



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #4
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, April 8, 2024
Meeting Time:	7:00 p.m.

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM** *(To be recessed, if necessary, and resumed following School Board Matters of Interest)*
- F. APPROVAL OF MINUTES**
 - 1. Board Workshop, March 4, 2024
 - 2. Non-public Meeting, March 11, 2024
 - 3. Regular Meeting, March 11, 2024
 - 4. Special Session, March 25, 2024
 - 5. Board Workshop, March 25, 2024
- G. SUPERINTENDENT'S REPORT**
- H. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Emma Rossi – Title I Interventionist - Woodman Park School – Resignation
 - b. Peter Wotton – Athletic Director – Dover High School - Retirement
 - 3. **Leaves of Absence:**
 - a. Lauren Moll – Special Educator Teacher – Dover High School
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. DPA
 - b. DTU (FY25)
 - 6. **Extended Travel (Student Trips):** None
 - 7. **Donations:** None
- I. STUDENT REPORT**
- J. FINANCIAL REPORT**
- K. POLICIES – CHANGES – PROPOSALS**
 - 1. JKAA – Physical Restraint Policy - Revisions - First Reading
 - 2. JKAA-R – Procedures for the Use of Physical Restraint in the Dover School District – Revisions - First Reading
- L. POLICY ADOPTION**
 - 1. DFGA – Crowdfunding – Revised Policy - Third Reading
- M. RESOLUTIONS:** None



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N. OLD BUSINESS:

1. Fiscal Year 2025 Budget

O. NEW BUSINESS

1. Responsive Classroom Adoption
2. Solution Tree Bid Waiver Request
3. Award of RFP #DSD24011 Snow Plowing Services
4. Award of RFP #DSD24012 Elevator Inspections, Maintenance and Repair Services

P. SUBMISSION AND PAYMENT OF BILLS

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. ADJOURNMENT

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

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

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

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

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



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Monday, April 8, 2024

SUPERINTENDENT REPORT: The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to the 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:

F. APPROVAL OF MINUTES

1. Board Workshop, March 4, 2024
2. Non-public Meeting, March 11, 2024
3. Regular Meeting, March 11, 2024
4. Special Session, March 25, 2024
5. Board Workshop, March 25, 2024

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Emma Rossi – Title I Interventionist - Woodman Park School – Resignation
 - b. Peter Wotton – Athletic Director – Dover High School - Retirement
3. **Leaves of Absence:**
 - a. Lauren Moll – Special Educator Teacher – Dover High School
4. **Job Shares:** None
5. **Nominations:**
 - a. DPA
 - b. DTU (FY25)
6. **Extended Travel (Student Trips):** None
7. **Donations:** None

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

K. POLICIES – CHANGES – PROPOSALS

1. **JKAA – Physical Restraint Policy - Revised Policy - First Reading:** Substantial revisions and reformatting throughout. The impetus for revision was the 2023 passage of SB179 and HB491, both amending provisions of RSA 126-U. SB179 refined the definition of seclusion and added a requirement for use of "co-regulators". SB179 further requires the Dept. of Education and Dept. of Health and Human Services to develop a form for reporting the information required in RSA 126-U:7, II. HB491 added a specific definition and prohibition of the use of "prone restraint" (previously would have been prohibited as a form of dangerous restraint technique). Sections also added to sample policy relative to mandated reporting for violations of RSA 126-U, and review of IEPs, 504 plans, behavior intervention plans, or other such individualized plans following use of restraint or seclusion. Dr. Christine Boston, Assistant Superintendent, has reviewed the policy.
2. **JKAA-R – Procedures for the Use of Physical Restraint in the Dover School District: Revised- First Reading:** Revisions align with revisions made to policy JKAA.

L. POLICY ADOPTION

1. **DFGA – Crowdfunding - Revised Policy – Third Reading:** NHSBA revised DFGA to better align to sample KCD (gifts/unanticipated revenue), including 2023 revisions to that policy relative to fund funding limits. Revisions to DFGA include: (1) addition of adoption note a, explaining some of the nuances, (2) examples of crowdfunding sites, (3) increase to the amount the principal is authorized to approve, (4) increase to the amount the Superintendent may approve (consistent with KCD), and (4) additional language to better coordinate DFGA with 2023 revisions to sample KCD. Mr. Limanni, Dover School District CFO.

M. RESOLUTIONS: None

N. OLD BUSINESS:

1. **Fiscal Year 2025 Budget:** On April 3, 2024, City Council approved the Dover School District SAU 11 FY25 budget, necessitating a reduction in expenditures by \$500,000. The Board's objective for the FY25 budget was to uphold existing staffing and organizational structures. Currently, there are four vacant wellness positions, representing approximately \$500,000 in potential savings. As the enrollment figures for the 2024-2025 academic year are finalized, adjustments to full-time equivalents (FTEs) may be necessary across schools to uphold appropriate teacher to-student ratios. Of particular importance is the enrollment status for kindergarten classes.

O. NEW BUSINESS

1. **Responsive Classroom Adoption:** The Curriculum Advisory Council reached a consensus recommendation of adopting the Responsive Classroom approach as the primary program for addressing essential social and academic behavior skills for student from Kindergarten through grade 8. Responsive Classroom is a student-centered approach to teaching and discipline that addresses essential social and academic behavior skills. It consists of a collection of evidence-based practices that aim to create safe, joyful, and engaging classrooms and school communities.
2. **Solution Tree Bid Waiver Request:** The district seeks to implement a Multi-Tiered System of Supports (MTSS) through an ongoing leadership academy aligned with Solution Tree's RTI at Work and Behavior Solutions. This framework addresses academic and behavioral needs using a tiered prevention system alongside Professional learning Communities (PLCs). Training, facilitated by Solution Tree materials, will cover fostering collaborative environments, tailoring interventions, executing behavioral MTSS, and optimizing schedules for student support. The district aims to empower educators and leaders in executing these strategies effectively.
3. **Award of RFP #DSD24011 Snow Plowing Services:** The District solicited a public bid seeking proposals from qualified vendors to provide snow plowing services. The scope of work includes the removal of snow, slush, sleet and ice from Dover High School, Bellamy Academy, Dover Middle School and Bellamy Junior upper parking lot on Bellamy Road. The District may also request additional assistance at the three elementary schools on an as-needed basis.

It is the recommendation to the Dover School Board to accept the proposal submitted by the District's current vendor, North Atlantic Snow of Epping, NH for a seasonal cost for three (3) years in the annual amount of \$52,800.00 (3-Year Total, \$158,400). The snow and ice management services' agreement will commence on or after July 1, 2024, for a period of three (3) seasons (2024-2025, 2025-2026, 2026-2027).

4. **Award of RFP #DSD24012 Elevator Inspections, Maintenance and Repair Services:** The District solicited a public bid seeking proposals from qualified vendors for annual NH state elevator inspections, as well as to provide as-needed elevator maintenance and repair services. Elevators and/or lifts are located at Dover High School, Dover Middle School, Frances G. Hopkins Elementary School at Horne Street, and Woodman Park Elementary School.

It is the recommendation to the Dover School Board to accept the low bid proposal submitted by the District's current vendor, Stanley Elevator Company of Merrimack, NH in the total annual amount of \$6,576.00 (Year 1). The service agreement will commence on July 1, 2024, for a one-year period with the option to renew for up to four (4) additional one (1) year terms contingent upon satisfactory vendor performance, funding availability and mutually agreed-upon rates.

SUPERINTENDENT'S REPORT:

This report provides a summary of key activities and events that transpired throughout March.

Week of March 4:

- The SAU Directors meeting was held. Agenda topics included training, and professional development for 2024-2025, 12/6 DTU MOU for Special Education teachers, location of leadership team summer retreat, induction, Ramadan spaces, review draft of Literacy Intervention Specialists, and updates.
- I participated in the School Board Workshop with NH State Legislators.
- Patrick Boodey arranged and facilitated an informative meeting with Manchester School District DEI Director Kim Philibotte. Patrick leads the sub-committee on hiring and retaining diverse staff. Committee members met with Kim, as well as the DHS DREAM students.
- I met with Robin Trefethen and Carolyn Mebert for our bi-weekly meeting.
- I met with Mike Gillis to discuss communication strategies.
- I attended the Dover Mental Health Alliance Meeting. Agenda topics included a presentation by Katie Soule on Seasonal Affective Disorder (SAD).
- I met with Morgan Lyon, the new C&W Facilities Director for an introductory meeting.
- I participated in the UDL Innovation Network Conference held in Concord.
- The monthly meeting of the Curriculum Council was held with the following agenda items: review and approval of the DHS Spanish Carnegie Learning, presentation, approval of the CAC Responsive Classroom, and update on Dover Middle School Science.
- I attended the MTSS consult meeting.
- I interviewed a candidate for the interim principal position at Dover Middle School, as well as a third-grade teacher candidate for Garrison Elementary School.
- The Dover High School Film Festival was held Friday, March 8.

Week of March 11:

- I attended the NHSAA 2024 Best Practices Conference that featured the following sessions: Sorry, I Didn't Mean To Pry: When Employers May Ask for Important Medical Information; Exploring Innovative Interviewing Practices; Creating a Purposeful Path to Licensure with Site-Based Learning; Update on Title IX Regulations; and Retain Employees by Doing What We Do Best: Educate Them.
- I participated in the Non-Public and Regular meetings of the School Board.

- The Leadership Team met. Agenda items included: review and planning for August 26-28; planning for the 2024 Summer Leadership Team Retreat; student retention; MOU with DTU pertaining to Special Education Teachers professional development; application for Guiding Coalition members; review of non-renewals; Portrait of an Educator; professional development paperwork; and roles and responsibility of the superintendent and assistant superintendent.
- I attended an EOC Training at the Dover Police Station.
- Patrick Boodey, Roseanna Drysdale, and I met with parents to discuss the district's work with equity.
- Carolyn Eastman and I finalized plans for the March Strategic Plan Steering Committee.
- The Technology Integration Committee met, with the following agenda topics: laptop replacement plan options, Technology Capital Improvement Plan, new software requests, Infinite Campus, Title I summer technology needs, and agenda items for April's meeting.
- I held individual meetings with the DMS deans and a full meeting with DMS staff to announce that Dean Lindsay Dube will be serving as the DMS interim principal.
- The ELA Curriculum Adoption Committee met. Agenda topics included: feedback on second ELA program being considered, feedback on units/lessons used in the classrooms from teachers, and from teachers who observed.
- The Strategic Plan Steering Committee met. The focus of the agenda was to begin the initial review of the survey and focus group data. The committee will continue to review and finalize the principles on April 10 and May 1.
- I attended the Strafford County YMCA Advisory Board meeting.
- Check-in meetings with Brian Rice, FGH Dean of Students and Ashley Mowatt, DMS Dean of Students.
- Events this week included the March 13, WPS Family Night and DHS Music in our Schools Concert. Both were well attended. The District is blessed with very talented young people. On March 14, employee school teams participated in wheelchair basketball at Dover High School.

