert
JUNE 2023 11 Workdays	▪ Insert	▪ Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Dover Middle School

STRATEGIC GOAL: #2 Meeting the needs of all learners- The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: 2.1 Social, Emotional, Physical: We will promote and support the overall health and well-being of all students and staff.

School Goal: 100%of students and families will receive actionable and timely feedback as evidenced in competency based reporting.

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

DIRECTIONS:

1. Complete **one strategic plan document** for **each school goal**.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
DMS Faculty will continue our transition to competency education by: -Practicing grading and reporting based on evidence of learning -Develop grade level content common assessments - Educate students and families on Competency Based grading	In PLC groups, collaborative work will continue on each of the action items. Faculty members will calibrate and expand their knowledge of evidence collection and grading. Student meetings on competencies. Family meetings on competencies.	-Teacher will complete competency grading and reporting based on solid evidence. -Four common summative assessments developed and utilized in each grade level content area -Data from each summative is used for instructional improvements.	-Teachers will assign and collect meaningful evidence to determine competence level. -Instructional shifts related to data reviews. -Students will understand competency grading. -Families will understand competency grading.

IMPLEMENTATION TIMELINE

- **September/October** – 43 Workdays
- **November/December** – 35 Workdays
- **January/February** – 35 Workdays
- **March/April** – 38 Workdays
- **May/June** – 33 Workdays

DIRECTIONS:

1. When planning the tasks to be completed in each two-month cycle to achieve the action targets of the school's strategic goal, it is important to consider the actual number of workdays available. Be realistic about what can be accomplished so the school can be successful.
2. Complete only one two-month cycle at a time, so adjustments can be made based on what was accomplished and learned from the previous quarter. Monitor and adjust.
3. At the end of the two-month cycle – indicate what was learned and identify what adjustments will need to be made for the second two-month cycle.
4. At the conclusion of the year, complete the end of the year reflection. This section will be used in the district's annual report.

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	▪ PLC meeting structure and expectations reviewed with all staff ▪ Provide professional development on trimester breakdowns in regard to progressions and learning targets.	▪ Roles were assigned with each PLC and standardized agendas are in shared folders for a record of the work. ▪ Teachers created I can statements
OCTOBER 2022 20 Workdays	▪ PLC meetings begin and meet bi-weekly.	▪ 2 PLC meetings, advance planning for summative assessments.
September/October Review	Identify what was learned in September/October. Currently only core teams are meeting in PLCs. We have been unable to establish a time or structure for our related arts teachers to do this same work.	Identify the adjustments that will need to be made for November/December. Continue to look for opportunities for PLC meetings for related arts teachers.
NOVEMBER 2022 18 Workdays	▪ PLC Facilitator Training with John Vander Els ▪ PD from Brian Stack on collecting evidence of competencies. ▪ Provide support for PLCs with DMS Admin and CIA co-directors.	▪ All core PLC's will have a trained facilitator. ▪ Track data and functionality of each PLC and determine where support is needed and what level of support is needed.
DECEMBER 2022 17 Workdays	▪ Insert	▪ Insert
November/December Review	Identify what was learned in November/December.	Identify the adjustments that will need to be made for January/February.
JANUARY 2023 20 Workdays	▪ Insert	▪ Insert
FEBRUARY 2023 15 Workdays	▪ Insert	▪ Insert

January/February Summary	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.
MARCH 2023 23 Workdays	▪ Insert	▪ Insert
APRIL 2023 15 Workdays	▪ Insert	▪ Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	▪ Insert	▪ Insert
JUNE 2023 11 Workdays	▪ Insert	▪ Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Dover Middle School

STRATEGIC GOAL: #2 Meeting the needs of all learners- The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: 2.1 Social, Emotional, Physical: We will promote and support the overall health and well-being of all students and staff.

School Goal: Pilot and collect data to compare office discipline referral data in relation to talking circles to measure effectiveness of circles and inform future decision making.

