



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #5
Meeting Location:	McConnell Center, Room 306
Meeting Date:	Monday, May 13, 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. Regular Meeting, April 8, 2024
 - 2. Special Session, April 15, 2024
- G. **SUPERINTENDENT'S REPORT**
- H. **CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - a. Alycia Andolina – Grade One Teacher – Frances G. Hopkins School at Horne Street - Resignation
 - b. Kristie Downer - Literacy Interventionist - Frances G. Hopkins School at Horne Street - Resignation
 - c. Patty Driscoll - McKinney/Vento Liaison – Dover School District - Resignation
 - d. Meredith Jacques - Social Worker/Family Outreach Coordinator - Woodman Park School - Resignation
 - e. Shanon Lowery - Literacy Interventionist - Frances G. Hopkins School at Horne Street - Resignation
 - f. Kathi Lupi – School Nurse - Garrison Elementary School - Retirement
 - g. Christina Pannone - School Counselor - Dover Middle School - Resignation
 - h. Shimana Sharif - Paraprofessional - Woodman Park School – Resignation
 - i. Libby Simmons – Operations and Accounting Manager – Dover School District - Resignation
 - 3. **Leaves of Absence:**
 - a. Samantha Royalty – Art Teacher – Dover High School
 - 4. **Job Shares:** None
 - 5. **Nominations:**
 - a. 2024-2025 Annual Administrator Re-Nominations
 - b. 2024-2025 Annual DEOP Re-Nominations
 - c. 2024-2025 Annual DTU Re-Nominations
 - d. 2024-2025 Annual Non-Union Re-Nominations
 - e. 2024-2025 Administrator Nomination
 - f. 2024-2025 DTU Nominations
 - 6. **Extended Travel (Student Trips):**
 - a. Preliminary and Final Approval for Dover High School Regional Career Technical Center – National Leadership & Skills Conference – Atlanta, GA – June 24-29, 2024
 - 7. **Donations:** None
- I. **STUDENT REPORT**



**DOVER SCHOOL
DISTRICT**

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J. FINANCIAL REPORT

1. Financial Report and Proposed End of Year Projects

K. POLICIES - CHANGES – PROPOSALS: None

L. POLICY ADOPTION

1. JKAA - Physical Restraint Policy - Revisions - Second Reading
2. JKAA-R - Procedures for the Use of Physical Restraint in the Dover School District - Revisions - Second Reading

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS

1. Dover School District Capital Improvement Plan – Technology (2025-2030)
2. Spanish Curriculum Bid Waiver Request and Adoption
3. Award of RFB #DSD24016 Open Air Merchandiser
4. Transportation Contracts: Request to Waive Bidding and Approve to Move Forward With Contract Extensions
 - a. In-District Main Transportation Contract - First Student
 - b. In-District Specialized Transportation Contract - Seacoast Learning Collaborative
5. Approval of FY25 Adopted Budget – MS26C

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, Citizen's 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, May 13, 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. Regular Meeting, April 8, 2024
2. Special Session, April 15, 2024

G. SUPERINTENDENT'S REPORT: See below.

H. CONSENT AGENDA

1. **Correspondence:** None
2. **Resignations/Retirements:**
 - a. Alycia Andolina – Grade One Teacher – Frances G. Hopkins School at Horne Street - Resignation
 - b. Kristie Downer - Literacy Interventionist - Frances G. Hopkins School at Horne Street - Resignation
 - c. Patty Driscoll - McKinney/Vento Liaison – Dover School District - Resignation
 - d. Meredith Jacques - Social Worker/Family Outreach Coordinator - Woodman Park School - Resignation
 - e. Shanon Lowery - Literacy Interventionist - Frances G. Hopkins School at Horne Street - Resignation
 - f. Kathi Lupi – School Nurse - Garrison Elementary School - Retirement
 - g. Christina Pannone - School Counselor - Dover Middle School - Resignation
 - h. Shimana Sharif - Paraprofessional - Woodman Park School – Resignation
 - i. Libby Simmons – Operations and Accounting Manager – Dover School District - Resignation
3. **Leaves of Absence:**
 - a. Samantha Royalty – Art Teacher – Dover High School
4. **Job Shares:** None
5. **Nominations:**
 - a. 2024-2025 Annual Administrator Re-Nominations
 - b. 2024-2025 Annual DEOP Re-Nominations
 - c. 2024-2025 Annual DTU Re-Nominations
 - d. 2024-2025 Annual Non-Union Re-Nominations
 - e. 2024-2025 Administrator Nomination
 - f. 2024-2025 DTU Nominations
6. **Extended Travel (Student Trips):**
 - a. Preliminary and Final Approval for Dover High School Regional Career Technical Center – National Leadership & Skills Conference – Atlanta, GA – June 24-29, 2024
7. **Donations:** None

Note: **Dover Middle School Principal:** On Wednesday, May 8, interviews were held for the Dover Middle School Principal. The process consisted for an adult interview panel, student interview panel, and writing sample. Two candidates were interviewed.

J. FINANCIAL REPORT:

1. **Financial Report and Proposed End of Year Projects:** Mr. Limanni will present his financial report to the Board that includes a list of proposed end of year projects.

K. POLICIES – CHANGES – PROPOSALS: None

L. POLICY ADOPTION

1. **JKAA – Physical Restraint Policy - Revised Policy – Second 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. **Superintendent’s Recommendation:** I recommend the Board adopt Policy JKAA.
2. **JKAA-R – Procedures for the Use of Physical Restraint in the Dover School District: Revised- Second Reading:** Revisions align with revisions made to policy JKAA. **Superintendent’s Recommendation:** I recommend the Board adopt Policy JKAA-R.

M. RESOLUTIONS: None

N. OLD BUSINESS: None

O. NEW BUSINESS

1. **Dover School District Capital Improvement Plan – Technology (2025-2030):** Technology Director Tom Rup has prepared a five-year Technology Capital Improvement Plan. The purpose of the Plan is to prepare for future school district capital improvement projects and assist with the budgeting and timing of such projects as related to school technology. Mr. Rup will be available to answer questions. **Superintendent’s Recommendation:** I recommend the Board approve the Capital Improvement Plan for 2025-2030.
2. **Spanish Curriculum Bid Waiver Request and Adoption:** The administration requests bidding be waived to purchase a 6-year subscription for Carnegie Institute’s *¡Qué Chévere!* Spanish program. By purchasing a 6-year subscription, the district will save \$119,286.35 when compared to renewing multiple 1-year subscriptions over the same time span. This price also includes onboarding costs, such as professional development. The curriculum materials have been reviewed and approved by the district’s Curriculum Review Committee. **Superintendent’s Recommendation:** I recommend the Board approve the funding of the curriculum for a total six-year cost of \$60,890.05.
3. **Award of RFB #DSD24016 Open Air Merchandiser:** The District solicited a bid requesting proposals from qualified vendors for the purchase and replacement of *one (1) Open Air Merchandiser* at Dover Middle School. This expenditure is the final item on the District’s approved ‘school year 23-24 spend down plan’ with the NHED/Office of Nutrition Programs & Services. The District received seven (7) bids. It is recommended the Board accept the bid from Douglas Equipment for \$8,842.25. **Superintendent’s Recommendation:** I recommend the Board approve the bid from Douglas Equipment for \$8,842.25.
4. **Transportation Contracts: Request to Waive Bidding and Approve to Move Forward With Contract Extensions:**
 - a. **In-District Main Transportation Contract - First Student**
 - b. **In-District Specialized Transportation Contract - Seacoast Learning Collaborative**

Mr. Limanni, CFO, is requesting to wave bidding and approve to move forward with an extension of the transportation contracts. **Superintendent’s Recommendation:** I recommend the Board approve the transportation extensions as present by Mr. Limanni.

5. **Approval of FY25 Adopted Budget – MS26C:** Mr. Limanni will provide additional information on the process and approval.

NOTE: The Board needs to select a date the week of May 20 for a special board meeting at 6:00 p.m.

SUPERINTENDENT’S REPORT:

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

Week of April 1:

- The SAU Directors meeting included the following agenda items: Avoid, Deny, Defend Training for the 24-25 school year; August 26 presentation for MTSS introduction for staff; Back-to-school professional development, Brown Center update, July 24 Leadership Retreat, use of TEAMS – Training and Conventions, Panorama Survey Platform, DDLY integrated with the All-Leadership Team, Recertification, Title I Part C, digitalized records, and department updates.
- Kiley Hemphill, Jen Krans, Siobhan Mehalek, and I had the opportunity to meet with Mike Steinberg and Craig Alie to discuss creating manufacturing field trips for students.
- I met with Robin Trefethen and Carolyn Mebert for our bi-weekly meeting.
- A DHS JBC meeting was held, I was able to attend a portion of the meeting.

Week of April 8:

- The SAU Director’s meeting was focused on the planning and coordination of the July Full-Leadership Retreat and the planning for August, September, and October’s professional development. The major focus will be on the implementation of the new K-8 English Arts Curriculum. Planning will continue.
- The monthly Leadership Team meeting included the following topics: Public Works field trip invitation, update on the strategic plan process and need for additional student feedback, DHS Holocaust Speaker, MTSS Building Coordinators, July Leadership Retreat, August Professional development, FY25 budget, and end of year calendar.
- I held a Learning Leaders Chat at DHS. No employees attended.
- The Curriculum Advisory Council meeting was used to review the proposed K-8 English Language Arts Curriculum and 5-8 Social Studies Program.
- A DHS Athletic Complex JBC meeting was held.
- The Strategic Plan Steering Committee was led through a process that assisted them in thinking of the future of the district in 2036 (graduation year of current kindergarten class) and determining if the strategic plan would support achieving that future.
- Christine Boston, Travis Bickford, Jen Krans, Kiley Hemphill, Siobhan Mehalek, and I had the opportunity to meet with Jon Vander Els on developing an outline of the training for the Full-Leadership team in working with the guiding coalition during the July Leadership Team Retreat.
- I held a Learning Leaders Chat at WPS; seven educators attended. I was impressed with their preparation for the meeting.
- I facilitated a meeting with representatives from the parent organizations from the elementary schools and middle school; providing us with an opportunity to share ideas across the organizations and for me to receive feedback pertaining to the district from their perspective.
- The DHS JBC met this week. The JBC can start the process of closing out.
- **Events:** Dover Middle School Musical – *Flat Stanley*.