Week of March 18:

- The SAU Directors meeting included the following agenda items: Mental Health First Aid, climate survey, HMM March 20th visit, NHLI Leadership Retreat facilitation, Solar Eclipse, Audit, and general updates.
- I attended the monthly update of the New Hampshire Education Department for Public School Leaders.
- Christine Boston and I met with Mike Russo and Lesley Hocking to discuss academic coordinator and team leader job descriptions.
- The Elementary Principal Learning Guidance Team met. Agenda items included: summer professional development, MTSS Boot Camp, Behavior Solutions, Bridges Third Edition, Essential Standards, reading intervention model, HMM model lesson on March 20th and Eclipse Day.
- I met with Robin Trefethen and Carolyn Mebert for our bi-weekly meeting.
- I attended the monthly SEED meeting. Agenda topics included: review of grant proposals and fundraising.

- Check-in meeting with Meredith LaPoint, DHS Dean of Students.
- On March 20, the HMH Literacy Program visited the district to demonstrate lessons. I had the opportunity to observe the lesson presented in a first-grade classroom at FGH. There were 11 adults in the room, and the students remained focused and engaged throughout the lesson.
- The Full-Leadership Team met. Agenda items included: review of Chapter 11 of *Taking Action A Handbook for RTI at Work* and school-based work groups pertaining to MTSS Tier 2 actions.
- I attended the Strafford Learning Center monthly Board meeting.
- I attended the Dover Mental Health Alliance Steering Committee. The meeting was dedicated to working with the developer on the planning guide for mental health community initiatives and planning the April meeting.
- Ellen Hume-Howard, Executive Director of NHLI, and I met to update on their work with the district and future needs.
- I held a Learning Leaders Chat at FGH. This is a voluntary meeting where staff can ask questions and share their views and ideas. There were no participants for this month.
- I participated in the quarterly meeting of the Strafford County Public Health Advisory Council (SCPHAC).
- I participated in a meeting with Mr. Boodey and Ms. Drysdale to review a student issue.
- The DHS Musical production of *Freaky Friday* was held on March 22 and 23.

Week of March 25:

- I attended the NHSAA 2024 Legislative Priorities Conference in Concord. Following the NHSAA conference, I attended the statewide meeting.
- I participated in the School Board Special Session and Workshop meetings.
- I attended the ELA Curriculum Committee meeting facilitated by Siobhan Mehalek, Kiley Hemphill, and Travis Bickford. There was open discussion by committee members after reviewing the feedback on Amplify and HMH.
- The Policy Review Committee held its first meeting. Members include Carolyn Mebert, Micaela Demeter, and Elizabeth Goldman.
- Michael Limanni and I attended the City Council workshop where the proposed FY25 school district budget was reviewed.
- I had the opportunity to attend the State of City. Gary Bannon was the keynote presenter.
- The Leadership Team participated in a cybersecurity exercise facilitated by Primex.
- I had the honor of attending the New Hampshire School Library Media Association's (NHSLMA) Spring Conference. At the conference, Kristin Whitworth, Dover High School librarian, received the Intellectual Freedom Award. This award recognizes an individual or group that has championed the cause of intellectual freedom in a tangible way in an educational setting.
- Events included the Dover Middle School Band and Chorus Concert, and Woodman Park School Talent Show.

Subject: Request for Leave of Absence

Dear Dr. Harbron,

I hope this letter finds you well. I am writing to formally request a leave of absence from my teaching duties for the upcoming 2024-2025 academic year. The reason for this request is my husband's work abroad, which requires my presence and support during this period.

This decision has not been made lightly, as I understand the responsibilities and commitments involved in my role as a teacher. However, I believe that being present for my spouse during this time is of utmost importance for our family's well-being and stability.

Moreover, I intend to utilize this time away from teaching to focus on self-care and rejuvenation. Teaching is a profession that requires immense dedication and emotional investment, and I believe that taking this time to rest and recharge will ultimately benefit both myself and my students in the long run. Additionally, I am eager to use this time to reignite my passion for teaching and rediscover the joy and fulfillment that initially drew me to this profession.

I assure you that I will make every effort to ensure a smooth transition during my absence, including providing detailed lesson plans and resources for any substitute teacher who may fill in for me.

I understand the importance of maintaining continuity in the educational process, and I am committed to working closely with you and my colleagues to minimize any disruption that my absence may cause.

Thank you for considering my request. I am more than willing to discuss any further details or arrangements to facilitate this leave of absence. I am grateful for your understanding and support in this matter.

Sincerely,



Lauren Moll

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

TO: **DOVER SCHOOL BOARD**

DATE: April 8, 2024

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 2023-2024 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Rochenski, Bryana	Paraprofessional	Dover High School	Krystal Hanson	\$15.47	G2, Step 1

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

TO: **DOVER SCHOOL BOARD**

DATE: April 8, 2024

MEMORANDUM: Nomination and Election of Teachers

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2024-2025 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Hall, Brian	Grade 5 Teacher	Dover Middle School	John Clark	\$59,840	MA, Step 8
Nolan, Garrett	Grade 5 Teacher	Dover Middle School	Courtney Jennings	\$73,772	BA, Step 16

Condition of Accounts for March 2024

TO: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools

FROM: Michael Limanni, CFO

DATE: April 5, 2024

RE: Condition of *School* Accounts

The monthly Multi-Fund FY2024 Condition of Accounts as of March 31, 2024, is attached for review.

As of March 31, 2024, the General Fund's estimated budget balance is \$3,396,892.77 should the District receive all estimated revenues; additionally, we do not expect a deficit in net revenue for the general fund at this time. Here are the most significant items that are not reflected in the stated budget balance which is based on current year-to-date expenditures and encumbrances:

Budget Balance - 04.05.24	\$ 3,396,892.77
(-) Transfers Out to Reserve Funds	\$ (1,355,000.00)
(-) Continued Cost of Substitutes	\$ (180,647.39)
(-) Estimated Continued Professional & Staff Dev	\$ (224,826.61)
(-) Additional IT Services	\$ (41,780.95)
(-) Tuition Reimbursements	\$ (24,680.63)
(-) Athletic Coaching Salaries	\$ (13,063.94)
(-) Severances	\$ (229,122.00)
(-) Cost of SROs	\$ (93,280.00)
(-) Dues & Fees	\$ (33,770.40)
(-) New & Replacement Ed. Equip.	\$ (7,500.18)
(-) Supplies, Books, Graduation	\$ (381,594.65)
Estimated Final Budget Balance:	\$ 811,626.02

Overview of concerns in the general fund that are being monitored closely:

- With nearly 70% of the school year completed, and all but 1% of the general fund budget accounted for, the business office is still recommending that the District not advertise for the following positions that were added due to the increase in Adequacy aid:

School Psychologist	\$ 108,083.26
MSW-LCMCH - Elementary	\$ 106,156.61
MSW-LCMCH - DMS	\$ 106,156.61
MSW-LCMCH - DHS	\$ 106,156.61
DMS Special Education Teacher	\$ 104,276.44
	\$ 530,829.53

- Homeless and Special Education Transportation is being monitored closely as it has exceeded the budget by \$774,112.

As of March 31, 2024, the Special Revenue estimated budget balances are as follows:

Fund 2800 School Cafeteria Fund \$ (81,624)

- We are expecting to run a deficit in food services after considering a required spend-down of the program's existing fund balance of just over \$113,000 which has not been fully encumbered.

Fund 2820-2826 School Federal Grant Funds \$ 0

- The budget balances reported reflect projects that are currently being worked on by the District and have been approved by the NH-DOE.

Fund 3830 School Facilities Fund \$ 240,719

- This fund typically carries a fund balance annually, and we monitor its ability to collect outside use fees and student fees versus its ability to pay out for minor improvements/repairs to the district's parking lots, grounds, and buildings.

DOVER SCHOOL DISTRICT
Condition of Accounts - February, 2024

DISTRICT-WIDE Expenditures

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 26,125,781	\$ 13,972,371	\$ 12,153,410	\$ 11,251,597	\$ 901,813
1200	SPECIAL EDUCATION PROGRAMS	\$ 19,647,578	\$ 10,688,510	\$ 8,959,068	\$ 7,890,370	\$ 1,068,698
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,556,993	\$ 1,616,343	\$ 940,650	\$ 1,196,745	\$ (256,095)
1400	OTHER EDUCATIONAL PROGRAMS	\$ 750,627	\$ 465,695	\$ 284,932	\$ 192,328	\$ 92,604
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 266,203	\$ 177,158	\$ 89,045	\$ 83,060	\$ 5,985
2100	SUPPORT SERVICES - Students	\$ 5,583,719	\$ 2,878,929	\$ 2,704,790	\$ 2,327,734	\$ 377,056
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,155,379	\$ 975,917	\$ 1,179,462	\$ 602,861	\$ 576,601
2300	SUPPORT SERVICES - General Admin.	\$ 1,817,324	\$ 1,283,478	\$ 533,846	\$ 576,929	\$ (43,083)
2400	SUPPORT SERVICES - School Admin.	\$ 3,396,240	\$ 2,333,741	\$ 1,062,499	\$ 1,172,535	\$ (110,036)
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,576,615	\$ 3,759,832	\$ 1,816,783	\$ 1,806,643	\$ 10,140
2700	SUPPORT SERVICES - Student Transportation	\$ 3,919,541	\$ 2,619,072	\$ 1,300,469	\$ 2,075,086	\$ (774,617)
2800	SUPPORT SERVICES - Centralized Services	\$ 1,860,646	\$ 1,221,867	\$ 638,779	\$ 353,568	\$ 285,211
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ 33,705	\$ (1,410)	\$ -	\$ (1,410)
5200	FUND TRANSFERS OUT	\$ 1,369,573	\$ -	\$ 1,369,573	\$ 25,000	\$ 1,344,573
6900	SCHOOL DEBT - Principal & Interest	\$ 6,307,427	\$ 1,856,081	\$ 4,451,346	\$ 4,451,346	\$ 0
TOTAL GENERAL FUND EXPENDITURES:		\$ 81,365,942	\$ 43,882,699	\$ 37,483,243	\$ 34,005,802	\$ 3,477,441
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,729,405	\$ 1,059,838	\$ 669,567	\$ 750,461	\$ (80,895)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 11,827,992	\$ 3,649,526	\$ 8,178,465	\$ 3,735,043	\$ 4,443,422
Summarized Condition of District Expenditures:		\$ 94,923,339	\$ 48,592,064	\$ 46,331,275	\$ 38,491,305	\$ 7,839,969