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

DIRECTIONS:

1. Complete **one strategic plan document** for **each school goal**.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
DMS school cultural will improve through the implementation of restorative practices by: -continuing professional development for staff. -Train one person per team to implement weekly talking circles with students. -Pilot restorative conferences with students and teachers.	Professional development for interested teachers on Talking Circles. A restorative meeting to take ownership and responsibility on one's actions to repair broken relations may be an option in place of traditional consequences as appropriate.	-Restorative Justice Committee will meet regularly and continue professional development and planning for whole school implementation. -Fewer behavioral referrals from increasing skills of teachers for management and the importance of connections and relationships. -Broken relationships are repaired.	This is year 2 of the implementation. WE are creating a foundation and knowledge of skills. Data will be analyzed for improvements.

IMPLEMENTATION TIMELINE

- **September/October** – 43 Workdays
- **November/December** – 35 Workdays
- **January/February** – 35 Workdays
- **March/April** – 38 Workdays
- **May/June** – 33 Workdays

DIRECTIONS:

1. When planning the tasks to be completed in each two-month cycle to achieve the action targets of the school's strategic goal, it is important to consider the actual number of workdays available. Be realistic about what can be accomplished so the school can be successful.
2. Complete only one two-month cycle at a time, so adjustments can be made based on what was accomplished and learned from the previous quarter. Monitor and adjust.
3. At the end of the two-month cycle – indicate what was learned and identify what adjustments will need to be made for the second two-month cycle.
4. At the conclusion of the year, complete the end of the year reflection. This section will be used in the district's annual report.

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	▪ Advisory begins ▪ Grade level Books begin the year. ▪	▪ Advisory is running daily (This is an optional and encouraged time to hold a circle).
OCTOBER 2022 20 Workdays	▪ Talking Circles regularly happening with good student participation in 3 different classrooms on a weekly basis.	▪ Data to be reviewed in future months to track referrals on teams with Circles to see the impact.
September/October Review	Identify what was learned in September/October.	Identify the adjustments that will need to be made for November/December.
NOVEMBER 2022 18 Workdays	▪	▪ ▪
DECEMBER 2022 17 Workdays	▪ Insert	▪ Insert
November/December Review	Identify what was learned in November/December.	Identify the adjustments that will need to be made for January/February.
JANUARY 2023 20 Workdays	▪ Insert	▪ Insert
FEBRUARY 2023 15 Workdays	▪ Insert	▪ Insert

January/February Summary	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.
MARCH 2023 23 Workdays	▪ Insert	▪ Insert
APRIL 2023 15 Workdays	▪ Insert	▪ Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	▪ Insert	▪ Insert
JUNE 2023 11 Workdays	▪ Insert	▪ Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -
2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Garrison Elementary School

STRATEGIC GOAL: We will increase the number of Garrison students who meet the reading benchmark in STAR.

STRATEGIC OBJECTIVE: Currently, 65.2% of Garrison students in grades 1-4 are projected to meet the reading benchmark in STAR. For the 22-23 school year, Garrison will have 70% of students meet the projected benchmark. In 23-24, 75% of students will meet this benchmark, and in the 24-25 school year, 80% of students will meet the benchmark.

NOTE: The following is The Devil is in the Details by Fullan and Gallagher with modifications by Bill Harbron.

1. Schools can spend their time changing teaching and learning, not just planning it.
2. Plans need to be concise with no more than three or four action targets and with a total plan of ideally fewer than five pages. (Harbron: I recommend selecting no more than two action targets that will have the most significant impact on teaching and learning.)
3. When creating the criteria for success, what evidence will you see in the classroom reflecting the plan changes.
4. The emphasis becomes one of improvement and implementation, accompanied by constant revisions to strategies in response to impact on learning.
5. Student learning, well-being, and engagement increase when teachers are able to use a variety of high-impact strategies well in their classrooms.

DIRECTIONS:

1. Complete **one strategic plan document** for **each school goal**.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
4 th grade teachers trained in FUNdations (all students have FUNdations instruction)	Students will have stronger reading skills based on strong phonics instruction.	GES students move 5 percentage points on the state benchmark in STAR.	Strong connection between PLCs, WIN, and student outcomes in reading.
1 st grade teachers trained in Heggerty phonological awareness. (K and 1 students have Heggerty instruction)	Students will be in small groups focused on their needs to increase reading skills.	Staff feedback on WIN block will help grow and shape the program.	Improved student scores
Grades K-4 have WIN block and reading intervention block to support re-teach and enrich.	Staff meetings will allow staff to reflect and refine instructional practices, allowing more targeted instruction for students.		