Week of April 15:

- The SAU Directors Meeting was held with the following agenda items: Follow up on proposal by Craig Alie and Mike Steinberg, Continuous Improvement Calendar (2024-2025), RTI at Work Institute for New Leaders, NHLI contracts, June 17 professional development, and Dover Rotary Portrait of a Learner.
- I attended the monthly NH Department of Education’s Update for Public School Leaders.
- I attended the School Board’s Special Session.

- Patty Driscoll and I met with a representative from New England Credit Union to discuss a potential partnership for a clothes drive.
- The Elementary Principal Learning Guidance Team Meeting was held. Agenda items included: MTSS Guiding Coalitions Training, Guiding Coalition Job Description, Kalamata's Kitchen, June 17 professional development, Essential Standards, summer professional development, ELA adoption, and master schedule.
- I met with Robin Trefethen and Carolyn Mebert for our bi-weekly meeting.
- DHS Athletic Complex JBC meetings were held on Tuesday, April 16 and Wednesday, April 17.
- The Tech Integration Committee met and reviewed the long-term plan for the replacement of computers.
- I attended the monthly DMHA Community Meeting featuring Dr. Faud Kahn on the topic of resilience.
- SEED held their monthly meeting.
- Jen Krans presented to the Dover Rotary on the Portrait of a Learner. I was able to accompany her.
- The Full-Leadership Team met. DHS and DMS discussed Chapter 7 of Taking Action A Handbook for RTI at Work. Elementary schools were developing a master schedule to accommodate MTSS for the 2024-2025 school year.
- I chaired the Strafford Learning Center Board Meeting.
- I attended the Strafford County YMCA Board meeting. Agenda topics included financial reports, monthly reports, staffing for the 2024-2025 school year, and tour of the new facility in Rochester.
- **Events:** Empty Bowls Event and Celebration of Diversity. The organizers are to be highly complimented on the two events. Both were well attended and served to bring the community into the schools.

Week of April 29:

- Michael Limanni, Libby Simmons, Morgan Lyon and I met to review summer projects.
- Maggie Fogarty and I met to discuss the Equity Vision Keepers.
- I attended RTI Training in Grand Rapids, Michigan with various administrators April 30 through May 3.
- The Curriculum Advisory Council met. Agenda topics included: Review of books put forward for DHS curriculum adoption, and an update on the DMS science curriculum adoption.
- **Events:** Frances G. Hopkins Literacy Ball.



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



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

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DOVER, NEW HAMPSHIRE 03820-4365
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VALERIE WEST
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KIMBERLY STEPHENS
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MEREDITH LAPOINT
Dean of Students
m.lapoint@dover.k12.nh.us

Dear Dr. Harbron,

It is my understanding that FMLA only covers 60 days. Based on the dates I plan to take (quarters 2 and 3 of the 2024/2025 school year - starting November 11, 2024 and continuing to April 4th 2025**), I will be gone for eighty-six days. Due to this situation, I am requesting a twenty-six day leave of absence from February 11, 2025 to April 4th 2025 **.

I have been in contact with Kim Hamel at the SAU office and am working on completing all the necessary paperwork.

Please contact me at s.royalty@dover.k12.nh.us with any further questions.

**note that these dates are based on the dates of quarters from the 2023/2024 school year and may change when official dates of quarters are released for the 2024/2025 school year.

Sincerely,
Samantha Royalty
Art Teacher
Dover High School
s.royalty@dover.k12.nh.us

**DOVER SCHOOL DISTRICT
2024-2025 RE-NOMINATIONS
Administrators**

TO: DOVER SCHOOL BOARD
DATE: May 13, 2024
MEMORANDUM: Re-nomination of Administrators

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.

ELEMENTARY

Boodey, Patrick, WPS Principal
Drysedale, Roseanna, WPS Dean of Students
Dunton, Elizabeth, GES Principal
Granfield, Brittany, FGH Principal
Rice, Brian, FGH Dean of Students
Taylor, Moira, Elementary Dean of Student Services
Ward, Aaron, GES Dean of Students

DOVER MIDDLE SCHOOL

Angwin, Charles, Dean of Student Services
Mowatt, Ashley, Dean of Students
Vail, Meredith, Dean of Students

BELLAMY ACADEMY

Lyndes, Robin, Dean of Students

DOVER HIGH SCHOOL

Driscoll, Peter, Principal
Kennedy, Kori, DHS CTC Director
Lapoint, Meredith, Dean of Students
Madden, Linda, Dean of Student Services
Stephens, Kimberly, Dean of Students
West, Valerie, Dean of Instruction

DISTRICT-WIDE

Bickford, Travis, Multi-Tiered System of Supports Director
Boston, Christine, Assistant Superintendent
Hemphill, Kiley, Curriculum, Instruction, and Assessment Co-Director
Krans, Jennifer, Curriculum, Instruction, and Assessment Co-Director
Limanni, Michael, Business Administrator
Mehalek, Siobhan, Curriculum, Instruction, and Assessment Co-Director
Rup, Thomas, Technology Director
Small, Abigail, Director of Student Services
Strand, Deanna, Dover Adult Learning Center Executive Director

**DOVER SCHOOL DISTRICT
2024-2025 RE-NOMINATIONS
Administrative Assistants (DEOP)**

TO: DOVER SCHOOL BOARD
DATE: May 13, 2024
MEMORANDUM: Re-nomination of Administrative Assistants (DEOP)

I hereby nominate the following persons for the designated positions for the 2024-2025 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

BELLAMY ACADEMY

White, Joanne

CAREER TECHNICAL CENTER

Towle, Julie

DOVER HIGH SCHOOL

Boyatsis, Jan
Cunio, Valerie
DiGregorio, Laurie
Graves, Betsy
Harrington, Donna
Nault, Fern
Peck, Sarah
Swartzendruber, Kristin
Ward, Renee
Woodward, Carolyn

DOVER MIDDLE SCHOOL

Barnes, Ceili
Henck, Karen
Manning, Carol
Olkkola, Lucy
Snow, Sonata
Wells, Jessica
White, Karen

FRANCES G. HOPKINS SCHOOL AT HORNE STREET

Morton, Margaret

GARRISON SCHOOL

Hurley, Karen

WOODMAN PARK SCHOOL

Gaunya, Andrea

SAU

Shanahan, Darlene
Stahl, Shawna

DALC

Ciereszynski, Donna

**DOVER SCHOOL DISTRICT
2024-2025 RE-NOMINATIONS
Professionals Engaged in Teaching and Educators (DTU)**

TO: DOVER SCHOOL BOARD
DATE: May 13, 2024
MEMORANDUM: Re-nomination of Professionals Engaged in Teaching and Educators (DTU)

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. The School Board authorizes the Superintendent of Schools to execute these contracts.

BELLAMY ACADEMY:

BECK, BRIAN
COCO, STEVEN
EVANS, SCOTT
DAVIDSON, HEATHER L
MAILLETTE, MIKAYLA

DOVER HIGH SCHOOL:

BENSON, HANNAH E
BONELLO, JESSICA A
BURROWS, LISA M
BUTKA, JAMES S
CARRIER, WHITNEY LS
CARVER, JOHN P
CHASE, AMY M
CHASE, ANDREW H
CHURCHILL, HEATH N
CIANCARELLI, NICOLE M
COCONUBO, CLAUDIA C
CONNELLY, JENNIFER M
COTE, KYLE V
COX, DEBORAH C
CRETEAU, JAY C
CROSTON, ELIZABETH M
CUMBA, ERIC M
DEMATTEO, STEPHANIE D
DONLON, RICHARD TYLER
DOYLE, KATELYN M
ELLIOTT, TIMOTHY K
FABBRI, HEATHER L
FENNESSY, MATTHEW P
FRAGOS, NICHOLAS S
FRANK-BERCHULSKI, DONNA M
FREEAR-MOTOR, KATE
GARNHART, JOHN RD
GAUTHIER, PARKER N
GEORGE, CHRISTINA M
GOODMAN, ERIC M
GOODMAN, SUSAN A
HALL, CANDACE M
HAMBROOK, COREY M
HAMILTON, JONATHAN R
HAMLIN, ANNE M
HANSON, KRYSTAL A
HANSON-GILLIS, HEIDI E
HOCKING, LESLEY J
HOWARD, AARON R
KELLY, KIM H
LAGRUA, MAUREEN E
LANGA, LUCILLE H
LECLERC, KRISTINE E
LIGHTIZER, JACOB T

LITTLE, SALLY A
LYNCH, KATIE E
MANN, NATHAN R
MARTIN, MARGO M
MCCARRON- STEWART, SARAH E
MERSEREAU, MARJORIE S
MINNIS, ANDREA L
MOLL, LAUREN A
MORNEAU, BRIANNE J
NELSON, LYNDA D
NULK, DARLENE L
O'MAHONY, JOHN W
O'ROURKE, MOIRA S
PAGNOTTA, JUSTIN J
PALMEIRA, KRISTEN S
PARSONT, JENNIFER B
PETERS, ASHLIE R
PIATTI, NICHOLAS S
PIATTI, SARAH M
PIKE, SUSAN H
POIRIER, AMY B
QUINATO A CUELLAR, EDISON R
REPUCCHI, BROOKE E
ROYALTY, SAMANTHA S
RUSSO, MICHAEL
SALMONSEN, ERIC P
SCHLAPAK, ERIC M
SCHULTZ, LAUREN C
SCHWARTZ, CAROLYN
SCOTT, WAYNE A
SEBASTIAN, ROSE M
SEEKAMP, PETER J
SEYMOUR, CLAIRE
SOPHINOS, JAMES P
ST CYR, ELIZABETH R
STANCEL, MARY-KATHLEEN R
STEGMAN, SUSAN M
STEWART, BENJAMIN D
TOBIASSEN, KRISTEN M
TOWLE, KAYLEE M
TURNER, ERIC M
VAUGHAN, NANETTE J
WARD, MEGAN K
WARES, JAMES J III
WENDORF, HOLLY L
WHITWORTH, KRISTIN M
WILLIAMS, KERRIE E
WYDA, JASON C
YORK, KAITLYN M