DISTRICT-WIDE Revenue

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
01311.3410	TUITION - REGULAR FROM PARENTS	\$ -	\$ 21,510	\$ (21,510)	\$ -	\$ (21,510)
01314.3390	TUITION - SUMMER SCHOOL, ELEME	\$ -	\$ -	\$ -	\$ -	\$ -
01314.3390	TUITION - SUMMER SCHOOL, DHS	\$ -	\$ -	\$ -	\$ -	\$ -
01321.3390	TUITION - OTHER NH DISTRICTS	\$ 63,490	\$ 65,598	\$ (2,108)	\$ -	\$ (2,108)
01321.3390	TUITION - BARRINGTON	\$ 3,202,591	\$ 2,272,889	\$ 929,702	\$ -	\$ 929,702
01321.3390	TUITION - NOTTINGHAM	\$ 1,743,812	\$ 720,395	\$ 1,023,417	\$ -	\$ 1,023,417
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 6,084	\$ 3,916	\$ -	\$ 3,916
01321.3390	TUITION - BELLAMY ACADEMY	\$ 244,640	\$ 284,199	\$ (39,559)	\$ -	\$ (39,559)
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ 103,978	\$ 181,022	\$ -	\$ 181,022
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	\$ 14,320	\$ 15,680	\$ -	\$ 15,680
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 66,501	\$ 37,499	\$ -	\$ 37,499
01980.3599	MISC REVENUE	\$ -	\$ -	\$ -	\$ -	\$ -
01990.3599	OTHER LOCAL REVENUE DW	\$ 38,000	\$ 2,363	\$ 35,637	\$ -	\$ 35,637
03190.3700	STATE ADEQUATE EDUCATION GRANT	\$ 13,834,227	\$ 9,699,859	\$ 4,134,368	\$ -	\$ 4,134,368
03210.3700	SCHOOL BUILDING AID	\$ 383,462	\$ 191,731	\$ 191,731	\$ -	\$ 191,731
03230.3700	SPECIAL EDUCATION AID (CATASTROPHIC AID)	\$ 1,528,662	\$ 1,432,572	\$ 96,090	\$ -	\$ 96,090
03241.3700	CTE TUITION AID	\$ 431,092	\$ 454,085	\$ (22,993)	\$ -	\$ (22,993)
03242.3700	CTE TRANSPORTATION AID	\$ 3,000	\$ 1,483	\$ 1,517	\$ -	\$ 1,517
03290.3700	OTHER RESTRICTED STATE AID	\$ 15,901	\$ 40,717	\$ (24,816)	\$ -	\$ (24,816)
04210.3599	INDIRECT COST ALLOCATION	\$ 171,000	\$ 111,671	\$ 59,329	\$ -	\$ 59,329
04220.3599	ABE ALLOCATION	\$ 43,000	\$ 24,476	\$ 18,524	\$ -	\$ 18,524
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 36,014	\$ 163,986	\$ -	\$ 163,986
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 22,501,877	\$ 15,550,446	\$ 6,951,431	\$ -	\$ 6,951,431
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,729,405	\$ 960,936	\$ 768,469	\$ -	\$ 768,469
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 11,827,992	\$ 3,443,291	\$ 8,384,700	\$ -	\$ 8,384,700
Summarized Condition of District Revenue:		\$ 36,059,274	\$ 19,954,673	\$ 16,104,601	\$ -	\$ 16,104,601

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 22,501,877	\$ 15,550,446
State Wide Property Tax:	\$ 7,120,667	\$ 7,120,667
Local Property Tax:	\$ 51,759,299	\$ 51,759,299
TOTAL GF Revenue:	\$ 81,381,843	\$ 74,430,412
TOTAL GF Expenditure:	\$ (81,365,942)	\$ (77,888,501)
Ending GF Fund Balance:	\$ 15,901	\$ (3,458,088)
TOTAL FS Revenue:	\$ 1,729,405	\$ 960,936
TOTAL FS Expenditures:	\$ (1,729,405)	\$ (1,810,300)
Ending FS Fund Balance:	\$ -	\$ (849,364)
TOTAL Other SR Fund Revenue:	\$ 11,827,992	\$ 3,443,291
TOTAL Other SR Fund Expenditures:	\$ (11,827,992)	\$ (7,384,569)
Ending Grant Fund Balance:	\$ -	\$ (3,941,278)

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FIRST READING - REVISIONS

PHYSICAL RESTRAINT POLICY

In accordance with RSA 126 U the Dover School District shall follow this policy for the use of physical restraint.

~~The Dover School District hereby authorizes school staff members or those under the control or direction of a school (e.g., contractors) to use physical restraint to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others, and then only when other interventions have failed or have been deemed inappropriate, and in a manner consistent with state law and regulations.~~

~~The Superintendent of Schools shall develop procedures for the use of child restraint and seclusion.~~

~~Physical restraint or seclusion shall only be used: by trained personnel and only after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably believed to be unlikely to succeed based on the student's past history, and in compliance with the requirements of Ed 1113.06 Use of Aversive Behavioral Interventions of the New Hampshire Rules for the Education of Children with Disabilities. School staff shall not use restraint or seclusion except when a child's behavior poses a substantial and imminent risk of physical harm.~~

~~The following scenarios are NOT considered a restraint for the purposes of this document:~~

- ~~1. A brief holding or touching to calm, comfort, encourage, or guide a child, so long as there is no limitation on the child's freedom of movement, or intervening in an ongoing assault or fight;~~
- ~~2. The temporary holding of the hand, wrist, arm, shoulder, or back, for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location;~~
- ~~3. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages and supportive body bands, or other physical holding when necessary for routine medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling, or to permit a child to participate in activities without the risk of physical harm;~~
- ~~4. The use of seat belts, safety belts, or similar passenger restraints during transportation of a child in a motor vehicle.~~
- ~~5. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.~~

~~Persons implementing a restraint will use extreme caution and the least amount of physical strength necessary to protect the student. The use of physical intervention should not exceed that necessary to avoid injury. The degree of physical restriction employed must be in proportion to the circumstances of the incident and the potential consequences.~~

~~The school will review the Individualized Education Plan (IEP) or Section 504 plan of a child with a disability following the first use of a restraint or seclusion on the child, or upon request of the child's parent or guardian, and make adjustments to the IEP or 504 plan as indicated to reduce the future use of restraint or seclusion.~~

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~~Seclusion shall not include:~~

- ~~1. The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self control, when such separation is to an area which a child is able to leave.~~
- ~~2. Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.~~

~~In the event of a physical restraint, seclusion, or intentional physical contact with students who are actively combative, assaultive, or self-injurious, school officials shall comply with all state-mandated notification and record keeping requirements.~~

~~School staff shall not use or threaten to use physical restraint or seclusion as a punishment or consequence except to ensure the immediate physical safety of person when there is a substantial and imminent risk of serious bodily harm to the child or others, or except as permitted for transporting students.~~

~~Prohibition of Dangerous Restraint Techniques~~

~~The School Board recognizes and hereby prohibits the use of "dangerous restraint techniques" as defined in RSA 126-U:4.~~

~~All employees shall follow the procedures as outlined in the document titled: "Procedures for Use of Restraint in the Dover School District".~~

~~Definitions~~

~~For purpose of this policy and any accompanying procedures, the following definitions apply:~~

- ~~1. Physical restraint occurs when manual method is used to restrict a child's freedom of movement or normal access to his/her body against his/her will.~~
- ~~2. Mechanical Restraint occurs when a physical device or devices are used to restrict the movement of a child and/or the movement or normal function of a portion of his/her body. Prohibited as per RSA 126-U:6.~~
- ~~3. Medication Restraint occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior. Prohibited as per RSA 126-U: 6.~~
- ~~4. Serious bodily injury is harm to the body that would require hospitalization or would result in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second or third degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.~~
- ~~5. Intentional physical contact is in response to a child's aggressive, combative, assaultive, or injurious behavior but does not meet the threshold of a restraint (e.g., blocking of a blow or forcible release from a grasp).~~
- ~~6. Dangerous Restraint Technique is any technique that:~~
 - ~~a. Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;~~

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- ~~b. Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back or abdomen of a child;~~
- ~~c. Obstructs the circulation of blood;~~
- ~~d. Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face, or body with anything, including soft objects such as pillows, blankets, or wash clothes, or~~
 - ~~(1) Endangers a child's life or significantly exacerbates a child's medical condition.~~
 - ~~(2) Intentional infliction of pain, including the use of pain inducement to obtain compliance.~~
 - ~~(3) The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near the child for the purpose of controlling or modifying the behavior of or punishing the child.~~
 - ~~(4) Any technique that subjects the child to ridicule, humiliation, or emotional trauma.~~

~~7. Trained Staff are those individuals who successfully complete and stay current in a training program that results in acquisition of skills in verbal de-escalation, preventing restraints, evaluating risk of harm in an individual situation, use of approved techniques and monitoring the effect of the restraint.~~

~~8. District/facility shall mean the Dover School District.~~

~~9. Parent shall mean the student's parent, legal guardian, surrogate parent or student over the age of 18.~~

~~10. Seclusion means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock, or other mechanical device or barrier.~~

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USE OF RESTRAINTS AND SECLUSION

- A. Policy Statement. This policy is designed to help ensure the safety and dignity of all students by limiting and regulating the use of restraint and seclusion only as crisis or emergency responses. Restraint and seclusion of students is prohibited in the District except as described below.
- B. Definitions. For the purposes of this policy:
1. "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.
 - a. "Medication restraint" occurs when a student is given medication involuntarily for the purpose of immediate control of the student's behavior.
 - b. "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a student or the movement or normal function of a portion of their body.
 - c. "Physical restraint" occurs when a manual method is used to restrict a student's freedom of movement or normal access to their body.
 - d. "Prone restraint" is a prohibited physical restraint technique which occurs when a student is intentionally placed face-down on the floor or another surface, and the student's physical movement is limited to keep the student in a prone position. For the purpose of this definition, physical restraint that involves the temporary controlling of an individual in a prone position while transitioning to an alternative, safer form of restraint is not considered to be a prohibited form of physical restraint.
 - e. Exceptions to definition of restraint. The term "restraint" DOES NOT, however, include:
 - i. Brief touching or holding to calm, comfort, encourage, or guide a student, so long as limitation of freedom of movement of the student does not occur.
 - ii. The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student to stand, if necessary, and then walk to a safe location, so long as the student is in an upright position and moving toward a safe location.
 - iii. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body

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position or proper balance or to protect a person from falling out of bed, or to permit a student to participate in activities without the risk of physical harm.