Staff meetings will focus on strong instructional practices to support learners.			
FUNdations unit assessments added to the district assessment calendar.			

IMPLEMENTATION TIMELINE

- **September/October** – 43 Workdays
- **November/December** – 35 Workdays
- **January/February** – 35 Workdays
- **March/April** – 38 Workdays
- **May/June** – 33 Workdays

DIRECTIONS:

1. When planning the tasks to be completed in each two-month cycle to achieve the action targets of the school's strategic goal, it is important to consider the actual number of workdays available. Be realistic about what can be accomplished so the school can be successful.
2. Complete only one two-month cycle at a time, so adjustments can be made based on what was accomplished and learned from the previous quarter. Monitor and adjust.
3. At the end of the two-month cycle – indicate what was learned and identify what adjustments will need to be made for the second two-month cycle.
4. At the conclusion of the year, complete the end of the year reflection. This section will be used in the district's annual report.

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	▪ Orient staff to new WIN block ▪ Staff will receive FUNdations and Heggerty training ▪ Staff will start meeting to plan WIN block processes and procedures ▪ Staff will set their own personal goals and inquiry ▪ Staff meeting dedicated to CIA for training on updated Inquiry Project info.	▪ Orient staff to new WIN block ▪ Staff will receive FUNdations and Heggerty training ▪ Staff will start meeting to plan WIN block processes and procedures ▪ Staff will set their own personal goals and inquiry ▪ Staff meeting dedicated to CIA for training on updated Inquiry Project info.
OCTOBER 2022 20 Workdays	▪ GES will start our WIN block ▪ Staff meetings focused on inquiry learning targets for teachers.	▪ WIN started on Tuesday, 10/11/22 ▪ Classroom teachers have a PLC and curriculum block each week.
September/October Review	Identify what was learned in September/October. WIN is a complex program to ensure that all moving parts are working on a daily basis. Students love moving classrooms, and teachers are reporting that they enjoy working with the smaller groups. Challenges arise when staff are out, and in some of the logistics of staffing.	Identify the adjustments that will need to be made for November/December. Check in with staff moved to align timing with after the first eight week round of WIN. Work with the SAU to have reading/instructional specialists have subs on days they are out.
NOVEMBER 2022	▪ Admin working with staff to support WIN, make any systemic changes	▪ Insert

18 Workdays	WIN survey administered at November staff meeting.	
DECEMBER 2022 17 Workdays	Admin uses the feedback from the survey to meet with a small group of staff to discuss results and make any needed changes.	Insert
November/December Review	Identify what was learned in November/December.	Identify the adjustments that will need to be made for January/February.
JANUARY 2023 20 Workdays	Insert	Insert
FEBRUARY 2023 15 Workdays	Insert	Insert
January/February Summary	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.
MARCH 2023 23 Workdays	Insert	Insert
APRIL 2023 15 Workdays	Insert	Insert
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	Insert	Insert
JUNE 2023 11 Workdays	Insert	Insert
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -

2022-2023 Goal:

2022-2023 Target:

Outcomes and Reflection:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Frances G. Hopkins Elementary School at Horne Street

STRATEGIC GOAL: GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

2022-2023 FGH at Horne Street GOAL: By June 2023, at least sixty percent of all students will be reading at/above the State Benchmark, by ensuring every student received academic instruction that is culturally responsive and matched to developmental and learning needs, as evidenced by the STAR Reading screener.

Current level of reading achievement in relation to State Benchmark (Spring of 2022): In the Spring of 2022 (May/June), 55.6 % of FGH students scored at/above the State Benchmark in STAR Reading.