DOVER MIDDLE SCHOOL:

ALLEN, MATTHEW J

BOYNTON, JEFFREY D
BREAULT, JOAN C
BRICKLEY, JILLIAN M
BURNS, NORA B
BURT, ANDREA P
CALHOUN, MARY M
CHRISTOPHER, JOHANNA M
CIMINO, KRISTEN J
COLSON, SHANNON E
CONRAD, KIMBERLY A
COOK, ERIN M
COPLEY, DENISE K
COTE, JORDAN M
CROSIER, KRISTEN A
CROWLEY, AMIE L
DAVIS, JULIE N
DAYNARD, KELLY A
DEAN, RORY B
DEMERS, TRACY J
DIBELLO, GEOFFREY R
DILLINGHAM, LISA M
DOWNEY, MARGARET
EATON-CORBIN, HOLLY M
EISNER, LYNN D
FERNANDEZ, TINA A
GAGNE, STACY L
GARDELLA, JO-ANN E
GORSKI, JENNIFER A
GROLEAU, JULIA W
GUNDERSEN, KAREN V
HORVATH, ANNE-MARIE P
HOULIHAN, JOHN P
JACOBS, DEBORAH A
JOHNSON, MATTHEW W
KATZ, RHONDA L
KOSTIS, STACEY E
KRAUSS, AIMEE L
KUEHL, JESSI H
LEBLANC, MATTHEW P
LEIGHTON, GARY W
LEVIN, STEPHANIE
MANHA, SUSAN J
MARSDEN, CALLAHAN J
MATHIEU, ALISON R
MCGARTY, CHRISTINA L
MITRO, ELIZABETH M
MONE, JENNIFER D
NASH, LISA M
NEVINS, KELLY J
PAIGE, ASHLEY E
PIKE, KIMBERLY M
POWERS, SHERYL A

PUERTAS, ANNA M
 RAGAZZO, LARISSA L
 ROCKWELL, DEBORAH ANN L
 ROGACKI, GARISON W
 SALACH, JANE A
 SALZANO, PATRICIA M
 SCHWARTZ, BENJAMIN A
 SHANNON, MARK C
 SIMPSON, BONNIE M
 SKELLEY, CARA L
 SLAVITZ, JOANNA S
 TAIPAN, LISA M
 THORN, SALLY J
 THURSTON, EMILY E
 TROMBA, DAVID J
 WILSON, MICHELE M
 WINDERS, RUTH A
 WISNIEWSKI, JASON J
 WOOD, JAMES N
 WOTTON, KATHY J
 WOTTON, MOLLY L
 YUVA, RAMONA D

CAREER TECHNICAL CENTER:

AUSTIN, KEITH F
 DUPRAT, SCOTT M
 GREEN, KATHERINE S
 HOPE, MELISSA L
 HOUGH, CARRIE S
 HUNT, ROBIN L
 KALWAY, NATHAN D
 LAMBIASE, MARK V
 MCKENZIE, DAVID K
 MINASSIAN, DEBORAH A
 MOTA, ASHLEY E
 MULLIGAN, JEREMIAH J
 ROY, LISA L
 SPENCE HEBERT, JESSICA A
 STEWART, CHRISTINE D
 TWOMEY, KRISTIN L
 VEIT, KAREN J
 WEBSTER, KATRINA M
 WITHAM, NICOLE R

GARRISON ELEMENTARY:

BANAFATO, PATRICIA J
 BAUER, LEIGHANN BURNEY
 BOLES, JOSEPH G
 COSTA, AMY W
 CUSHING-LONG, ALANA J
 DEJESUS, LESLIE L
 DRISCOLL, NICOLE A
 DUBE, MONICA A
 DUTTA, DOLON CHAMPA
 GAGNON, ERICA A
 GROSS, JOCELYN LISET
 HILL, RACHEL A
 HUGHES, KERRI A
 JOHNSON, MEGHAN V
 KNOWLTON, JESSICA E
 LEARY, KELSEY L
 LEBLANC, ANNIE L
 MALINOWSKI, ALISON E
 MANTEAU, CONNOR F
 MATZ, KERSTIN E

MAYHEW, MEGHAN J
 MCDONOUGH, GRACE A
 MCKENNEY, TAYLOR E
 MOORE, EMILY C
 MURPHY, ERIN L
 NELSON, ALLISON M
 NYE, ALYSSA R
 O'KEEFE, ASHLEY B
 PERKINS, NICOLE B
 PHILIPPS, BRIANNE M
 RABINER, LAUREN H
 ROMPS, MICHAEL F
 SCHLAPAK, SUSAN A
 TUCCI, EMILY E

FRANCES G. HOPKINS SCHOOL:

BEAUDRY, DANIELLE F
 BEAUREGARD, AMY T
 BERNARD, TORY L
 BIGELOW, GAIL M
 BREEN, BETSY H
 BROWN, SHERRI L
 CALABRESE, DEBORAH R
 CASSIDY-KETCHEN, KAYLEIGH B
 COTE, JILLIAN K
 DAVIS, PAIGE L
 DAY, ELIZABETH A
 DELLORUSSO, MEGAN E
 DINWOODIE, CHELSEY J
 DUBE, KIMBERLY J
 DUNHAM, KRISTEN L
 DUNN, MEAGHAN C
 GALLAGHER, NICOLE L
 HAYNES, KATHERINE S
 HOWELL, LAUREL F
 KLOTZ, MELISSA E
 KNOX, JAALYN P
 LAYTON, MEGHAN
 LEONE, REBECCA H
 LONG, LINDA C
 MCDERMID, ALEXANDER J
 MONTECALVO, ALLISON N
 NARY, DEBORA G
 OCONNOR, ROXANNE L
 O'GARA, LILY E
 PIKE, KERRI M
 POLIZZOTTO, ELIZABETH A
 ROSSI, RUTH WE
 RUSSELL, CARRIE E
 SANBORN, ALISA E
 SAWYER, VALERIE C
 SESSLER, COURTNEY W
 SIEBERSMA, KERRY L
 SINCLAIR, ANNA J
 STEWART, ALEXIS N
 THEIL, SAMANTHA K
 VAWTER, LEAH F
 WHITE, ELIZABETH C

SPECIAL EDUCATION OFFICE:

GLASER-TAYLOR, KIM
 HELM, ERICA

WOODMAN PARK SCHOOL:

ALIBRANDI, CHERA R

AVERY, ABIGAIL J
 BICK, JESSICA M
 BORJA, CALLA V
 BOUCHER, SHARON O
 BRENNEMAN, DIANNA D
 BULLEK, TORISON S
 CARTER, LISA M
 CLOUGH, JULIE B
 COLLINS, BRIANA R
 CORBIN, ALEXIS A
 COTE, KELLY J
 DUFFY, CAITLIN A
 EASTMAN, APRIL L
 FREDRICKSON, JILL M
 GORSKI, KATIE J
 HAMILTON, NICOLE E
 JACKSON, CHRISTINE P
 KOZLOWSKI, CHRISTINE A
 LAPIERRE, SARAH R
 LAROCHELLE, ALLYSON B
 LEVEILLE, EMMA A
 LOTHROP, GRETCHEN M
 MAHAN, AMY
 MALLETT, MARA J
 MARDEN, ALIAH T
 MARSHALL, ERIN P
 MCKANE, CHALAGNE H
 MCKENNEY, STEPHANIE A
 MORRISON, JENNIFER J
 NORRIS, ELIZABETH D
 ROBERTO, CONLEY D
 ROUX, JEREMY O
 RULAND, DEANNA L
 SACCOCCIA, NATALIE M
 SEARS, JILL A
 SENFLEBEN, KILEY N
 SIMKO, LISA L
 SMITH, AMANDA J
 SOLEIMANI, LAUREN M
 TARBELL, JULIANNA K
 TAYLOR, MEGAN E
 THERIAULT, KATHRYN A
 TRYGGESTAD, BRIELLE R
 VELAZQUEZ, DAVID
 WATKINS, BLAKE-MARI
 WIDERSTROM, KATIE L
 ZITTA, MICHELLE M

PRESCHOOL:

BOUCHER, SHARON
 CARTER, LISA
 LACHANCE, CALLA
 LAROCHELLE, ALLYSON

NOTE: All nominations are pending completion of teacher license renewal. Names with an "*" indicate that the nomination is pending certification.

**DOVER SCHOOL DISTRICT
2024-2025 RE-NOMINATIONS
Non-Union Personnel**

TO: DOVER SCHOOL BOARD
DATE: May 13, 2024
MEMORANDUM: Re-nomination of Non-Union Personnel

I hereby nominate the following persons for the designated positions for the 2024-2025 school year. The School Board authorizes the Superintendent of Schools to execute these contracts.

SAU

Badger, Tammy
Collins, Justin
Dickerman, Gary
Hamel, Kimberley
Moore, Michael
Noyes, Amanda
Pellicano, Steven
Rup, Kristen
Saia, Deborah
Shearer, Sam
Watts, Tyler



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: Dover School Board
FROM: William R. Harbron, Superintendent
DATE: May 13, 2024
RE: Dover Middle School Principal

I am honored and delighted to nominate Lindsay Dube for the position of Principal at the Dover Middle School. Ms. Dube is a highly experienced educator and leader, and I believe she will be an excellent fit for this role.

Ms. Dube has been serving as Dean of Instruction at Dover Middle School for the past three years, and prior to that, was the Dean of Curriculum & Instruction for seven years. She has been a dedicated member of the Dover School District for nine years. Her experience includes five-years as a high school English teacher, three-years as an English department chair and teacher, seven years as DMS Dean of Curriculum & Instruction, three-years as the DMS Dean of Instruction, and interim principal.