- iv. The use of seat belts, safety belts, or similar passenger restraints during the transportation of a student in a motor vehicle.
 - v. The use of force by a person to defend themselves or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a student, when the actor uses a degree of such force which they reasonably believes to be necessary for such purpose and the actor does not immobilize a student or restrict the freedom of movement of the torso, head, arms, or legs of any student.
2. "Dangerous Restraint Technique" are prohibited forms of restraint and/or behavior techniques that include:
- a. Prone restraint, or any other physical restraint or containment technique that:
 - i. Obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity or restricts the movement required for normal breathing;
 - ii. Places pressure or weight on, or causes the compression of the chest, lungs, sternum, diaphragm, back, or abdomen of a student;
 - iii. Obstructs the circulation of blood;
 - iv. Involves pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything, including soft objects such as pillows, blankets, or washcloths; or
 - v. Endangers a student's life or significantly exacerbates a student's medical condition.
 - b. The intentional infliction of pain, including the use of pain inducement to obtain compliance.
 - c. The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near a student for the purpose of controlling or modifying the behavior of or punishing the student.
 - d. Any technique that unnecessarily subjects the student to ridicule, humiliation, or emotional trauma.
 - e. Other forms of physical and medical restraint shall be administered in such a way so as to prevent or minimize physical harm. During the administration of restraint, the physical status of the student, including skin temperature, color, and respiration, shall be continuously monitored. The student shall be released from restraint immediately if they demonstrate signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.

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3. "Seclusion" means: the involuntary confinement of a student alone in any room or area from which the student is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier, or from which the student reasonably believes they are not free to leave; or, the involuntary confinement of a student to a room or area, separate from their peers, with one or more adults who are using their physical presence to prevent egress.

The term "seclusion" DOES NOT, however, include: the voluntary separation of a student from a stressful environment for the purpose of allowing the student to regain self-control, when such separation is to an area which a student is able to leave; circumstances in which there is no physical barrier, and the student is physically able to leave; or involuntary confinement of a student to a room or area with an adult who is actively engaging in a therapeutic intervention. A circumstance may be considered seclusion even if a window or other device for visual observation is present if the other elements of this definition are satisfied.

- C. Training Required. Under RSA 126-U:5, II, the restraint may only be used/implemented by trained school staff, while 126-U:5-a, II applies the same limitation to the use of seclusion. The Superintendent shall ensure that:

1. each school building has staff who have been appropriately trained in the proper and safe implementation of seclusion or restraint techniques;
2. each school building has staff who have been appropriately trained and are authorized to assess the mental, emotional, and physical well-being of a student relative to a period of restraint that exceeds 30 minutes in conditions described in E.1.b, below; and
3. all employees, designated volunteers and other persons who are required to have criminal history background checks under Board policy GBCD receive general training in the requirements and prohibitions of this policy, as well as basic de-escalation procedures. Personnel who have only received such general training are not authorized to use restraint or seclusion upon any student.

- D. Procedures for Managing the Behavior of Students. General procedures for managing student behavior are found in Board policies, District and each school's Code(s) of Conduct, and student handbooks. Behavior of individual students may be addressed in applicable individualized educational plans, 504 plans, behavior intervention plans, or other such individualized documents. The Superintendent is authorized to establish additional procedures for managing student behavior and to implement this policy as needed. Such procedures shall be consistent with all Board policies and all applicable laws or regulations. The Superintendent is further authorized to establish any other procedures necessary to implement this policy and/or any other legal requirements.

- E. Provisions Governing the Circumstances in Which – and Conditions by Which Forms of Restraint May and May Not Be Used.

1. Authorized Use of Restraint.

- a. General.

- i. Restraint may only be used by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate.

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- ii. The determination of whether the use of restraint is justified in a specific instance must be made with consideration of all relevant circumstances, including whether continued acts of violence by a student to inflict damage to property will create a substantial risk of serious bodily harm to the student or others.
 - iii. Restraint may only be used to ensure the immediate physical safety of any person when there is a substantial and imminent risk of serious bodily harm to the student or others.
 - iv. Restraint shall never be used either explicitly or implicitly as punishment for the behavior of a student.
 - v. Restraint will not be imposed for longer than is necessary to protect the student or others from the substantial and imminent risk of serious bodily harm.
 - vi. Restraint will be discontinued immediately if a student demonstrates signs of one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; cold extremities, or similar manifestations.
- b. Restraint Periods Exceeding 5 Minutes. Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 5 minutes without the approval of a supervisory employee designated by the Superintendent or Principal to provide such approval.
- However, no period of restraint of a student may exceed 5 minutes unless an assessment of the mental, emotional, and physical well-being of the student is conducted by an employee trained and authorized to make such assessments.
- Such assessments shall be repeated at least every 5 minutes during the period of restraint. Each such assessment shall be documented in writing and such records shall be retained by the District as part of the Written Notification required in Section G.1.c, below.
- If the total time of restraint (from initiated time) reaches 20 minutes, the parent/guardian will be notified and the administrator will determine if the police department will be notified and requested to respond to the school. Re-certifications of the restraint by the CPI trained administrator or designee shall continue at 5-minute intervals and will be documented until such time as a parent/guardian or emergency responder arrives and can take over.
- When the parent/guardian is notified, the nurse will be notified of a pending health check.
- 2. Prohibition of Certain Forms of Restraint. The use of any dangerous restraint technique as defined in Section A, above, is prohibited. Additionally, medical, and mechanical restraints are prohibited except that limited mechanical restraint may be used in transportation as described in and subject to the conditions set forth in paragraph 3, of this Section.
 - 3. Limited Use of Mechanical Restraints During Transportation. Pursuant to RSA 126-U:6, the use of Mechanical Restraints is generally prohibited. However, RSA 126-U:12

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allows the use of mechanical restraint during transportation when case-specific circumstances dictate that such methods are necessary.

Whenever a student is transported to a location outside the school, the Superintendent or designee will ensure that all reasonable and appropriate measures consistent with public safety are made to transport or escort the student in a manner which:

- a. Prevents physical and psychological trauma;
- b. Respects the privacy of the student; and
- c. Represents the least restrictive means necessary for the safety of the student.

Whenever a student is transported using mechanical restraints, the Superintendent or designee will document in writing the reasons for the use of the mechanical restraints as described in Section G.3 below.

- 4. Reporting and Notification. Any occurrence or incident or occurrence in which restraint is used shall be followed by reports and notification as described in Section G, below.

F. Use of Seclusion.

- 1. Circumstances in Which - and Conditions by Which - Seclusion May and May Not Be Used.

- a. Seclusion may only be used by personnel trained in the proper use of seclusion as provided in Section C, above.
- b. Seclusion may only be used when a student's behavior poses a substantial and imminent risk of physical harm to the student or others and may only continue until that danger has dissipated.
- c. Seclusion shall only be used after other approaches to the control of behavior have been attempted and been unsuccessful or are reasonably concluded to be unlikely to succeed based on the history of actual attempts to control the behavior of a particular student.
- d. Seclusion will not be used explicitly or implicitly as a form of punishment or discipline for the behavior of a student.
- e. Seclusion shall not be used in a manner that unnecessarily subjects the student to the risk of ridicule, humiliation, or emotional or physical harm.

- 2. Conditions of Seclusion. When seclusion is permitted under this policy,

- a. it may only be imposed in rooms which:
 - i. Are of a size which is appropriate for the chronological and developmental age, size, and behavior of the students placed in them.

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- ii. Have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which they are located.
- iii. Are equipped with heating, cooling, ventilation, and lighting systems that are comparable to the systems that are in use in the other rooms of the building in which they are located.
- iv. Are free of any object that poses a danger to the students being placed in the rooms.
- v. Have doors which are either not equipped with locks or are equipped with devices that automatically disengage the lock in case of an emergency. For the purposes of this subparagraph, an "emergency" includes, but is not limited to:
 - A. The need to provide direct and immediate medical attention to a student;
 - B. Fire;
 - C. The need to remove a student to a safe location during a building lockdown; or
 - D. Other critical situations that may require immediate removal of a student from seclusion to a safe location.
- b. Each use of seclusion shall be directly and continuously visually and auditorily monitored by a person trained in the safe use of seclusion (e.g., in person, window with accommodation for sound, video with audio feed).
- 3. Required Use of Co-Regulators. When seclusion is used, the Principal, or when they are not immediately available, their designee, or the then supervising employee, shall designate a co-regulator to monitor the student and develop a plan to help the student manage their state of regulation and their return to a less restrictive setting. The co-regulator shall check the student at regular intervals not to exceed 30 minutes between any one interval. The co-regulator shall be selected and designated in the following order of preference:
 - a. A trusted adult selected by the student.
 - b. A clinician or counselor trained in trauma informed practices.
 - c. A staff member known to have a positive relationship with the student.
 - d. A staff member who was NOT involved in the incident that led to seclusion.
- 4. Reporting and notification. Any occurrence or incident in which seclusion is used shall be documented and followed with reports and notification as described in Section G, below. Multiple incidents of seclusion/restraint may be present within a single occurrence and should be individually described within the reports and notifications.

G. Reporting, Notification and Record Keeping Requirements.

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1. Restraint and Seclusion. Whenever restraint or seclusion has been used on a student, the following shall apply:
 - a. Immediate verbal report to Principal, designee, or then current supervising employee: Immediately after the occurrence of seclusion or restraint and any threat to safety is no longer imminent, the employee who uses seclusion or restraint shall provide verbal notice to the Principal, principal's designee or other supervising employee on duty.
 - b. Initial Notification to Parent/Guardian: Upon receipt of a report of the use of seclusion or restraint, and unless prohibited by court order, the Principal, principal's designee or other supervising employee who received the immediate verbal report described in Paragraph G.1.a, shall make reasonable efforts to contact the student's parent/guardian as soon as is practicable, but no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.
 - c. Written Notification to Superintendent: Within five business days of the use of seclusion or restraint, the employee who used seclusion or restraint on a student, will, with the assistance of the Principal or other employee who received the immediate verbal report (or if the employee is not available, the Principal or other recipient of the immediate report) will submit written notification on the form provided by the New Hampshire Department of Education and Health and Human Services (the "NHED/DHHS form") to the Superintendent. In the absence of the availability of the NHED/DHHS form, the submission shall nonetheless be in writing and include all of the information required under RSA 126-U:7, II. The NHED/DHHS form or other writing used will be referred to as the Written Notification.