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
Share 2021-2022 Assessment data with faculty.	Notice and wonder protocol used to dive into school-wide data (2018-2022)	Notice and wonder protocol reflects faculty conversations around data presented.	Faculty has a clear and consistent understanding of school goal related to reading achievement.
Provide “guardrails” to support teacher clarity regarding literacy standards, competencies and programs	Teachers will have a clear understanding of grade level standards and competencies. Teachers will have a clear understanding of the “loose/tight” of programs in relation to students, standards and competencies.	PLC and grade level conversations will reflect understanding of what students are expected to know.	Increased student achievement in literacy. Increased teacher clarity with standards and competencies focusing on literacy.
Identify and implement clear high effect Tier 1 classroom instructional strategies/timelines and data collections that support student’s reading: phonological awareness	Read: <u><i>Shifting The Balance</i></u> as classroom teachers, participating in small group discussions for each shift (chapter-focus area)	Collection/bank of high effect Tier 1 classroom instructional strategies/timelines to support student’s reading: - phonological awareness - phonics	Increased teacher clarity Increased teacher feedback Increased teacher belief in high

• phonics • comprehension • fluency • vocabulary development		• comprehension • fluency • vocabulary development PLC and grade level conversations will reflect understanding of what teachers can do to support students who do not yet know expected content.	student achievement Increased teacher credibility Implementation of high effect Tier 1 instructional strategies All leading to increased overall student achievement in reading, as supported by: Increased teacher/staff collective efficacy regarding research based, high effect teaching strategies Increased number of students receiving Tier 1 reading instruction matched to their needs.
Identify and pilot use of oral reading fluency (word level reading fluency) screener.	FGH Literacy team with District Data team, identify an oral reading fluency screener to be used with STAR data	Identification and ease of use with oral reading fluency screener	With the high correlation between oral reading fluency and state assessment scores, identifying a screener to be used for oral reading fluency (word level reading fluency), such screener can be used in conjunction with STAR to identify individual and collective reading needs.
Identify criteria for Tier 2 instructional needs, along with specific instructional Tier 2 planning, assessment and Tier 2 exit criteria.	Use elementary STAR data (and other data) to determine criteria for Tier 2 interventions.	Set criteria for elementary students to qualify for Tier 2 intervention (consistency across all 3 elementary schools)	Clear understanding at elementary level of criteria for determining Tier 2 eligibility for instruction.
Develop system (flow chart) defining assessment process and next steps, leading to Tier 1 interventions and possibly Tier 2 interventions.	Develop system (flow chart) defining assessment process and next steps, leading to Tier 1 interventions and possibly Tier 2 interventions.	Clear understanding at elementary level of systems-based approach to assessment and instruction	Clear understanding at elementary level of systems-based approach to assessment and instruction

IMPLEMENTATION TIMELINE

- **September/October** – 43 Workdays
- **November/December** – 35 Workdays
- **January/February** – 35 Workdays
- **March/April** – 38 Workdays
- **May/June** – 33 Workdays

DIRECTIONS:

1. When planning the tasks to be completed in each two-month cycle to achieve the action targets of the school's strategic goal, it is important to consider the actual number of workdays available. Be realistic about what can be accomplished so the school can be successful.
2. Complete only one two-month cycle at a time, so adjustments can be made based on what was accomplished and learned from the previous quarter. Monitor and adjust.
3. At the end of the two-month cycle – indicate what was learned and identify what adjustments will need to be made for the second two-month cycle.
4. At the conclusion of the year, complete the end of the year reflection. This section will be used in the district's annual report.

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022	Share 2021-2022 Assessment data with faculty. Notice and wonder protocol used to dive into school-wide data (2018-2022) K-3 Literacy Progression Work K-4 Foundations Training Grade Level PLCs begin	Faculty has a clear and consistent understanding of school goal related to reading achievement.
OCTOBER 2022	Identify High Effect Teaching Strategies: Focus on teacher credibility (not video part only first slide) Focus on teacher estimates of high achievement K-1 Heggarty Training K-4 Classroom Teachers, Special Educators and Literacy Support - team plans to read, implement and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023	Students grades 2-4 STAR Reading and Mathematics Assessments completed All grade level teachers meet with Jon Vander Els to finalize SMART goals. Grade level goals support larger collective school goal.
September/ October 2022 Review	Identify what was learned in September/October: Focus on teacher high expectations for student achievement. Focus on teacher clarity September STAR Reading Data shows 52.5% of students taking STAR Reading are meeting or exceeding State benchmark.	Identify the adjustments that will need to be made for November/December. Revisit teacher clarity regarding literacy instruction (Nov. teacher workshop day)
NOVEMBER 2022	Identify and Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1) Focus on teacher clarity specific to fidelity of standards and benchmarks for literacy Educators and Literacy Support - team plans to read, implement and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023	Teacher clarity with fidelity of standards and benchmarks for literacy. Implement High Effect Reading Intervention Strategies within Classroom Universal Instruction (Tier 1)