I am confident that Ms. Dube's leadership skills, enthusiasm, and experience will be a tremendous asset to the Dover Middle School community and the Dover School District SAU 11. Her start date will be July 1, 2024. The DAA salary is being calculated and will be presented at the Board meeting on May 13th.

Thank you for considering Ms. Dube for this important position. I believe her skills and talents will continually improve the quality and effectiveness of the Dover Middle School community.

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

TO: DOVER SCHOOL BOARD

DATE: May 13, 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
Breton, Philip	Math Teacher	Dover High School	John Argiropolis	\$43,729	BA, Step 1
Chiarantona, Molly	Spanish Teacher	Dover High School	Greg Grande	\$61,971	MA, Step 9
Daigle, Courtney	Kindergarten Teacher	Frances G. Hopkins School	Marcia Minerowicz	\$46, 912	MA, Step 1
Daniels, Kelsey	Grade 7 Social Studies	Dover Middle School	Charles West	\$59,840	MA, Step 8
Fortier, Rachel	Wellness Teacher	Dover High School	Mary Jean Hippern	\$73,036	MA+15, Step 13
Taylor, Brett	Science Teacher	Dover High School	Matt Endrizzi	\$73,867	MA, Step 14
Torr, Joshua	Health/Wellness Teacher	Dover Middle School	Patricia Brown	\$61,971	MA, Step 9
Turner, Donna	Special Education Teacher	Garrison Elementary School	Hazel Kent	\$69,629	BA+30, Step 13



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

25 Alumni Drive, Dover, New Hampshire 03820-4365
phone 603-516-6900 • fax 603-516-6926

PETER DRISCOLL

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

KORI KENNEDY

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

ROBIN LYNDES

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

LINDA MADDEN

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

VALERIE WEST

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

KIMBERLY STEPHENS

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

MEREDITH LAPOINT

Dean of Students
m.lapoint@dover.k12.nh.us

April 18, 2024

Dover School Board
School Administrative Unit #11
McConnell Center
61 Locust St, Dover, NH 03820

Dear Dover School Board members,

I am writing on behalf of Keith Austin, the Automotive Technology instructor, to formally request approval for a trip to the National Leadership & Skills Conference in Atlanta, GA. Mr. Austin's student achieved 1st place in the recent Skills USA competition, earning an invitation to compete at the National conference. Mr. Austin intends to accompany his student to the conference as a chaperone and representative of the Dover Regional Career Technical Center.

The trip is planned for the week of June 24th to June 29th, 2024. The itinerary includes departing from Boston (BOS) at 7:00 AM and arriving in Atlanta (ATL) at 9:47 AM on Monday, June 24th. The return journey is scheduled for June 29th, 2024, departing at 10:45 AM from Atlanta (ATL) and arriving at Boston (BOS) at 1:20 PM.

If you require any additional information or have any questions, please contact me at 603-516-6976 or via email at k.kennedy@dover.k12.us.nh.

Regards,

Kori Kennedy
CTC Director
Dover Regional Career Technical Center

From: Automotive Technology Instructor, Dover High School
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form
(b) IJOAA – Extended Travel
(c) IJOA – Permission Slip

Subj: Request for Approval of Out of State – Overnight Field Trip to Skills USA National Skills Competition in Atlanta Georgia

I. Per references (a) and (b), Keith Austin, the Automotive Technology Instructors for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Skills USA National Skills Competition in Atlanta Georgia. As per reference (b), please find the following for the preliminary approval.

1. What is the educational purpose of the field trip? To Compete in the Skills USA National Competition

2. The travel agent is: Adventure Travel and Cruising, Sherry Chesley, 978-476-6284
3. Dates of the trip – June 24- June 29
4. Itinerary – See attached schedule
5. Cost per student will be \$0.00
6. Only students that place first in the Skills USA State competition.
7. Please see attached reference (c) IJOA, Permission Slip.
8. Insurance coverage will be the same as with any regular school field trip.
9. Awaiting approval from CTC Director, Principal, and Superintendent
10. Trip is not during the school year.
11. There is no financial benefit for this trip.
12. The trip is funded by donations, and Auto Techs Student Activity account

Keith Austin
Automotive Technology Instructor

From: Automotive Technology Instructor, Dover High School
To: Dover School Board, Dover, NH

Ref: (a) Field Trip Request Form
(b) IJOAA – Extended Travel
(c) IJOA – Permission Slip

Subj: Request for Final Approval of Out of State – Overnight Field Trip to Skills USA National Skills Competition in Atlanta Georgia

I. Per references (a) and (b), Keith Austin, the Automotive Technology Instructor for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to Atlanta Georgia. As per reference (b), please find the following for the final approval:

1. Group Requesting Approval: Dover High School Automotive Technology
2. Destination: Skills USA National Skills Competition, Atlanta, GA
3. Contact Person (s): Keith Austin Automotive Technology Instructor
4. Dates of Travel: June 24-29, 2024
5. Number of Students Traveling: 1
6. Number of Chaperones: 1
7. Adult/Student Ratio: 1:1

Please Circle appropriate response:

Permission Forms submitted to Principle: ☒ Yes / No

Student Code of Conduct Contracts, inc. Standards of Behavior submitted to Principle: ☒ Yes / No

Telephone Contact Notification submitted to Principle: ☒ Yes / No

List of all students and chaperones submitted to the school and Supt's office: ☒ Yes / No

All Chaperones completed criminal background check: ☒ Yes / No

Keith Austin
Automotive Technology Instructor

Checklist for Final Approval of Extended Travel (Per Policy IJOAA)

This document is due to the Superintendent's office on the Wednesday prior to the Monday School Board meeting that is one month before travel. Please call 516-6804 for the specific date or with questions.

Group Requesting Final Approval: Dover High School Automotive Technology

Destination: Skills USA National Skills Competition in Atlanta, GA

Contact Person (s): Keith Austin Automotive Technology Instructor

Dates of Travel: June 24-29, 2024

Number of Students Traveling: 1

Number of Chaperones: 1

Adult/Student Ratio: 1:1

Please circle appropriate response:

Permission Forms submitted to Principal: yes/no

Student Code of Conduct Contracts, inc. Standards for Behavior submitted to Principal: yes/no

Telephone Contact Notification submitted to Principal: yes/no

List of all students and chaperones submitted to the school and Supt's Office: yes/no

All Chaperones completed criminal background check: yes/no

Date Revised: 3/31/2016

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

FIELD TRIP REQUEST - FY:

Date: 4/30/2024

THIS REQUEST MUST REACH THE PRINCIPAL AT LEAST 10 DAYS BEFORE THE DATE OF THE FIELD TRIP. PERMISSION SLIPS MUST BE OBTAINED FROM PARENTS/GUARDIANS BEFORE STUDENTS MAY PARTICIPATE.

Teacher Requesting the Trip: Keith Austin

Destination of Field Trip: Skills USA National Competition in, Atlanta Georgia

Date of Field Trip: 6/24-6/29 Time of Departure: _____ Time of Return: _____

Number of Students: 1 Cost Per Student: 0

Number of Adults Going: 1 Method of Transportation: Jet Blue

LIST ALL CHAPERONES: _____
*****Chaperones who are not employees of the district must fill out a Volunteer Service Form two weeks prior to the field trip.*****

A LIST OF STUDENTS WHO WILL BE ATTENDING MUST BE SENT TO THE ATTENDANCE OFFICE PRIOR TO THE FIELD TRIP.

Are all phases of the trip handicap accessible? Yes ☒ No ☐

Non-participating teachers will be notified two weeks prior to the trip: Yes ☐ No ☒

Submit a list of non-participating students to the attendance office one day prior to the trip.

Have provisions been made for students **NOT** going on the trip that are the responsibilities of the teacher(s) attending?
Yes ☐ No ☒

What is the educational purpose of the field trip?
Skills USA National Competition

What instructional classroom preparations will be done prior to the field trip?
The trip is during summer break.

What follow-up classroom activities will take place after the field trip?
The trip is during summer break.

Approval of Appropriate Administrator (AC, CTC Director:) _____

*******PLEASE RETURN THIS FORM TO THE PRINCIPAL'S SECRETARY*******

✓ Trip Approved

_____ Trip Disapproved

Reason for Denial: _____

Principal's Signature: [Signature]

Date: 4/30/24

Revised 11/2020

DOVER SCHOOL DISTRICT	POLICY CODE: IJOA
DATE OF ADOPTION: AUGUST 10, 2015	PAGE 2 OF 2

School: Dover High School

DOVER SCHOOL DISTRICT
FIELD TRIP NOTIFICATION AND PERMISSION FORM

Dear Parents & Guardians,

Your child's class will be participating in a school sponsored activity away from school. The information for this activity is as follows. **Please note that no child will be allowed to attend a trip without a signed permission slip.**

Please sign and return to your child's teacher by: 5/3/2024

Description of Activity: Skills USA National Automotive Competition

Purpose of Activity: Compete in Competition

Destination: Atlanta, GA Transportation Provided By Skills USA (Jet Blue)

Date: 6/24-6/29 Departure Time: _____ Return Time _____

Cost: 0 Please make check payable to: _____

We Need Chaperones for this Trip: YES ☒ NO

_____ I understand I must complete fingerprinting for a criminal records check at least three (3) weeks in advance of the field trip at the SAU 11 office before attending this trip.

_____ I have completed the fingerprinting for a criminal records check at the SAU 11 office.

Recommended clothing, equipment, supplies, etc.:

DHS School/Field Trip Permission Form

I/we have been informed as to the nature of the activity and acknowledge that there are always certain risks for those who participate. We realize that all efforts will be made by the teachers and chaperones to ensure the safety of the students, but understand that the school cannot assume responsibility for unreasonable accidents and/or injuries. I/we agree that our child must adhere to all safety rules and regulations, as well as all instructions from the adults. Failure to do so may result in exclusion from this or other activities. If there is important information, medical or otherwise, that the school staff should know, I/we agree to provide it to the nurse and/or teachers before the trip. I/we understand the risks and requirements for our child to participate and give our consent to attend the trip to:

I hereby give permission for my child to be transported to a hospital or other emergency medical facility and to receive emergency medical treatment. Emergency contact phone number: _____

Student Name: Micah Krick Teacher Name: Mr. Austin Grade: 12

Trip Date & Destination: Skills USA National Competition, Atlanta GA

Parent/Guardian Signature: Vicky Krick Date: 5/10/24

Home # _____ Work # _____ Cell # _____

In case of an emergency and you cannot be reached, whom do you want to be contacted?