If the use of restraint on a student exceeded 30 minutes, the Written Notification shall also include information pertaining to the assessments described in Section E.1.b, above.
 - d. Written Information to Parent/Guardian: Unless prohibited by court order, within 2 business days of receipt of the Written Notification, the Superintendent/designee shall send by USPS first class mail, or transmit by electronic means, to the student's parent/guardian all of the information included in the Written Notification or the Written Notification itself.
 - e. Final Investigation and Report: The Superintendent or Superintendent's designee shall review and investigate each incident of seclusion or restraint for a determination as to whether the use complied with this policy, RSA 126-U and Ed 1201-1203. After the completion of a reasonable review/investigation, the Superintendent or Superintendent's designee, shall follow the Written Notification with a Final Report of the incident. The Final Report should include findings and conclusions, the documentary and other physical evidence (or summary of oral evidence), and a description of actions taken in response to those findings and conclusions.

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2. Additional Reporting Required for Injury or Death of a Student Subject to Restraint or Seclusion. In cases involving serious injury or death to a student subject to restraint or seclusion in a school, the Principal/Superintendent designee shall, in addition to the reports and notifications described above, and in accordance with the provisions of RSA 126-U:7, notify the Commissioner of the Department of Education, the New Hampshire Attorney General, and the New Hampshire Disability Rights Center using the contact information provided by the Department of Education. Such notice shall include the Official/Written Notification required in Section G.c, above.
3. Additional Documentation Regarding Use of Mechanical Restraint. Whenever a student is transported using mechanical restraints, the person(s) completing the Official Report Form/written notification described in G.1.c, above, shall include the reasons for the use of mechanical restraints. Such documentation shall be treated and retained as a notification of restraint under RSA 126-U:7.
4. Documentation for Other Intentional Physical Contact Between Employee and Student. The following shall apply whenever there is an instance where a school employee volunteer has intentional physical contact with a student in response to a student's aggressive misconduct or disruptive behavior.
 - a. Notice to Parents/Guardians: the Principal, designee or other supervising employee will make reasonable efforts to promptly notify the student's parent/guardian. Such notification shall be made no later than the time of the return of the student to the parent/guardian or the end of the business day, whichever is earlier. The form of notice shall be in the manner calculated to give the parent/guardian actual notice of the incident at the earliest possible time.
 - b. Physical Contact Written Description: Unless the incident is subject to the notice and reporting requirements of Section G.1 above, the Principal shall prepare a written description of the incident ("Physical Contact Written Description") of the incident within five (5) business days of the occurrence/incident. The Physical Contact Written Description will include:
 - i. The date and time of the incident.
 - ii. A brief description of the actions of the student before, during, and after the occurrence.
 - iii. The names of the persons involved in the occurrence.
 - iv. A brief description of the actions of the facility or school employees involved before, during, and after the occurrence.
 - v. A description of any injuries sustained by, and any medical care administered to the student, employees, or others before, during, or after the incident.
5. Circumstances when Reporting/Notification is not Required. The notification, reporting and record keeping requirements included in this Section G are not required in the following circumstances:
 - a. When a student is escorted from an area by way of holding of the hand, wrist, arm, shoulder, or back to induce the student to walk to a safe location. If, however, the

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student is actively combative, assaultive, or causes self-injury while being escorted, then the notification requirements described above are applicable.

- b. When actions are taken such as separating students from each other, inducing a student to stand, or otherwise physically preparing a student to be escorted.
 - c. When the contact with the student is incidental or minor, such as for the purpose of gaining a misbehaving student's attention. However, blocking of a blow, forcible release from a grasp, or other significant and intentional physical contact with a disruptive or assaultive student shall be subject to the notification and reporting requirements described above.
6. Retention of Records. All reports, notifications and other records created pursuant to this Section, or Sections H, I or J, shall be retained for the term of the student's enrollment plus three years, unless:
- a. the student is or was a student with an individualized educational program, in which case, the records shall be retained and destroyed in accordance with paragraph B.1 of Board policy EHB; or
 - b. a longer period is required pursuant to instruction by the Department of Education or the Department of Health and Human Services.
- H. Mandatory Reporting of Violations by Others. Any school employee who has reason to believe that the action of another may constitute a violation of this policy, or the provisions of RSA 126-U, must report the suspected violation to the Principal or Superintendent in accordance with the reporting procedures of Board policy GBEAB. The conduct giving rise to the suspected violation may well likely require reporting under Board policies JLF – Reporting Child Abuse or Neglect.
- I. Complaints of Violation of RSA 126-U. Any individual may file a complaint with the Superintendent's office alleging a violation of this policy or RSA 126-U. The complainant should be encouraged to file the complaint in writing with the information listed in paragraph 1 below, but if declined, the Superintendent/designee should promptly prepare a written summary of the complaint with such information as could be obtained from the complainant. The complaint should be made as soon as possible after the incident. (Note that under Ed 1203.02, complaints to the New Hampshire Department of Education made more than twelve months after an incident will be dismissed by the Department.)
1. Complaint Contents. The written complaint or complaint summary should include:
- a. The complainant's name, unless the complaint refuses;
 - b. The date or approximate date of the alleged incident;
 - c. The location of the alleged incident;
 - d. The name of the student or students subject to the alleged restraint or seclusion, if known;
 - e. The name of the school personnel alleged to have restrained or secluded the student, if known;

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f. A description of the alleged restraint or seclusion; and

g. The date of complaint.

2. Investigation and Resolution of Complaint. The complaint or grievance will be investigated by the Superintendent, or Superintendent's designee. The Complainant should be contacted no later than 5 business days (excluding school year vacations) following the date of the complaint.

In most cases, investigation of the complaint should be completed within 20 days following receipt of the complaint. If the Superintendent is not personally conducting the investigation, however, the extension of time must first be approved by the Superintendent. When extra time is required, the reasons for the extension should be included in the final investigative report.

A written investigative report of the findings and conclusions (whether the complaint is founded or unfounded) should be completed within five days of completion of the investigation. In addition to findings and conclusions, the investigative report must include the documentation of the evidence (or summary of oral evidence) relied upon.

The Superintendent will contact the complainant within 5 days after the report is completed to discuss the completion of the investigation. The amount of information provided is dependent on the nature of the complainant and the legal privacy of the concerned parties. If the complainant is the parent/guardian of the student concerned, the Superintendent may allow the parent/guardian access to the written report in the same manner as any other student record.

The Superintendent shall take such actions as are appropriate in light of the investigative report, including, without limitation, any mandatory or discretionary reports to outside agencies, employee discipline, ordering further investigation, training, etc.

Any further review of the original complaint or investigative report will be in accordance with other established processes, e.g., grievance processes within applicable collective bargaining agreements, Board policies relating to complaints such as found in KEB.

The written complaint/complaint summary, the investigative report, evidence and other documents concerning the complaint shall be retained in accordance with Ed 1202.02(e).

- J. Review of IEP or 504 Plan Following the Use of Restraint or Seclusion. Pursuant to RSA 126-U:14, upon information that restraint or seclusion has been used for the first time upon a student with a disability as defined in RSA 186-C:2, I or a student who is receiving services under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 701, and its implementing regulations, the school shall review the individual educational program and/or Section 504 plan and make such adjustments as are indicated to eliminate or reduce the future use of restraint or seclusion.

If there have been multiple instances of restraint or seclusion of a student with a disability since the last IEP/504 plan review, an additional review shall occur at the request of the parent/guardian of the student.

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Processing the Incident:

Immediately after the student has restored emotional and behavioral control, the school nurse or other health professional shall examine the student and staff to ascertain if any injury has been sustained during the restraint.

The individuals involved with the incident shall complete the initial report of restraint as soon after the incident as possible but not longer than the end of the school day or sooner if practicable. If a staff member is not able to immediately provide documentation (ex. because of injury) the reason will be noted on the Incident Form and the administrator will be notified. A final written report of restraint shall be completed and given to the administrator no later than 24 hours after the restraint.

The staff members involved with the physical restraint will have the opportunity to meet with their supervisor after every incident. Staff will meet as a team to debrief after the initial incident reports are completed on the same day as the incident. Outside agencies, such as the Dover Police Department, will be invited as determined by the administrator. The purpose is to have staff process the incident, look at what could have been done to prevent the restraint and look at any more efficient ways to manage a restraint should it occur in the future. The supervisor will provide support to the staff members and determine when the staff members shall return to their duties. If a team member is uncomfortable with participating in a full team debrief or has information they wish to share individually, they will notify the administrator immediately and will debrief individually.

The student, with assistance from staff, will process the event at the earliest appropriate time.

- K. Prohibition Against Retaliation or Harassment. No person shall subject any individual to harassment or retaliation for filing, in good faith, a report under this policy, RSA 126-U, or Department of Education Rules Ed 1200. Dissemination of Policy. A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.
- L. Dissemination of Policy. A copy of this policy shall be provided to the parent/guardian, or legal representative of each full or part-time student upon enrollment, and annually thereafter printed in each student handbook. Additionally, the policy will be included on each school's website and/or the online School Board Policy Manual available to the general public.

Legal Reference: RSA 126-U:1 to 13 (2014).

Cross Reference: JKAA-R – Procedures on Use of Child Restraint and Seclusion

Policy History:

Adopted – October 2, 2017

Revised -

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FIRST READING – REVISIONS

~~Procedures for the Use of Physical Restraint in the Dover School District~~

A. Introduction

~~—The Dover School District authorizes staff members to use physical restraints in limited situations and only as a last resort to prevent harm. Physical restraint may be used only under the following conditions:~~

- ~~1. Staff is trained in de-escalation and physical management; Non Violent Crisis Intervention, through the Crisis Prevention Institute (CPI®), is the current training program adopted by Dover School District.~~
- ~~2. Physical action of a student creates a substantial risk of harm to self or others;~~
- ~~3. Other positive interventions have failed, or the level of immediate risk prohibits exhausting other means.~~
- ~~4. Conforms to the requirements of Ed 1113.06 Use of Aversive Behavioral Interventions of the New Hampshire Rules for the Education of Children with Disabilities.~~
- ~~5. Conforms to the requirements of NH RSA 126 U and Dover School Board Policy JKAA~~

~~The following scenarios are NOT considered a restraint for the purposes of this document:~~

- ~~1. A brief holding or touching to calm, comfort, encourage, or guide a child, so long as there is no limitation on the child's freedom of movement, or intervening in an ongoing assault or fight;~~
- ~~2. The temporary holding of the hand, wrist, arm, shoulder, or back, for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location;~~
- ~~3. Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages and supportive body bands, or other physical holding when necessary for routine medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling, or to permit a child to participate in activities without the risk of physical harm;~~
- ~~4. The use of seat belts, safety belts, or similar passenger restraints during transportation of a child in a motor vehicle.~~
- ~~5. The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.~~

~~Physical restraint is appropriate only when a student is displaying physical behavior that presents substantial risk to the student or others, and considered when, in the opinion of the~~

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~~supervising adult, the threat is imminent. Persons implementing a restraint will use extreme caution and the least amount of physical strength necessary to protect the student. The use of physical intervention should not exceed that necessary to avoid injury. The degree of physical restriction employed must be in proportion to the circumstances of the incident and the potential consequences.~~

~~A physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in the District approved training program. The purpose of the restraint should be to assist the student to regain emotional and behavioral stability. It should last only as long as is necessary to accomplish this. To the extent possible, it should be conducted in such a way as to preserve the confidentiality and dignity of all involved.~~

~~Restraint should be carried out by trained persons authorized by the Superintendent, Special Education Administrator, Principal, Director or his/her designee. Untrained staff is limited to physically intervening by using the minimal amount of physical contact with the student to protect the student and ensure the safety of others until trained staff is available. Untrained staff should request assistance from trained staff as soon as possible.~~

~~School staff shall not use or threaten to use restraint as a punishment or consequence.~~

B. Definitions

- ~~1. Physical restraint occurs when manual method is used to restrict a child's freedom of movement or normal access to his/her body against his/her will.~~
- ~~2. Mechanical Restraint occurs when a physical device or devices are used to restrict the movement of a child and/or the movement or normal function of a portion of his/her body. Prohibited as per RSA 126 U:6.~~
- ~~3. Medication Restraint occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior. Prohibited as per RSA 126 U: 6.~~
- ~~4. Serious bodily injury is harm to the body that would require hospitalization or would result in the fracture of any bone, non superficial lacerations, injury to any internal organ, second or third degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.~~
- ~~5. Intentional physical contact is in response to a child's aggressive, combative, assaultive, or injurious behavior but does not meet the threshold of a restraint (e.g., blocking of a blow or forcible release from a grasp)~~
- ~~6. Dangerous Restraint Technique is any technique that:~~
 - ~~a) Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;~~
 - ~~b) Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back or abdomen of a child;~~

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- e) ~~Obstructs the circulation of blood;~~
- d) ~~Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face, or body with anything, including soft objects such as pillows, blankets, or wash clothes, or~~
 - (1) ~~Endangers a child's life or significantly exacerbates a child's medical condition.~~
 - (2) ~~Intentional infliction of pain, including the use of pain inducement to obtain compliance.~~
 - (3) ~~The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near the child for the purpose of controlling or modifying the behavior of or punishing the child.~~
 - (4) ~~Any technique that subjects the child to ridicule, humiliation, or emotional trauma.~~
- 7. ~~Trained Staff are those individuals who successfully complete and stay current in a training program that results in acquisition of skills in verbal de escalation, preventing restraints, evaluating risk of harm in an individual situation, use of approved techniques and monitoring the effect of the restraint.~~
- 8. ~~District/facility shall mean the Dover School District.~~
- 9. ~~Parent shall mean the student's parent, legal guardian, surrogate parent or student over the age of 18.~~
- 10. ~~Seclusion means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, lock, or other mechanical device or barrier.~~

C. Risks of Restraint

~~Staff will understand that all physical restraints involve some risk. This may include injury, including in rare instances, death to the person being restrained and/or to staff. Restraint related positional asphyxiation or other physical injuries can occur. For this reason, it is essential that staff is trained in appropriate techniques that minimize the possibilities of risk.~~

~~There is also the risk of psychological impact in using restraints. An individual's past experience with abuse or the fear involved with being restrained may cause unanticipated responses. Staff should be aware that for some students the use of physical restraint might have the unintended consequence of acting as a positive reinforcer for their behavior.~~

~~In addition, staff should be conscious of individual perceptions, experiences and cultural orientation and recognize that for some students any touching may be unwelcome and misinterpreted despite good intentions. In these situations, touching the student may evoke an extreme and intense response and make the use of restraint more dangerous for both student and staff.~~

D. Training

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~~The District shall ensure all appropriate personnel are trained in the use of verbal de-escalation and physical restraint procedures. Efforts will be made to apply physical restraint only by individuals who have received training in the district approved program and have remained current in its use.~~

~~The District will notify all new personnel working in programs where the use of restraint is "anticipated" of the Use of Physical Restraint Policy and Procedures and the requirement they participate in the approved training program within a reasonable period. Staff will receive on going training to maintain the requirements of the training program chosen by the District.~~

~~Staff members assigned to provide training must be a certified instructor in the training program selected by the District.~~

E. Prevention Strategies

~~It is expected that school staff will implement positive and constructive methods to verbally de-escalate potentially dangerous situations. When the district anticipates that a student is likely to behave in a way that may require physical restraint, staff will conduct a functional behavior assessment and develop a positive behavior plan including a plan for teaching replacement behaviors. When appropriate, a team of knowledgeable people will include behavioral goals and objectives in a student's Individual Education Plan, 504 Accommodation Plan or other Behavior Intervention Plan. Staff must implement all strategies identified in any formal plan such as an Individualized Education Plan (IEP), 504 Accommodation Plan or any other Behavior Intervention Plan.~~

~~Whether the student is eligible for special education or not, the school can still develop a specific behavior support plan in conjunction with the parent/guardians.~~

F. Dangerous Restraint Techniques are Prohibited

a. ~~Any technique that:~~

- ~~(1) Obstructs a child's respiratory airway or impairs the child's breathing or respiratory capacity or restricts the movement required for normal breathing;~~
- ~~(2) Places pressure or weight on, or causes the compression of, the chest, lungs, sternum, diaphragm, back or abdomen of a child;~~
- ~~(3) Obstructs the circulation of blood;~~
- ~~(4) Involves pushing on or into the child's mouth, nose, eyes, or any part of the face or involves covering the face, or body with anything, including soft objects such as pillows, blankets, or wash clothes, or~~
- ~~(5) Endangers a child's life or significantly exacerbates a child's medical condition.~~

b. ~~Intentional infliction of pain, including the use of pain inducement to obtain compliance.~~

c. ~~The intentional release of noxious, toxic, caustic, or otherwise unpleasant substances near the child for the purpose of controlling or modifying the behavior of or punishing the child.~~

d. ~~Any technique that subjects the child to ridicule, humiliation, or emotional trauma.~~

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G. Authorization and Monitoring of Extended Restraint

~~When restraint may permissibly be used on a child, school officials must comply with the following procedures:~~

- ~~1. Children in restraint shall be continuously and directly observed by personnel trained in the safe use of restraint;~~
- ~~2. When the period of restraint reaches 5 minutes, the principal or designee, (CPI certified) shall be notified to review and approve of the continuation of the restraint. This approval will be documented on the restraint incident report that accompanies these protocols.~~
- ~~3. Restraints will be observed by an administrator or designee, from the 5 minute mark forward and shall be recertified and documented at each 5 minute interval until the 20 minute mark (from the initiation of the restraint incident)~~
- ~~4. If the total time of restraint (from initiated time) reaches 20 minutes, the parent will be notified and the administrator will determine if the police department will be notified and requested to respond to the school. Re-certifications of the restraint by the CPI trained administrator or designee shall continue at 5 minute intervals and will be documented until such time as a parent or emergency responder arrives and can take over.~~
- ~~5. When the parent is notified, the nurse will be notified of a pending health check~~

H. Processing the Incident

~~Immediately after the student has restored emotional and behavioral control the school nurse or other health professional shall examine the student and staff to ascertain if any injury has been sustained during the restraint.~~

~~The individuals involved with the incident shall complete the initial report of restraint as soon after the incident as possible but not longer than the end of the school day or sooner if practicable. If a staff member is not able to immediately provide documentation (ex. because of injury) the reason will be noted on the Incident Form and the administrator will be notified. A final written report of restraint shall be completed and given to the administrator no later than 24 hours after the restraint.~~

~~The staff members involved with the physical restraint will have the opportunity to meet with their supervisor after every incident. Staff will meet as a team to debrief after the initial incident reports are completed on the same day as the incident. Outside agencies, such as the Dover Police Department, will be invited as determined by the administrator. The purpose is to have staff process the incident, look at what could have been done to prevent the restraint and look at any more efficient ways to manage a restraint should it occur in the future. The supervisor will provide support to the staff members and determine when the staff members shall return to his or her duties. If a team member is uncomfortable with participating in a full team debrief or has information they wish to share individually they will notify the administrator immediately and will debrief individually.~~

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~~The student, with assistance from staff, will process the event at the earliest appropriate time.~~

I. Informed Decision Making

~~When the use of physical restraint is included in a student's written plan, the District will provide the parent/guardian with a copy of the Policy and Procedures for the Use of Physical Restraint.~~

~~-~~

~~Additionally, the parent/guardian will be asked to share relevant information with school personnel. This information should include, but not be limited to, medical, health and/or psychological considerations, past experiences, patterns of behavior that may signal an imminent situation and/or de-escalation techniques that have proven to be successful. Whenever staff becomes aware of a medical condition, it is their responsibility to work with the parent/guardian to identify viable modifications/alternatives.~~

~~-~~

~~To the extent possible, the District will collaborate with the parent/guardian to identify appropriate and effective techniques for supporting student behavior. Ultimately, it is the responsibility of the District to provide for the safety of all students. The general welfare and safety of both the student and others must be considered at all times. In dangerous situations where the student can cause serious, probable and imminent bodily harm to himself/herself or others, or substantial damage to the learning environment, restraint may be used.~~

~~—~~

J. Documentation

~~— All restraints must be documented. Two forms to be used for documentation have been provided in the Appendix. The forms are entitled “Individual Report” and “Incident Report – Use of Restraint”~~

K. Reporting Requirements

~~Appropriate personnel will use the following protocol after each incident:~~

- ~~1. Verbally notify the administrator or designee as soon as possible, but no later than at the first five minute interval.~~
- ~~2. If the total time of restraint (from initiated time) reaches 20 minutes, the parent will be notified and the administrator will determine if the police department will be notified and requested to respond to the school. The Administrator or designee will update the parent/guardian on the student's current emotional state and discuss strategies to assist the parent/guardian in dealing with any residual effects of the incident;~~
- ~~3. Schools shall make reasonable efforts to notify parent or guardian as soon as practicable and in no event, later than the time of the return of the child to the parent or guardian or the end of the business day whichever is earlier. Notification shall be made in a manner calculated to give the parent or guardian actual notice of the incident at the earliest practicable time.~~
- ~~4. Complete Incident Report – Use of Restraint and give to the school administrator or designee as soon as is practicable but no later than the end of the school day.~~