DECEMBER 2022	Focus on teacher credibility Educators and Literacy Support - team plans to read, implement and discuss <u>Shifting the Balance</u> during planning periods - completed by Feb. 1, 2023	
November/December 2022 Review	Identify what was learned in November/December.	Identify the adjustments that will need to be made for January/February.
JANUARY 2023	Revisit teacher high expectations for achievement. Revisit teacher clarity. Revisit teacher credibility. January STAR Reading Data shows *****% of students taking STAR Reading are meeting or exceeding STAR benchmark. Focus on teacher/student feedback	
FEBRUARY 2023		
January/ February 2023 Summary	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.
MARCH 2023		
APRIL 2023		
March/April 2023 Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023		
JUNE 2023		
May/June 2023 Summary	Identify what was learned in May/June. June STAR Reading Data shows ***% of students taking STAR Reading are meeting or exceeding STAR benchmark.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School - Frances G. Hopkins Elementary School at Horne Street

2022-2023 Goal: By June 2023, at least sixty percent of all students will be reading at/above the State Benchmark, by ensuring every student received academic instruction that is culturally responsive and matched to developmental and learning needs, as evidenced by the STAR Reading screener.

2022-2023 Target:

Outcomes and Reflection:

September 2022 STAR Reading Data shows 52.5% of students taking STAR Reading are meeting or exceeding State benchmark.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

STRATEGIC PLAN PLANNER 2022-2023

SCHOOL/DEPARTMENT: Woodman Park School

STRATEGIC GOAL: Dover School District GOAL 2: FOCUS: MEETING THE NEEDS OF ALL LEARNERS - The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

STRATEGIC OBJECTIVE: Dover School District OBJECTIVE 2.3 - STUDENT ACHIEVEMENT: We will optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

SCHOOL GOAL: Seventy percent of all students will reflect at the Star Reading Current Student Growth Percentile (SGP) with STAR Reading screener (Fall to Spring 2022-2023). WPS' SGP with the STAR Reading screener was at 60% from Fall to Spring (2021-2022).

ACTION TARGETS (What actions will be taken to achieve the goal?)	OUTPUTS (Identify the action or process that will be used.)	CRITERIA FOR SUCCESS (Identify the criteria that will determine if you are successful.)	IMPACT (Describe the impact that will be achieved by the identified action targets.)
1) Continuing the establishment and use of Professional Learning Communities (PLCs) to monitor student growth.	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings. - Protocols will be used to review student data.	- PLC Meetings will occur in all grade levels based on the schedule. - The Four Critical Questions will guide teams' work on reviewing student data.	PLCs will be embedded in our school culture with increased collective teacher efficacy while students make academic growth in Literacy.
2) Strengthening understanding and use of Tier I and Tier II literacy instruction through a whole grade level approach.	- Train staff on best practices of Tier I and Tier II literacy instruction. - Each grade level will use PLCs and the What I Need (WIN) Blocks to implement a grade level approach to Literacy Instruction. After whole group class instruction, each student will be placed with a specific educator to secure or enrich a literacy standard across the grade level (Tier II).	- Educators will demonstrate Tier I and Tier II instruction through classroom observations and PLC Meeting minutes. - WIN Blocks will support student growth with Literacy standards.	Grade level literacy instruction will improve through increased student performance-based research-based practices.

IMPLEMENTATION TIMELINE

- **September/October** – 43 Workdays
- **November/December** – 35 Workdays
- **January/February** – 35 Workdays
- **March/April** – 38 Workdays
- **May/June** – 33 Workdays

DIRECTIONS:

1. When planning the tasks to be completed in each two-month cycle to achieve the action targets of the school's strategic goal, it is important to consider the actual number of workdays available. Be realistic about what can be accomplished so the school can be successful.
2. Complete only one two-month cycle at a time, so adjustments can be made based on what was accomplished and learned from the previous quarter. Monitor and adjust.
3. At the end of the two-month cycle – indicate what was learned and identify what adjustments will need to be made for the second two-month cycle.
4. At the conclusion of the year, complete the end of the year reflection. This section will be used in the district's annual report.