Name: Tim Krick Home # _____ V

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

PERMISSION/RELEASE STATEMENTS FOR FOREIGN OR EXTENDED TRAVEL

The undersigned Vicky Krick,
 hereby grants permission for Michal Krick to travel to
Atlanta Georgia with Keith Austin as chaperones, as part
 of a Dover School District extended travel program. The scheduled departure date is
6-24 and the scheduled return date is 6-29.

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

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

5th day of May, 2024

Vicky Krick
 Parent/Guardian Signature

Parent/Guardian Signature

Vicky Krick

Student Signature

Dover School District Monthly Financial Report

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

FROM: Michael Limanni, CFO

DATE: May 10, 2024

RE: Condition of *School* Accounts

The monthly Multi-Fund FY2024 Condition of Accounts as of May 10, 2024, is attached for review.

As of May 10th, 2024, the General Fund's estimated fund balance is \$1,573,487 which includes an estimated revenue shortfall of \$241,887. Listed below 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:

Estimated Fund Balance - 05.10.24	\$ 1,573,486.76
(-) Outstanding Transfers Out to Reserve Funds	\$ -
(-) Continued Cost of Substitutes	\$ (95,631.28)
(-) Estimated Continued Professional & Staff Dev*	\$ (111,926.04)
(-) Additional IT Services	\$ (41,780.95)
(-) Tuition Reimbursements	\$ (21,232.81)
(-) Athletic Coaching Salaries	\$ -
(-) Severances	\$ (226,412.14)
(-) Cost of SROs	\$ (93,280.00)
(-) Dues & Fees	\$ (32,153.65)
(-) New & Replacement Ed. Equip.	\$ -
(-) Supplies, Books, Graduation*	\$ (161,617.37)
(-) Revenue Shortfall	\$ (241,887.14)
Estimated Fund Balance:	\$ 547,565.38

*NOTE: The current budget balances above for Supplies and Professional Development have been reduced by 50% to account for year end estimating, and in consideration of what is currently encumbered.

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

Fund 2800 School Cafeteria Fund **\$ (239,059)**

- 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 \$145,000.

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 3830-3839 School Facilities Funds **\$ (21,708)**

- This fund typically carries a fund balance annually (estimated FY24 ending fund balance of \$190,750), 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.

End of Year Project Recommendations & Request for Board Approval:

Over the course of the year, the business office does a significant amount of work finding ways to save the District money and achieve operational efficiencies. Also, during the course of the year we spend a good deal of time costing-out and identifying improvements that either were not funded, or not known to the District at the time the budget was developed. The following projects (and one fund transfer) were not budgeted for in the FY24 adopted budget and are recognized as a high priority for completion by our admin team:

Location	Description	Dept Owner	Est. Cost
BEL	Parking lot repair and paving.	Fac	\$ 14,220.00
BEL	Lighting	Fac	\$ 7,700.00
DHS	Prevent Vehicles from parking and Accessing the Access Road.	Fac	\$ 3,000.00
DHS	BDA Repair/Replacement	Fac	\$ 14,080.00
DMS	Add Access Controls all exterior doors (not in orig assessment).	Fac/Tech	\$ 60,000.00
DMS	Emergency Power to Network Closets (Electrical)	Fac	\$ 7,400.00
DMS	Decommission STEM Room (Electrical & HVAC)	Fac	\$ 20,000.00
DMS	Fire Lane Curbing	Fac	\$ 6,000.00
DMS	Oasis carpet replaced with tile.	Fac	\$ 4,000.00
DMS	New door between nurse's office and a classroom	Fac	\$ 5,300.00
DW	DMS Backup Server Project	SAU/Tech	\$ 14,400.00
DW	Exterior steel door replacement	Fac	\$ 157,000.00
DW	Garrison Hill Radio Connectivity - Running Fiber Construction Project	SAU/Tech	\$ 18,000.00
WPS	Paving Repairs	Fac	\$ 14,430.00
FGH	Roof Repairs & Gym Gutters	Fac	\$ 25,000.00
GES	Fencing Project	Fac	\$ 6,700.00
EW	Parking lot stiping.	Fac	\$ 4,900.00
FS	GF Transfer to Food Services to offset uncollected student balances.	SAU	\$ 25,000.00
			\$ 407,130.00

DOVER SCHOOL DISTRICT
Condition of Accounts - April, 2024

DISTRICT-WIDE Expenditures

Account	Description	Budget	YTD Transactions	Balance	Encumbrance	Budget Balance
1100	REGULAR EDUCATION PROGRAMS	\$ 26,141,543	\$ 18,884,234	\$ 7,257,309	\$ 6,452,430	\$ 804,879
1200	SPECIAL EDUCATION PROGRAMS	\$ 19,647,578	\$ 14,188,840	\$ 5,458,738	\$ 4,415,686	\$ 1,043,052
1300	VOCATIONAL EDUCATION PROGRAMS	\$ 2,556,993	\$ 2,148,688	\$ 408,305	\$ 682,793	\$ (274,488)
1400	OTHER EDUCATIONAL PROGRAMS	\$ 750,627	\$ 552,287	\$ 198,340	\$ 143,035	\$ 55,304
1600	ADULT/CONTINUING EDUCATION PROGRAMS	\$ 266,203	\$ 227,048	\$ 39,155	\$ 33,170	\$ 5,985
2100	SUPPORT SERVICES - Students	\$ 5,583,719	\$ 3,903,312	\$ 1,680,408	\$ 1,311,429	\$ 368,978
2200	SUPPORT SERVICES - Instructional Staff	\$ 2,139,617	\$ 1,235,348	\$ 904,269	\$ 366,643	\$ 537,626
2300	SUPPORT SERVICES - General Admin.	\$ 1,817,324	\$ 1,591,606	\$ 225,718	\$ 225,038	\$ 680
2400	SUPPORT SERVICES - School Admin.	\$ 3,396,240	\$ 3,004,457	\$ 391,784	\$ 461,084	\$ (69,301)
2600	SUPPORT SERVICES - Operation Maint/Plant	\$ 5,576,615	\$ 5,187,494	\$ 389,120	\$ 518,548	\$ (129,428)
2700	SUPPORT SERVICES - Student Transportation	\$ 3,919,541	\$ 3,542,189	\$ 377,352	\$ 1,156,863	\$ (779,511)
2800	SUPPORT SERVICES - Centralized Services	\$ 1,860,646	\$ 1,448,860	\$ 411,786	\$ 148,353	\$ 263,433
2900	SUPPORT SERVICES - Other	\$ 32,295	\$ 33,705	\$ (1,410)	\$ -	\$ (1,410)
5200	FUND TRANSFERS OUT	\$ 1,369,573	\$ 1,355,000	\$ 14,573	\$ 25,000	\$ (10,427)
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	\$ 59,159,149	\$ 22,206,793	\$ 20,391,420	\$ 1,815,374
TOTAL FOOD SERVICES EXPENDITURES:		\$ 1,729,405	\$ 1,413,860	\$ 315,545	\$ 441,393	\$ (125,848)
TOTAL FEDERAL, STATE, AND LOCAL SR FUND EXPENDITURES:		\$ 11,917,801	\$ 4,900,415	\$ 7,017,386	\$ 3,920,195	\$ 3,097,191
Summarized Condition of District Expenditures:		\$ 95,013,148	\$ 65,473,423	\$ 29,539,724	\$ 24,753,007	\$ 4,786,717

DISTRICT-WIDE Revenue

Account	Description	Budget	YTD Transactions	Balance	Est. Remaining	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	\$ 104,957	\$ (41,467)	\$ 26,239	\$ (67,707)
01321.3390	TUITION - BARRINGTON	\$ 3,202,591	\$ 2,272,889	\$ 929,702	\$ 766,156	\$ 163,545
01321.3390	TUITION - NOTTINGHAM	\$ 1,743,812	\$ 1,188,841	\$ 554,971	\$ 468,446	\$ 86,525
01321.3390	TUITION - PRESCHOOL PROGRAM	\$ 10,000	\$ 6,084	\$ 3,916	\$ -	\$ 3,916
01321.3390	TUITION - BELLAMY ACADEMY	\$ 244,640	\$ 413,675	\$ (169,035)	\$ 21,558	\$ (190,593)
01322.3390	TUITION - SPED AIDES	\$ 285,000	\$ 154,672	\$ 130,328	\$ 35,096	\$ 95,233
01323.3390	TUITION - CTE-NH DISTRICTS	\$ 135,000	\$ 111,057	\$ 23,943	\$ 111,057	\$ (87,115)
01333.3390	TUITION - CTE-OUT OF STATE DIST	\$ 35,000	\$ 30,610	\$ 4,390	\$ 28,861	\$ (24,471)
01420.3410	ATHLETIC TRANSPORTATION DMS	\$ 30,000	\$ 24,320	\$ 5,680	\$ -	\$ 5,680
01420.3410	ATHLETIC TRANSPORTATION DHS	\$ 104,000	\$ 90,211	\$ 13,789	\$ -	\$ 13,789
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	\$ 13,835,255	\$ (1,028)	\$ -	\$ (1,028)
03210.3700	SCHOOL BUILDING AID	\$ 383,462	\$ 383,462	\$ (0)	\$ -	\$ (0)
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	\$ -	\$ 40,717	\$ (40,717)	\$ -	\$ (40,717)
04210.3599	INDIRECT COST ALLOCATION	\$ 171,000	\$ 153,306	\$ 17,694	\$ -	\$ 17,694
04220.3599	ABE ALLOCATION	\$ 43,000	\$ 24,476	\$ 18,524	\$ -	\$ 18,524
04580.3311	MEDICAID DISTRIBUTION	\$ 200,000	\$ 40,129	\$ 159,871	\$ -	\$ 159,871
05251.3918	FUND TRANSFERS IN	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL GENERAL FUND REVENUE:		\$ 22,485,976	\$ 20,786,675	\$ 1,699,301	\$ 1,457,414	\$ 241,887
TOTAL FOOD SERVICES FUND REVENUE:		\$ 1,729,405	\$ 1,404,193	\$ 325,212	\$ 212,000	\$ 113,212
TOTAL FEDERAL, STATE, AND LOCAL SR FUND REVENUE:		\$ 11,917,801	\$ 4,666,122	\$ 7,251,679	\$ 4,154,488	\$ 3,097,191
Summarized Condition of District Revenue:		\$ 36,133,182	\$ 26,856,990	\$ 9,276,191	\$ 5,823,902	\$ 3,452,290

	Budget	Actual + Enc
General Fund Supporting Revenue Total:	\$ 22,485,976	\$ 22,244,089
State Wide Property Tax:	\$ 7,120,667	\$ 7,120,667
Local Property Tax:	\$ 51,759,299	\$ 51,759,299
TOTAL GF Revenue:	\$ 81,365,942	\$ 81,124,055
TOTAL GF Expenditure:	\$ (81,365,942)	\$ (79,550,568)
Ending GF Fund Balance:	\$ 0	\$ 1,573,487
TOTAL FS Revenue:	\$ 1,729,405	\$ 1,616,193
TOTAL FS Expenditures:	\$ (1,729,405)	\$ (1,855,253)
Ending FS Fund Balance:	\$ -	\$ (239,059)
TOTAL Other SR Fund Revenue:	\$ 11,917,801	\$ 8,820,610
TOTAL Other SR Fund Expenditures:	\$ (11,917,801)	\$ (8,820,610)
Ending Grant Fund Balance:	\$ -	\$ -

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SECOND 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 5 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 15 Minutes. Pursuant to RSA 126-U:11, no period of restraint of a student may exceed 15 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-U6, 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 5 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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SECOND 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.



SAU 11 - DOVER SCHOOL DISTRICT

DOVER, NH

CAPITAL IMPROVEMENT PLAN

TECHNOLOGY

FY 2025-2030

Approved: XXXXXX

Submitted by: Thomas Rup

PURPOSE

The purpose of the Dover School District (DSD) Technology Capital Improvement Plan is to prepare for future school district capital improvement projects and assist with the budgeting and timing of such projects as related to school technology. The DSD Technology Capital Improvement Plan will be provided to the Dover School Board for consideration. This plan shall be carried out from the approval of the plan through the 2030 fiscal year.

REVIEW AND REVISION

The DSD Technology Capital Improvement Plan shall be reviewed annually and updated as needed. Updates will be approved by the Dover School Board and submitted to the City of Dover as needed.

STUDENT ENROLLMENT

Pulling data from the Department of Education, it can be noticed that the Dover School District has had a steady and slight decline in enrollment from 2018 through 2023.

Year	SAU #	SAU Name	District #	District Name	PreSchool	Kindergarten	Elementary	Middle	High	Total
2023	11	Dover	141	Dover	44	231	945	1,018	1,482	3,720
2022	11	Dover	141	Dover	47	231	922	1,074	1,530	3,804
2021	11	Dover	141	Dover	39	184	993	1,086	1,527	3,829
2020	11	Dover	141	Dover	58	263	1,052	1,115	1,461	3,949
2019	11	Dover	141	Dover	55	232	1,106	1,173	1,400	3,966
2018	11	Dover	141	Dover	47	268	1,140	1,207	1,320	3,982

Student enrollment data has shown an overall student enrollment K-12 declining with a reduction of 178 students from 2018-2022. These year's show a decline due to the COVID pandemic that the district faced in the 19-20, 20-21, 21-22 years as well as a decline in new families moving into the district.

The Dover School District has been monitoring our student enrollment for the district since 2019. The data can be further broken down to grade level per year in order to get an understanding of the enrollment trend as well as understand the financial impact.

Garrison	2019	2020	2021	2022	2023	Total	Average
K	88	55	68	77	63	351	70.2
1st	71	88	66	70	75	370	74
2nd	95	74	86	72	68	395	79
3rd	66	88	79	89	67	389	77.8
4th	96	68	80	83	90	417	83.4

Woodman Park	2019	2020	2021	2022	2023	Total	Average
K	97	63	86	88	82	416	83.2
1st	83	93	79	76	69	400	80
2nd	96	83	82	77	84	422	84.4
3rd	91	89	74	70	80	404	80.8
4th	90	80	87	83	77	417	83.4

Frances G. Hopkins	2019	2020	2021	2022	2023	Total	Average
K	82	65	81	83	86	397	74.4
1st	75	77	67	92	95	406	81.2
2nd	78	70	80	66	86	380	76
3rd	117	77	73	84	71	422	84.4
4th	102	107	77	68	76	430	86

Historical Dover Middle School Enrollment

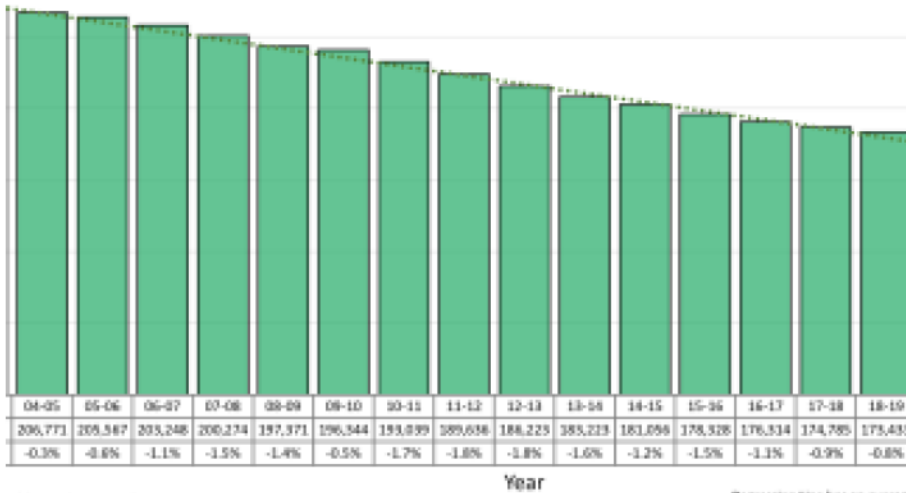
Grade	2019	2020	2021	2022	2023	Total	Average
Fifth	262	288	260	241	209	1260	252
Sixth	287	256	278	253	238	1312	262.4
Seventh	258	285	252	269	254	1318	263.6
Eighth	303	256	283	252	266	1360	272

Historical Dover High School Enrollment

Grade	2019	2020	2021	2022	2023	Total	Average
Ninth	406	396	343	395	333	1873	374.6
Tenth	407	401	402	339	370	1919	383.8
Eleventh	328	383	383	377	310	1781	356.2
Twelfth	331	344	420	389	404	1888	377.6

The Dover School District also takes in enrollments from Nottingham and Barrington school districts which accounts for approximately 60-75 new students into Dover High School each year. In all, there appears to have been a slow and steady downward trend in enrollment in the Dover School Department. This was also reported statewide from the NH Department of Education:

Enrollment Counts Per Year



STUDENT GROWTH AND NEED IMPACT ON TECHNOLOGY

Student enrollment is projected to remain stable over the term of the DSD Capital Improvement Plan. The degree of student need has significantly contributed to increasing technology needs at present and is anticipated to continue in the future. It is recommended that the School District continue to invest in a 1:1 technology to student model to help increase the success rate of the student body. It has been found that a Chromebook has effectively achieved this while keeping anticipated costs under control.

GENERAL TECHNOLOGY NEEDS

The Dover School District believes that a routine replacement schedule is paramount to the learning environment and to the fiscal stability of the district. The learning environment has a direct and significant impact on student learning. Delaying routine replacement cycles has a significant fiscal impact with increasing costs due to increasing disrepair. This strategy is widely accepted in the education community to ensure continued functionality of devices.

DISTRICT STUDENT CHROMEBOOK PLAN

In order to retain a leasing process for Student devices, the Tech Department is proposing a 4-year cycle on devices. Google maintains that they will have devices receive updates for 5 years at a minimum. Replacing every 4 years would ensure students would not run into any possible issues with updates, maintain the latest technology, and lower the effect of normal wear. The Technology Department recommends splitting the refresh into the following cycle:

1 - 4

5 - 8

The devices would then follow those students from grade to grade through the replacement cycle. As there has already been an RFP for devices, and the district has been working with Trefara to acquire Chromebooks, it is recommended to continue the work with the company. Through the last two purchases, the district has leased or purchases the Lenovo 14e with the latest being the Generation 3 model. In order to provide equity to the students, it is recommended to continue the lease of model. This model will be leased every year, until they are no longer manufactured.

The district will continue investigate which Chromebook will be the best option to lease that will provide the necessary longevity for the school district. This will include understanding the design for education for features such as rubber bumpers and protected screens. Lenovo Chromebooks and laptops have been purchased or leased since 2020 with the current model being the Lenovo 14e Gen 3 Chromebook. This approved model will be leased every year, until they are no longer manufactured. It is the recommendation from the Technology Department to have an open lease plan from a reseller to ensure we can add devices to an open line of credit. This lease model would be worked through Trefara, as there is already a standing relationship. The Department would be open to starting a new bid process for Lenovo devices, starting in the first year of this plan and including 4 years of the replacement cycle. Even with a new bid process, it is recommended to not constantly change models and/or manufacturers year after year. This puts undo stress on the district to support multiple formats and styles of devices.

DISTRICT TEACHER DEVICE PLAN

In order to retain a leasing process for teacher devices, the Technology Department is proposing a 4-year cycle on devices. This will allow for teachers to consistently have functional devices and to keep up with current software updates and trends. The district signed a computer lease agreement for the Lenovo ThinkPad computers since FY22, and a new agreement would need to be signed in FY25. The Technology Department, in conjunction with a group of teachers, will look at devices and decide on which ones would be the preferred lease by October of 2024 so it can be appropriately added to the FY26 Budget. Those devices would then last until the FY30 budget.

SOFTWARE

According to House Bill 1612, all schools in New Hampshire need to have a planned student governance policy to control access to software and data. The Dover School District will continue its work to ensure compliance with House Bill 1612 by having an internal review of software yearly, before the start of every school year. To achieve this annual review, the district will maintain a list of all approved software. This list will be accessible to all of the district staff and will be updated as new software is approved. The budgeted district wide

software will include a 5% increase every year, which has become typical for most software vendors. The list of district wide software in the FY24 budget is as follows:

2843	\$	408,577.27
Adobe Creative Cloud	\$	2,460.00
Bitdefender GravityZone*	\$	46,020.00
Edlio	\$	8,424.00
ERP Pro (Tyler Tech)	\$	27,164.79
Frontline: Absence Management - Time & Attendance	\$	28,843.88
Gaggle	\$	30,190.00
GoGuardian	\$	33,520.00
Google Apps Enterprise	\$	41,753.43
Infinite Campus	\$	56,348.40
Jamf EDU	\$	3,528.00
Microsoft EES	\$	24,704.95
MMS - Vision SIS Archive*	\$	5,250.00
OnSolve*	\$	3,609.51
Palo Alto	\$	51,977.68
SchoolSpring	\$	6,633.63
Sysaid*	\$	25,569.00
T-Eval	\$	4,000.00
Zoom*	\$	8,580.00

This list of software is Management software that is used through the entire district. It does not include software purchased by the Teaching and Learning department for curriculum based software.

Asterisk (*) denotes software under evaluation for removal or already marked to be discontinued or replaced.

CAPITAL EXPENDITURE PROJECTION

The DSD Capital Improvement Plan is subject to annual review and revision based on student enrollment, student need, and general facilities and grounds maintenance. Anticipated expenditures for capital improvements are supported by the following revenue options.

REVENUES

- General fund
- Technology Capital Reserve Fund
- Bonds

Special revenues including, but not limited to:

- Federal funds
- Other grants

- Pay for performance plans
- Impact fees
- State funding
- School building aid
- Other state grants

ANTICIPATED EXPENDITURES

Item Description	Qty	Unit Price	FY24	FY25	FY26	FY27	FY28	FY29	FY30
Three grades of Chromebooks (Including license, warranty, set up and spare charger)	900	\$462	\$117,800 (Capitol Reserve)	\$225,000	\$335,000	\$450,000	\$450,000	\$450,000	Current price in FY24, account for inflation
Finance Staff Computers	700	\$750	~\$150,000	~\$150,000	~\$150,000	~\$150,000	~\$150,000	~\$150,000	Lease, approximate based on 8% finance
District Wide Software			\$408,577	\$420,834	\$433,459	\$446,463	\$459,857	\$473,652	Increase in tools and inflation (3%)
Network License			\$13,676	\$11,291	\$11,291	\$11,291	\$10,665	\$10,000	
Replacement Infrastructure	50	\$625	\$31,250	\$31,250	\$31,250	\$31,250	\$31,250	\$31,250	Access Point Replacement
Classroom Displays	10	\$2,000	N/A	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	Newline Touch panels
Professional Services	1	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	BulletProof Contract for Infrastructure and Security upgrades
TOTAL									



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: Jennifer Krans, Co-Director CIA
DATE: May 9, 2024
RE: Request to Waive Bidding

Local Funding: DHS Spanish Curriculum- Carnegie Institute

Year 1	\$13,963.40
Year 2	\$9,385.33
Year 3	\$9,385.33
Year 4	\$9,385.33
Year 5	\$9,385.33
Year 6	\$9,385.33
Total	\$60,890.05

Request to waive bidding:

The District requests bidding be waived to purchase a 6-year subscription for Carnegie Institute's *¡Qué Chévere!* Spanish program. By purchasing a 6-year subscription, the district will save \$119,286.35 when compared to renewing multiple 1-year subscriptions over the same timespan. This price also includes onboarding costs, such as professional development.

¡Qué Chévere!, published by Carnegie Learning, is an online, interactive, immersive program for Spanish instruction, including text, listening, videos, and leveled eReaders and more to immerse students in Spanish language and cultures from Spanish-speaking locales around the world. This program will allow all students enrolled in Spanish courses at Dover High School the opportunity to engage with up-to-date resources that will allow for differentiation. More information can be found at <https://www.carnegielearning.com/solutions/world-languages/que-chevere-spanish/>.

Dover School District

Vendor Name: Carnegie Learning Fiscal Year: 2024-2025

Description and purpose of the purchase:

¡Qué Chévere!, published by Carnegie Learning, is an online, interactive, immersive program for Spanish instruction, including text, listening, videos, and leveled eReaders and more to immerse students in Spanish language and cultures from Spanish-speaking locales around the world. This program will allow all students enrolled in Spanish courses at Dover High School the opportunity to engage with up-to-date resources that will allow for differentiation. More information can be found at <https://www.carnegielearning.com/solutions/world-languages/que-chevere-spanish/>

This program will be used in all Spanish classes at

Non-Competitive Proposal

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

Carnegie Learning

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

 Lowest Price X Availability Accessibility Expertise Reputation
 Continuity of Services Location Bid Process Other Considerations: _____

Signature of individual who completed procurement

Date

Course-Specific Curriculum Approval Criteria

Dover School District

Criteria 1	Competencies	a. Competencies for the course are aligned to the scope and sequence of the courses in the department. b. Competencies emphasize application and development of important skills.	a. The Can-do Statements resource helps students track their progress and set learning goals from unit to unit. These can-do statements are correlated to the student edition. b. The can do statements are modeled after ACTFL performance indicators for each mode of communication at the targeted proficiency level. Integrated performance assessments provide real-world contexts for students to apply their knowledge and can be holistically assessed with the provided ACTFL-based proficiency rubrics.
Criteria 2	Standards	a. The curriculum aligns with state and national standards.	a. <i>¡Qué chévere!</i> is aligned to ACTFL standards.
Criteria 3	Instructional Planning	a. Instructional objectives are stated clearly in terms of standards and learning targets. b. Course includes explicit measurable, transferable learning objectives captured in the UbD template. c. Curriculum reflects evidence-based practices.	a. Units begin with unit and lesson objectives. Every activity is labeled with ACTFL standards in the Teacher's Edition. b. Learning objectives are found in the unit opener, Can-do Statements resource, and with the Integrated Performance Assessments. c. The program provides abundant activities for students to show what they

		d. Focus is on mastery and application of skills and knowledge more than “getting through the curriculum.” e. Students are asked to solve real world and authentic challenges when appropriate.	know and ancillary materials for teachers to adapt to various students’ needs. d. Units approach language learning in many different ways, providing strategies and visuals to support input. Our programs prepare students for language performance by building capacity in authentic situations through a variety of activities and tasks. Unit features include: • Vocabulary and grammar presented in context • Clear and concise grammar explanations • Ample vocabulary and grammar practice e. Activities in the student edition and additional program resources replicate authentic use of language in the real world, utilize authentic and adapted resources, and create language for real purposes. These tasks and activities can be found throughout the program resources and include projects, research-based tasks, 21st-century skill-focused sections, and are extended into the online learning environment as well.
Criteria 4	Expectation of Learning	a. The curriculum reflects a learning progression which promotes student self-direction and a strength-based approach.	a. Self-guided resources such as flash cards, games and videos are embedded in the student resources. Our Performance tool allows students to shine in oral proficiency tasks and asks students to self-reflect on their language performance. The iCulture and eReader libraries allow for students to self-select resources that meet their interests and needs.
Criteria 5	Accessibility	a. The curriculum contains appropriate content that is relevant to the diverse abilities and needs of the students.	a. Student-centered materials that are relevant and engaging to students. Resources also support diverse learners in a variety of ways. The Annotated Teacher’s Edition provides differentiated learning tips at point of use in the textbooks. These tips cover learning styles, learning disabilities, heritage speakers in Spanish, and acceleration / deceleration of material. Level 1A and

		b. Curriculum materials allow teachers to offer students choice when learning. c. The curriculum is accessible to diverse students. Materials are available to support all learning needs.	1B are for Middle School students. The Level 1 program includes TPRS manuals with printable activities, which are particularly useful for struggling readers. Levels 1-3 provide Pre-AP resources, and Level 4 AP resources to prepare students for the AP Language and Practice Exam. Quizzes and Tests are provided in documents that are editable to meet student needs and IEP requirements. b. Collaborative and project-learning tasks focus on topics that interest students and offer opportunities for students to make choices. The growing iCulture and eReader libraries allow for students to self-select resources that meet their interests and needs. c. Carnegie Learning's online platform enhances the user's experience by empowering students with self-guided supports and accessibility features, including adjusting audio speed, flashcards at point of use, and videos to contextualize concepts. The program is flexible and adaptable to user needs. Carnegie Learning meets relevant WCAG standards and submits NIMAS files to NIMAC.
Criteria 6	Assessment	a. The curriculum supports both formative and summative assessments. b. Assessments are created using Depth of Knowledge 3-4 to assess competency.	a. There are many assessment formats available, each of which addresses a variety of question and response types as well. The series includes quizzes, unit exams, and integrated performance assessments for every unit. The assessments include tasks in the four skill areas: reading, writing, speaking, and listening and the three modes of communication. Each lesson has a quiz, and each unit offers a test. The tests include oral proficiency assessments. Projects within our online learning environment can stand alone as assessment tools as well. In addition, teachers can use b. Various assessments in the program, such as projects and integrated performance assessments are designed

		c. Assessments focus on a variety of tasks that address multiple modalities. d. Students are required to apply their understanding, knowledge and skills for summative assessments.	so that students show the levels 3 and 4 depth of knowledge in strategic and extended thinking. c. Assessments include tasks in the four skill areas: reading, writing, speaking, and listening and the three modes of communication. d. Students demonstrate and apply their understanding, knowledge, and skills in a variety of tasks in our summative assessments.
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DOVER SCHOOL DISTRICT SAU 11

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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: May 13, 2024
RE: Award of RFB #DSD24016 Open Air Merchandiser

On April 12, 2024, the District solicited a public bid requesting proposals from qualified vendors for the purchase and replacement of *one (1) Open Air Merchandiser* at Dover Middle School. This expenditure is the final item on the District's approved 'school year 23-24 spend down plan' with the NHED/Office of Nutrition Programs & Services.

The District received seven (7) bids that have been carefully reviewed. It is the recommendation to the Dover School Board to accept the bid from the lowest responsible and responsive bidder, Douglas Equipment of Bluefield, WV in the total amount of \$8,842.25. The NHED/Office of Nutrition Programs & Services approved the purchase of this equipment on May 6, 2024.*

VENDOR	COST PROPOSAL
Chefs Depot 67 Route 59 Spring Valley, NY 10977	Turbo Air Model No. TOM-48DXB-SP(-A)-N Unit: \$9,472.19 Delivery: \$ 75.00 Removal of Existing Equipment: \$ 260.00 Total: \$ 9,807.19
Douglas Equipment 301 North Street Bluefield, WV 24701	Turbo Air Model No. TOM-48DXB-SP(-A)-N Unit: \$8,842.25 Delivery (drop ship): \$ 00.00 Removal of Existing Equipment: <u>No Quote</u> Total: \$ 8,842.25
Johnson-Lancaster and Associates 55 Constitution Drive Taunton, MA 02780	Turbo Air Model No. TOM-48DXB-SP(-A)-N Unit: \$11,048.00 Delivery: \$350.00 Removal of Existing Equipment: \$150.00 Total: \$11,548.00

VENDOR	COST PROPOSAL
Northshore Wholesale Marketplace 6 Bourbon Street Peabody, MA 01960	Turbo Air Model No. TOM-48DXB-SP(-A)-N Unit: \$10,895.00 Installation: \$200.00 Removal of Existing Equipment: <u>No Quote</u> Total: \$11,095.00
Performance Food Group, Inc. 20 Dalton Road Augusta, ME 04330	Turbo Air Model No. TOM-48DXB-SP(-A)-N Unit: \$12,003.16 Delivery: \$ 55.00 Removal of Existing Equipment: <u>No Quote</u> Total: \$12,058.16
Singer Kittredge 618 Route 3A Bow, NH 03304	Turbo Air Model No. TOM-48DXB-SP(-A)-N Unit: \$10,884.68 Delivery: \$ 00.00 Removal of Existing Equipment: <u>\$ 00.00</u> Total: \$10,884.68
Technology International, Inc. 1331 South International Parkway, Suite 2251 Lake Mary, FL 32746	ED VRT Open Display Merch 48W HC 115/1 Blk Unit: \$11,265.00 Delivery: \$ 00.00 Removal of Existing Equipment: <u>No Quote</u> Total: \$11,265.00

All bid documents are available on the District [website](#). The equipment cost will be funded through the Food Service Special Revenue Fund (Fund 2800).

*Note: Capital purchases for the food service program over \$5,000 require approval by the NHED/ Office of Nutrition Programs & Services. The request to purchase this item was approved on May 6, 2024.



DOVER SCHOOL DISTRICT SAU 11

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Empowering all Learners

MEMORANDUM

TO: Dover School Board & Dr. William Harbron
FROM: Michael Limanni, Business Administrator
DATE: May 10, 2024
RE: First Student Transportation Contract Extension

The business office respectfully requests that the school board vote to waive the bidding requirements presented in policy DJE and approve the attached two-year extension for In-District Transportation with First Student. This contract includes a City approved non-appropriations clause that prevents it from being consider debt, and subsequently does not require City Council approval.

This request represents a 4% annual increase and acknowledges the continuing labor shortages and high fuel prices that plague this industry. We do not believe switching management, or opening the District up to the possibility of higher prices that could exceed the current inflation rates would be a good idea. The rate of increase falls into what was budgeted for FY25 and will not require any revisions to the approved budget for the next fiscal year.

**TRANSPORTATION SERVICES AGREEMENT BETWEEN DOVER SCHOOL DISTRICT
AND FIRST STUDENT, INC.**

THIS AMENDMENT is made and entered into as of the ____ day of _____, 2024 by and between Dover School District with principle offices at 61 Locust Street, Dover, NH 03820-4132 ("District") and First Student, Inc. with its national headquarters at 191 Rosa Parks Street, 8th Floor, Cincinnati, OH 45202 and local business offices for purposes of this Agreement located at 51 Lowell Rd., Salem, NH 03079 ("Contractor" and, collectively, the "Parties").

WHEREAS, the parties entered into that certain Transportation Services Agreement which terminates on June 30, 2024 (hereinafter the "Agreement"); and

WHEREAS, the parties desire to further extend the term of the Agreement and amend certain portions thereof;

NOW, THEREFORE, the parties mutually agree as follows:

1. **TERM**. The term of the Agreement shall extend for two (2) years commencing July 1, 2024 and continuing through June 30, 2026; thereafter this agreement may be extended on a year to year basis by mutual agreement of the parties.
2. **COMPENSATION** Commencing July 1, 2024, the rates of compensation payable hereunder during the ensuing Contract Year shall be set forth in Exhibit "A" and are based on current number of routes.
3. **NOTICE TO PARTIES** All notices to be given by the parties to this Agreement shall be in writing and serviced by depositing same in the United States Mail, certified mail.

Notices to District shall be addressed to:

Dover School District
61 Locust Street
Dover, NH 03820-4132

Notices to CONTRACTOR shall be addressed to:

First Student, Inc.
51 Lowell Rd.
Salem, NH 03079

With a copy to:

General Counsel
First Student, Inc.
191 Rosa Parks Street
8th Floor
Cincinnati, OH 45202

Except as amended herein, all other terms and conditions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, this Agreement has been signed and executed in duplicate on behalf of the parties hereto by persons duly authorized on the day and year first written above.

By: _____

Title: _____

ATTEST:

By: _____

FIRST STUDENT, INC.

By: _____

Title: _____

ATTEST:

By: _____

Dover Schedule A Pricing

	Current	2024-2025	2025-2026
Regular Routes			
Full size pasenger Bus, cost per day per bus	\$ 470.87	\$ 489.70	\$ 509.29
Number of buses	22	22	22
Annual total at 177 days	\$ 1,833,585.54	\$ 1,906,928.96	\$ 1,983,206.12
Cost/hour over daily limit	\$ 25.96	\$ 27.00	\$ 28.08
Additional Bus routes			
Mid sized passener bus (up to 47) cost per day per bus	\$ 470.87	\$ 489.70	\$ 509.29
Late Bus (if applicable)			
Cost per day per bus	\$ 129.79	\$ 134.98	\$ 140.38
Field Trip rates			
Hourly rate, if applicable (in district)	\$ 30.18	\$ 31.39	\$ 32.64
Cost per trip/Hour/Mile (out of district)	\$ 3.34	\$ 3.47	\$ 3.61
Athletic Trip rates			
Hourly rate, if applicable (in district)	\$ 30.18	\$ 31.39	\$ 32.64
Cost per trip/Hour/Mile (out of district)	\$ 3.34	\$ 3.47	\$ 3.61
Trip Minimums			
Min daily trip charge, in district	\$ 102.75	\$ 106.86	\$ 111.13
Min daily trip charge, out of district	\$ 153.15	\$ 159.28	\$ 165.65
Bus monitor rates			
Rate per monitor, per day up to 4 hours	\$ 119.03	\$ 123.79	\$ 128.74
Excess rate per monitor per day each 15 minute intervals > 4hours	\$ 7.46	\$ 7.76	\$ 8.07



DOVER SCHOOL DISTRICT SAU 11

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Empowering all Learners

MEMORANDUM

TO: Dover School Board & Dr. William Harbron
FROM: Michael Limanni, Business Administrator
DATE: May 10, 2024
RE: Seacoast Learning Collaborative (SLC) Transportation Contract Extension

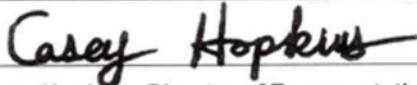
The business office respectfully requests that the school board vote to waive the bidding requirements presented in policy DJE and approve a three-year extension for In-District Specialized Transportation with the Seacoast Learning Collaborative (SLC) based on the attached pricing. This contract includes a City approved non-appropriations clause that prevents it from being consider debt, and subsequently does not require City Council approval.

SLC is a non-profit organization that has done an amazing job navigating the nuances of regulation changes and managing the daily needs requirements related to specialized student transportation over the past decade; we do not believe switching management, or opening the District up to the possibility of higher prices that could exceed the current inflation rates would be a good idea. The rate of increase falls within what was budgeted for FY25 and will not require any revisions to the approved budget for the next fiscal year.

Three-Year Contract Pricing Detail:

Regular Routes	2024-2025	2025-2026	2026-2027
Cost Per Day Per Vehicle	\$250.00	\$260.00	\$270.00
Number of Vehicles	7	7	7
Summer Transportation Cost Per Day Per Vehicle	\$250.00	\$260.00	\$270.00
Number of Vehicles	7	7	7
Cost Per Hour – Bus Monitors	\$21.67	\$22.54	\$23.44
Students Going to SLC Newton	\$150.00	\$160.00	\$170.00
Field/Athletic Trips:	★	★	★
O.O.D. Routes	★	★	★
Cost Per Mile	\$2.35	\$2.45	\$2.55
Cost Per Hour	\$25.75	\$26.78	\$27.85

★ TRIPS AND OUT OF DISTRICT ROUTES ARE PRICED AT COST PER MILE + COST PER HOUR.

Name of Company	Seacoast Learning Collaborative		
Address	Physical: 53 Allen Street Building #3 Rochester, NH 03867	Mailing: 31A West Main Street Newton, NH 03858	
Telephone Number	603-679-2021 Ext: 10		
Signature of Authorized Individual		Date	11/14/2023
Name (please print)	Casey Hopkins, Director of Transportation	Page #	1