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- ~~5. Send copy of the written report to the parent/guardian within 3 school days following the use restraint;~~
- ~~6. Place a copy of report in the student's discipline file and special education file if appropriate.~~
- ~~7. A copy of all reports shall be forwarded to the Pupil Personnel Services Director and Superintendent.~~
- ~~8. A copy of staff injury report shall be forwarded to the Restraint Review Committee.~~

~~Further, it is expected that each staff member involved in an incident will engage in a processing session(s). Components to be included in this session are outlined in the Appendix titled "Staff Processing of Restraint Incident." The staff member's supervisor or designee shall complete and file the form with the Restraint Review Committee.~~

I. Annual Review Process

~~The District shall establish a Restraint Review Committee to conduct quarterly review of all individual and program wide data associated with this policy. The Committee shall review at a minimum, the following components related to the use of restraint. These include an analysis of the following components:-~~

- ~~1. incident reports;~~
- ~~2. procedures used during restraint, including the proper administration of specific district/facility approved restraint techniques;~~
- ~~3. preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;~~
- ~~4. documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;~~
- ~~5. injuries incurred during a restraint;~~
- ~~6. notification procedures;~~
- ~~7. staff training needs;~~
- ~~8. specific patterns related to staff or student incidents; and~~
- ~~9. environmental considerations, including physical space, student seating arrangements, and noise levels.~~

~~Upon review of the data, the Committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools. Further, the Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the district/facility's program.~~

~~The Committee or Superintendent of Schools will report annually to the School Board findings and recommendations from its annual review of district wide data concerning the use of restraint.~~

~~The Superintendent or designee shall ensure that all relevant personnel are aware of the District Use of Physical Restraint Policy and Procedures.~~

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~~Principals will annually identify staff members who serve as school wide resources to assist in ensuring proper administration of physical restraint. Each school will maintain and distribute an up to date list of trained staff to all relevant educational personnel.~~

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Appendix

~~FORMS AND GUIDELINES FOR PROCESSING A RESTRAINT~~

~~Form #1 Incident Report Use of Restraint shall be used to document an incident that led to the use of restraint and generate proactive responses to reduce or eliminate similar incidences in the future. This report will incorporate information from the Individual Report and will be completed and delivered to the building administrator no later than 24 hours after the incident.~~

~~Form #2 Individual Report Use of Restraint shall be used by individuals involved in the incident as a first report of events that led to the restraint or of the restraint itself to provide initial documentation to the case manager or administrator. This report will be completed prior to the individual leaving the building at the end of the school day.~~

~~Form #3 Staff Processing of Restraint Incident shall be used to document that staff involved in an incident have engaged in a processing process that explores perceptions about what happened prior to, during and after the incident.~~

~~The staff member submitting documentation should be factual, objective, and concise and use direct quotes from both staff and students.~~

~~To this end there needs to be an investment in training and practice in both report writing and processing skills to achieve reliable data.~~

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INCIDENT REPORT — USE OF RESTRAINT

To be filled out by: Case Manager or Designee (admin if not identified) within 24
hours of the incident

Student: _____ Date of Incident: _____

School/Program: _____ Grade: _____

Person Completing Report: _____ Signature: _____

Job Title: _____ Date of Report: _____

Staff Involved in Incident: (individual reports used for compilation)

~~Duration of Incident — Start Time _____ End Time _____~~

~~Duration of Restraint — Start Time _____ End Time _____~~

~~Nurse Report Attached~~

~~Location(s):~~

~~Describe Incident:~~

~~_____ Before Restraint (Include interventions used prior to restraint and student response to those interventions)~~

~~_____ During Restraint:~~

~~_____~~

~~_____ After Restraint:~~

~~Possible Motivators:~~

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~~Describe Restraint Used and Why Hold Was Deemed Necessary:~~

~~Describe any injuries to staff, student or any property damage.~~

~~Describe processing that occurred with the student and any follow up plans generated:~~

~~Copy of Behavior Plan attached? If no indicate why not.~~

~~Staff Signatures (please print name underneath)~~

~~Follow up actions:~~

~~☐ Student behavior plan developed or amended to address potential future incidents: NO YES (check and explain below)~~

~~☐ Potential Environmental Change _____~~

~~☐ Change in staff behavior: _____~~

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- ☐ Change in student behavior: _____
- ☐ Other: _____
- ☐ Need to complete FBA: _____
- ☐ Need to refer to IEP/504/Support Team for Decision making: _____
- ☐ Incident of first restraint IEP meeting held: _____ Date: _____

Date of processing reviews: _____ Staff: _____

_____ Student: _____

Notifications: _____ Administrator _____ Date: _____

_____ Parents _____ Date: _____

_____ Police _____ Date: _____

_____ Special Education Case Manager/Dept. _____ Date: _____

_____ Restraint Review Committee _____ Date: _____

_____ Other _____ Date: _____

INDIVIDUAL REPORT—USE OF RESTRAINT

(This report is designed to be used to fill out the formal report; it does not constitute a formal report. This must be filled out and returned to the case manager or Administrator prior to leaving the building on the same school day as the incident)

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NAME: _____ JOB _____

TITLE _____ Date _____

NAME OF STUDENT _____ GRADE _____

SCHOOL _____

DATE OF INCIDENT _____ DATE OF REPORT (if different) _____

LIST OTHER STAFF INVOLVED:

BEGINNING/ENDING TIME OF YOUR INVOLVEMENT IN INCIDENT _____

Please describe the incident:

POSSIBLE MOTIVATORS: ~~Check all that apply.~~

___ obtain peer attention ___ avoid adults ___ obtain adult attention ___ avoid task or activity

___ obtain items/activities ___ avoid peers ___ get/avoid self regulation (sensory issue)

___ other _____ ___ don't know

~~Check interventions used prior to restraint:~~

Hurdle Help _____ Sensory Strategies _____ Planned ignoring/Positive
Attention

Proximity _____ Talk with Counselor/Staff _____ Prompting

Redirection _____ Change of Face _____ Time

Caring Gestures _____ Change of Space _____ Managing the environment—
Describe

Directive Statements _____ Space _____

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STAFF PROCESSING OF RESTRAINT INCIDENT FORM

All staff involved in a crisis incident should be part of a processing session. This should occur after the incident report has already been written and as soon as possible after the event occurred. The focus of processing is to increase the effectiveness of staff response and to decrease the need for future restraint.

The following are important elements of the processing and should be checked off as discussed:

☐	Staff discussed what lead up to the incident. (Check each area discussed).
☐	Each staff member described the incident from his/her their own perspective without interruption from others. (Not everyone will perceive or remember the incident in the same way.)
☐	Staff discussed the triggers that initiated the escalation of behavior, including student, staff and environmental triggers.
☐	Staff talked about their own feelings and reactions regarding: (Check each area discussed).
☐	What aspects of the restraint process went well? What were the strengths in deescalating the incident?
☐	Was there anything staff could have done differently that might have decreased or eliminated the need for restraint?
☐	How did staff feel about how the restraint situation was handled and how it turned out?
☐	Was the restraint necessary to maintain the safety of staff and student(s)? Were there other options?
☐	What was the staff attitude prior, during, and after the restraint? How did it escalate or de-escalate the student?
☐	Was the appropriate number of staff involved in the restraint? Too many? Too few? How did it impact the restraint in terms of intensity and duration?
☐	Staff discussed what to do next. (Check each area discussed).
☐	Was the event processed with the student? What was the result?
☐	Overall, what were the issues that must be addressed by student/staff?
☐	What resources will staff need to assist in working more effectively with the student in the future? What are the training needs?

A staff processing session is a time to review the facts, to acknowledge staff feelings regarding the crisis, and to give and receive support and encouragement from others.

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Staff Processing of Restraint Incident

Staff Sign in and Notes

Facilitator: _____

Date: _____

Building: _____

Student Initials/date of incident: _____

Staff: _____

Staff: _____

Staff: _____

Staff: _____

Staff: _____

Staff: _____

Notes from Processing Session (attach more pages as necessary) forward completed form(s) to the Restraint Review Committee.

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THIRD READING - REVISIONS

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~~ educators and school-sponsored activity groups, 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 (e.g., donorschoose.org, classful.com, etc.) to solicit donations, whether monetary or in-kind, on behalf of the School District including any class, extra/co-curricular program. 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 or school-sponsored organization with prior written approval under this policy. No public action toward 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.

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

C. Crowdfunding Request and Approval Procedures.

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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 using 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 Building Principal. To be eligible for approval under this policy, employees must submit in writing a fully completed approval request form to the building Principal. Notwithstanding any contrary provision in Board policy KCD, the Building Principal has authority to approve proposed campaigns seeking a dollar value up the amount of \$500. Regardless of the amount sought to be donated, the Building Principal has the authority to deny a proposed campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the Building Principal, 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

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DATE OF ADOPTION: NOVEMBER 14, 2022	PAGE 3 OF 4

building Principal believes that the proposed campaign is in compliance with the requirements of this policy and should be accepted, the building Principal shall refer the proposed campaign to the Superintendent or designee.

- b. a. Review by the Superintendent.** The Superintendent or designee shall review the referred approval request forms and seek additional information about proposed campaigns as appropriate. The Superintendent or the Superintendent's designee has the authority to approve proposed campaigns seeking a dollar value of up to ~~\$500~~ **\$2,500**. 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.

Consistent with Board policy KCD, if a proposed campaign seeks a dollar value in excess of ~~\$500~~ **\$2,500**, 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.

- c. b. Review by the Board.** Subject to the requirements of ~~RSA 198:20-b~~, only **Board policy KCD** the Board has the authority to approve a campaign that seeks a dollar value in excess of ~~\$500~~ **\$2,500, although pursuant to RSA 198:20-b, unanticipated funds of \$20,000 or more also require a public hearing before acceptance.** 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;

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- 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. furthers 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's 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 their 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.

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.

Policy History:

Policy Adopted – November 14, 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: April 2, 2024
RE: School Board Approval of the Responsive Classroom Approach

Curriculum Advisory Council Recommendation – Responsive Classroom Adoption

On March 7, 2024, the Curriculum Advisory Council reached a consensus recommendation: adopting the Responsive Classroom approach as the primary program for addressing essential social and academic behavior skills for student from Kindergarten through grade 8. Responsive Classroom is a student-centered approach to teaching and discipline that addresses essential social and academic behavior skills. It consists of a collection of evidence-based practices that aim to create safe, joyful, and engaging classrooms and school communities. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has recognized Responsive Classroom as a SElect Program, which is their highest designation. Programs with this designation provide numerous opportunities for students to practice social and academic behavior skills, offer multi-year programming, and provide high-quality training and other implementation support. CASEL's research review indicates significant positive outcomes in academic performance, reduced emotional distress, improved social behaviors, and enhanced teaching practices (<https://pg.casel.org/responsive-classroom/>).

Recommendation to the School Board:

Vote to adopt the Responsive Classroom approach for K-8.



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Empowering all Learners

TO: Members of the Dover School Board
Dr. William R. Harbron, Superintendent
FROM: Travis Bickford, MTSS Director & Jennifer Krans, Co-Director of CIA
DATE: April 3, 2024
RE: Request to Waive Bidding

ESSER-III Grant: Solution Tree – RTI at Work Training & Resources Bid Waiver

Solution Tree – RTI at Work Institute Training (26 participants)	\$31,888.00
Solution Tree – Behavior Solutions Training (15 participants)	\$10,755.00
Solution Tree – Books and Information Resources	\$7,910.00
Total	\$50,553.00

Request to waive bidding:

To support the implementation of a Multi-Tiered System of Supports (MTSS), the district has established an ongoing, leadership academy. This academy utilizes a training cohort model aligned with Solution Tree's RTI at Work and Behavior Solutions. This comprehensive MTSS framework addresses both academic and behavioral student needs by using a tiered prevention system in conjunction with Professional Learning Communities (PLCs). Solution Tree books and information materials will be provided as reference resources to facilitate implementation. To ensure successful implementation, educators and district leaders will receive training and develop knowledge and skills in the following areas:

- Foster a dynamic and collaborative educational environment centered on enhancing student learning experiences.
- Break down academic standards into specific learning objectives tailored to student needs.
- Create, evaluate, and employ common assessments to enhance instruction and inform interventions.
- Schedule dedicated time for targeted student support.
- Empower students to actively participate and take ownership of their learning journey.
- Tailor interventions to address individual student requirements effectively.
- Grasp the essential elements and execution of a behavioral Multi-Tiered System of Supports (MTSS-B).
- Employ a leadership team to facilitate school-wide intervention strategies.
- Develop schedules that accommodate primary instruction, interventions, and elective opportunities for at-risk students.
- Identify effective interventions for students encountering challenges with foundational learning competencies.
- Determine optimal utilization of school-wide support personnel within the MTSS framework.
- Utilize intervention periods to further enrich the learning experiences of students who have achieved mastery of grade-level content.
- Recognize the district's obligations and contributions to the MTSS initiative.

Sole Source Purchasing Documentation Form-Federal Funds

Dover School District

Vendor Name: Solution Tree Fiscal Year: 2023-2024

Description and purpose of the purchase:

Non-Competitive Proposal

X This item is available only from a single source, please list the unique features of the product or service:

Solution Tree is the sole source publisher and professional training provider of RTI at Work and Behavior Solutions.

 A public Emergency, explain situation and reasons why decision couldn't include other quotes.

 Received authorization from a pass-through entity (NHDOE) Please include approval from the NHDOE.

 Competition is determined to be inadequate (after solicitation)

If there are similar products or services available, the reasons for selecting the vendor (check all that apply):

 Lowest Price X Availability Accessibility X Expertise Reputation

X Continuity of Services Location Bid Process Other Considerations: _____

Signature of individual who completed procurement Date ESSER-III 148875
Grant/Activity #



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Empowering all Learners

TO: Members Dover School Board
William R. Harbron, Superintendent of Schools
Michael Limanni, Chief Financial Officer
FROM: Libby Simmons, Operations and Accounting Manager
DATE: April 8, 2024
RE: Award of RFP #DSD24011 Snow Plowing Services

On February 9, 2024, the District solicited a public bid seeking proposals from qualified vendors to provide snow plowing services. The scope of work includes the removal of snow, slush, sleet and ice from Dover High School, Bellamy Academy, Dover Middle School and Bellamy Junior upper parking lot on Bellamy Road. The District may also request additional assistance at the three elementary schools on an as-needed basis.

The District requested hourly rates for plowing, sanding and hauling services at all school locations, as well as an optional seasonal cost for three (3) years beginning with the 2024-2025 winter season at Dover High School, Bellamy Academy, Dover Middle School and Bellamy parking area. Three proposals were received on March 7, 2024 at 2:00 PM and reviewed for necessary ability to comply with proposal criteria. Facilities Director, Morgan Lyon, assisted in the review of all proposals.

It is the recommendation to the Dover School Board to accept the proposal submitted by the District's current vendor, North Atlantic Snow of Epping, NH for a seasonal cost for three (3) years in the annual amount of \$52,800.00 (3-Year Total, \$158,400). The snow and ice management services' agreement will commence on or after July 1, 2024 for a period of three (3) seasons (2024-2025, 2025-2026, 2026-2027).

The bid tabulation is noted on the next page. All bid documents are available on the District [website](#). These services will be funded through the General Fund Operating Budget (Fund 1000).

North Atlantic Snow Services, LLC
76 Depot Road
Epping, NH 03042

Location	Plowing, Hourly	Plowing, Overtime	Plowing, Holiday	Sanding, Hourly	Sanding, Overtime	Sanding, Holiday	Hauling, Hourly	Hauling, Overtime	Hauling, Holiday
Dover High School 25 Alumni Drive	\$100	\$125	\$125	\$100	\$125	\$125	\$300	\$350	\$350
Bellamy Academy 50 Alumni Drive	\$100	\$125	\$125	\$100	\$125	\$125	\$300	\$350	\$350
Dover Middle School 16 Daley Drive	\$100	\$125	\$125	\$100	\$125	\$125	\$300	\$350	\$350
Woodman Park School 11 Towle Avenue	\$100	\$125	\$125	\$100	\$125	\$125	\$300	\$350	\$350
FGH at Home Street 78 Home Street	\$100	\$125	\$125	\$100	\$125	\$125	\$300	\$350	\$350
Garrison School 50 Garrison Road	\$100	\$125	\$125	\$100	\$125	\$125	\$300	\$350	\$350

Seasonal Cost: \$52,800

****Plowing and sanding rates are for one truck; Hauling rates are for one triaxle truck and one loader.**

Rye Beach Landscaping, Inc.
8 Perennial Pl
Exeter, NH 03833

Location	Plowing, Hourly	Plowing, Overtime	Plowing, Holiday	Sanding, Hourly	Sanding, Overtime	Sanding, Holiday	Hauling, Hourly	Hauling, Overtime	Hauling, Holiday
Dover High School 25 Alumni Drive	\$95	\$110	\$110	\$110	\$115	\$115	\$265	\$300	\$300
Bellamy Academy 50 Alumni Drive	\$95	\$110	\$110	\$110	\$115	\$115	\$265	\$300	\$300
Dover Middle School 16 Daley Drive	\$95	\$110	\$110	\$110	\$115	\$115	\$265	\$300	\$300
Woodman Park School 11 Towle Avenue	\$95	\$110	\$110	\$110	\$115	\$115	\$265	\$300	\$300
FGH at Home Street 78 Home Street	\$95	\$110	\$110	\$110	\$115	\$115	\$265	\$300	\$300
Garrison School 50 Garrison Road	\$95	\$110	\$110	\$110	\$115	\$115	\$265	\$300	\$300

Seasonal Cost: \$59,000

****Plowing and sanding rates are on a per truck basis; Hauling rates are contemplated as a loader and one triaxle truck.**

Wade Landscaping & Construction
362 C Route 108
Somersworth, NH 03878

Location	Plowing, Hourly	Plowing, Overtime	Plowing, Holiday	Sanding, Hourly	Sanding, Overtime	Sanding, Holiday	Hauling, Hourly	Hauling, Overtime	Hauling, Holiday
Dover High School 25 Alumni Drive	\$235	\$235	\$265	\$125	\$125	\$155	\$275	\$275	\$335
Bellamy Academy 50 Alumni Drive	\$235	\$235	\$265	\$125	\$125	\$155	\$275	\$275	\$335
Dover Middle School 16 Daley Drive	\$235	\$235	\$265	\$125	\$125	\$155	\$275	\$275	\$335
Woodman Park School 11 Towle Avenue	\$150	\$150	\$175	\$125	\$125	\$155	\$275	\$275	\$335
FGH at Home Street 78 Home Street	\$150	\$150	\$175	\$125	\$125	\$155	\$275	\$275	\$335
Garrison School 50 Garrison Road	\$150	\$150	\$175	\$125	\$125	\$155	\$275	\$275	\$335

Seasonal Cost: No Proposal

****Hourly rates represent two pieces of equipment per property****



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Empowering all Learners

TO: Members Dover School Board
William R. Harbron, Superintendent of Schools
Michael Limanni, Chief Financial Officer
FROM: Libby Simmons, Operations and Accounting Manager
DATE: April 8, 2024
RE: Award of RFP #DSD24012 Elevator Inspections, Maintenance and Repair Services

On February 21, 2024, the District solicited a public bid seeking proposals from qualified vendors for annual NH state elevator inspections, as well as to provide as-needed elevator maintenance and repair services. Elevators and or lifts are located at Dover High School, Dover Middle School, Frances G. Hopkins Elementary School at Horne Street, and Woodman Park Elementary School.

A mandatory pre-proposal site visit of all schools was conducted on March 6, 2024 at 12:00 PM with two vendors attending. Two proposals were received on March 20, 2024 at 2:00 PM and reviewed for necessary ability to comply with proposal criteria.

It is the recommendation to the Dover School Board to accept the low bid proposal submitted by the District's current vendor, Stanley Elevator Company of Merrimack, NH in the total annual amount of \$6,576.00 (Year 1). The service agreement will commence on July 1, 2024 for a one-year period with the option to renew for up to four (4) additional one (1) year terms contingent upon satisfactory vendor performance, funding availability and mutually agreed-upon rates.

VENDOR	TOTAL ANNUAL COST (YEAR 1)
Otis Elevator Company 915 Holt Ave #5 Manchester, NH 03109	\$7,848.00
Stanley Elevator Company 9 Henry Clay Drive Merrimack, NH 03054	\$6,576.00

All bid documents are available on the District [website](#). These services will be funded through the General Fund Operating Budget (Fund 1000).