MONTH	TASKS (Indicate what task will be completed during the month)	ACCOMPLISHED AT MONTHS END (Indicate what was completed during the month)
SEPTEMBER 2022 23 Workdays	▪ K-2 Literacy Progression Work with Ellen Hume Howard ▪ 3-4 and any new K-2 teachers Wilson Foundations ▪ K-1 Heggarty training· ▪ Grade 2 and Related Arts follow up progression work · ▪ 3-4 and any new K-2 Wilson Foundations Training ▪ <u>Staff Meeting: Instructional Practices, Impacts on Student Learning: Hatte Effect Size ~1.09: Defining Teacher Credibility: Trust, Competence, Dynamism and Immediacy</u> ▪ PLC Meetings Started for each grade level.	▪ All tasks accomplished
OCTOBER 2022 20 Workdays	▪ PLC Meetings reflect on the Introduction and Chapter 1 <u>of Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos ▪ STAR test administered in grades 2-4. ▪ Review STAR data in PLCs ▪ Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. ▪ <u>Shifting the Balance</u> by Burkins and Yates will be used at the monthly staff meeting. Specifically, the Introduction and Chapter 1 will be used to support research-based literacy practices for Tier I instruction.	▪ All tasks accomplished

	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks.	
September/October Review	Identify what was learned in September/October.	Identify the adjustments that will need to be made for November/December.
NOVEMBER 2022 18 Workdays	- District PD Day on the 8th: - Grades K-2 and Related Arts: Collecting student evidence (data) of learning with Ellen Hume Howard of NH Learning Initiative. - Grades 3-4 Student Learning Progression of competencies/standards work with Ellen Hume Howard of NH Learning Initiative. - Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - Staff Meeting: Instructional Practices, Impacts on Student Learning: Collective Teacher Efficacy, Hatte Effective Size ~1.6 and Chapter 6 of <u>Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos on Using Data to Inform Instruction	To be determined.
DECEMBER 2022 17 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Staff Meeting: AVOID/Deny/Defend Q&A with DPD	To be determined.
November/December Review	Identify what was learned in November/December.	Identify the adjustments that will need to be made for January/February.

JANUARY 2023 20 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - STAR test administered in grades 2-4. - Staff Meeting: Chapter 2 of <u>Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos on Creating Brain Friendly Learning Environments.	To be determined.
FEBRUARY 2023 15 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Staff Meeting: Chapter 3 of <u>Best Practices at Tier I Elementary</u> by Gregory, Kaufeldt, and Mattos on Finding Each Students' Learning Sweet Spot.	To be determined.
January/February Summary	Identify what was learned in January/February.	Identify the adjustments that will need to be made for March/April.
MARCH 2023 23 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - Staff Meeting: Literacy Software that supports Tier I and Tier II instruction (Jackie Hansen)	To be determined.
APRIL 2023 15 Workdays	Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data.	To be determined.

	- In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Staff Meeting: Instructional Practices, Impacts on Student Learning: Teacher Clarity, Hatte Effect Size $\sim .75$	
March/April Summary	Identify what was learned in March/April.	Identify the adjustments that will need to be made for May/June.
MAY 2023 22 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Jonathan Vander Els through the NH Learning Imitative will visit each PLC and support their next steps on student literacy achievement. - STAR test administered in grades 2-4. - High Frequency Words assessment for Grades K-2 - Phonological Awareness Literacy Screening (PALS) for Grades K-1 - Staff Meeting: End of School Year Data Reflections and Changes for the Next School Year.	To be determined.
JUNE 2023 11 Workdays	- Each grade level will meet on a five-day rotation bases to implement PLC Meetings while answering the Four Critical Questions that will guide teams' work on reviewing student data. - In grade level PLCs, the students are identified for targeted Tier II instruction during WIN blocks. - Staff Meeting: Star Data Review and Class Placement	To be determined.
May/June Summary	Identify what was learned in May/June.	Identify the adjustments that will need to be made for May/June.

End of Year Reflection

School -

2022-2023 Goal:
2022-2023 Target:
Outcomes and Reflection: