



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #9
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, September 11, 2017
Meeting Time:	7:00 pm

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM**
- E. AGENDA APPROVAL**
- F. APPROVAL OF MINUTES**
 - 1. Regular Meeting #8, August 14, 2017
 - 2. Special Session #12, August 21, 2017
 - 3. Special Session #13, August 28, 2017
- G. CONSENT AGENDA**
 - 1. **Correspondence:**
 - a. Effects of Sustainable Food Stem
 - 2. **Resignations/Retirements:** none
 - 3. **Leaves of Absence:** none
 - 4. **Nominations:**
 - a. Teacher
 - 5. **Extended Travel (Student Trips):**
 - 6. **Donations:** none
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - a. EHB—Data/Records Retention
 - b. EHB-R—Local Data/Records Retention Schedule
 - c. JICH—Student Substance Use Policy
 - d. JKAA—Use of Physical Restraint
 - e. JKAA-R—Procedures for the Use of Physical Restraint in the Dover School District
- J. POLICY ADOPTION:** none
- K. RESOLUTIONS:** none
- L. OLD BUSINESS:**
 - a. Garrison School Construction Project Update-CIP Update
 - b. Enrollment Update
- M. NEW BUSINESS:**



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- a. Café Service Update
- b. Data and Reporting Analyst Job Description
- c. IT Update
- d. Tuition Rate Approval
- e. Budget Adoption Schedule FY19

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT’S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

Citizens are invited to public meetings and shall be given an opportunity to speak. Time shall be set aside for citizen statements at all public meetings, unless a vote to the contrary is taken by the School Board. Statements shall be limited to three minutes unless otherwise extended by the Chairperson, with the approval of the School Board. All citizens are permitted to place items on the agenda through written application to the Superintendent at least one week prior to the meeting date. Citizen items will require a formal motion and a second by seated members to bring the item to the floor for debate.

Checklist for Education Survey/Research Approval (Per Policy LAA)

Organization/Person Requesting Permission:

Mary Sherman

Name of Survey/Research:

The Effects of a Sustainable Food Stem After-School Program on Children in Grades 1-4

Advisor: Dr. Joanne Burke

Department: UNH Department of Agriculture, Nutrition, and Food Systems

Time Frame of Survey/Research: September 2017-November 2017 (evaluations will take place after the completion of the active research).

Brief Description of Survey:

Healthy Me, Healthy Earth is an interactive, hands-on 8-week program designed for students in elementary school. The goal of the proposed adaptation of this garden based program is to target children in grades 1-4 with the goals of having children demonstrate an age-appropriate understanding of food sustainability as it relates to agriculture, nutrition, and the environment. Effectiveness will be measured through a mix of observations, pictures, short interviews, and in-class activities and behaviors. (Detailed lesson plan attached).

Who will be involved in the Survey?

Mary Sherman is the student program manager primarily responsible for the design and execution of the project, she will ensure that the program is executed based on the spirit of the program design. Dr. Joanne Burke will act as Mary Sherman's program advisor, providing insight and support throughout the duration of the project.

Does the research have IRB approval?

This program was submit 9/1/2017.

How will Students be involved?

Students will participate in each planned activity; Mary Sherman will note their responses and reactions. She will also note teamwork and patience as part of program participation. Daily evaluation sheets will be used for each session to aide in the collection of data. This data will be reported anonymously.

Photographs of participants will be utilized in the presentation of this research at the 2018 UNH Undergraduate Research Conference. These notes will be used to analyze the effects of each specific program on the weekly objectives.

How exactly will the School be involved?

The Woodman Park Elementary School will provide a space for the activities to be performed. The name of the WPS will be included in Mary Sherman's Senior Honor's Thesis, which will be presented in the 2018 UNH Undergraduate Research Conference. No other form of publication has been discussed at this time.

Protocol:

The program will be conducted in one-hour segments, two days each week; the participants will be divided into groups of first and second graders (Group A), and third and fourth graders (Group B). These groups will remain independent of each other. Subjects are students in the SOCC after school program who have willingly chosen to participate in the Healthy Me, Healthy Earth workshop as their enrichment program, have received written consent from their parents, and have given verbal assent. There are no exclusion criteria, nor compensation for participation. Students who do not receive consent will not participate in the study, though they are allowed to participate in the program activities. Students who decide they no longer want to participate in the Healthy Me, Healthy Earth program are allowed to switch programs at any time and will be removed from the study.

Parent Informed Consent letters will be sent home with the subjects when they choose the Healthy Me, Healthy Earth program in their weekly take-home folders (9/11/17). Subjects must have the signed letter handed in to Mary Sherman by the following week of program (9/18/17), otherwise students will not participate in research and data collection. Any known food allergies or documented restrictions will be provided by the WPS before the commencement of the program. Students who have received parental consent will be asked orally if they would like to participate in the study. Both groups will be asked the same request for assent. Students who raise their hands for yes will be marked down as such, and vice versa.

In-program activities, a guest from the University of New Hampshire's Farm to You NH Class, and discussions will be utilized throughout the duration of the program. All students who participate (both research subjects and non-research subjects) will receive a Sprout & Grow Window™ kit, funded by the New Hampshire Charitable Foundation, and will be started in the initial class period. The kits will be tended to in each following class, and students will take them home at the completion of the project. Mary Sherman will note overall attention and excitement of the gardens.

Other activities will gauge the nutritional competence of each subject, noting preference in snack choice (healthy vs. unhealthy), and knowledge of fruits and vegetables. Additionally, individual participation, response type, and overall reaction of each child will be noted by the program manager at the end of each class.

Objectives of the Survey/Research:

Food & Nutrition:

1. Demonstrate willingness to try new (or familiar) fruits and vegetables.
2. Demonstrate understanding of healthy snacks as opposed to "sometimes" foods.

Environment, Agriculture, and Sustainability:

1. Student will document progress of plant growth each week of their Sprout & Grow Window™ kit with picture drawings in their journals.

Healthy Me, Healthy Earth

2. Participate in a special activity hosted by a guest from the Farm to You NH high tunnels.
3. Demonstrate ability to identify carbonaceous (browns) and nitrogenous (greens) sources in relation to composting.
4. State one reason as to why recycling is important and why reusing waste materials can help the earth.

Interpersonal Skills

1. Students will demonstrate a capacity to function in small teams and in groups
2. Students will demonstrate a capacity to share
3. Students will demonstrate a capacity to listen

How will Survey/Research contribute to the improvement of education or general welfare of children?

Garden-based learning for children has proven to be highly beneficial in that it improves food awareness, nutritional understanding, academic abilities, and a multitude of other internal accomplishments. While this program is not on-going, it is hoped that the lessons explored teachings will inspire those who participate to integrate environmentally-conscious principles into the lives of their families and their own lives. This program is to help the students by providing educational skills and life experiences so the children will be able to better understand the important role of food in sustainability in life. The research and data collected from this study will hopefully demonstrate the importance of integrating sustainability and agriculture into the American classroom. Depending on the effectiveness of the program, the curriculum could be expanded, further tested and ultimately distributed to educators to help engage students to gain greater awareness of the importance of a sustainable food system and improve the lives of millions of students.

Advanced Authorization form attached? No

Written approval by a faculty member of the institution in which student researcher is enrolled attached? Yes



Department of Agriculture, Nutrition,
& Food Systems

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Dear Members of the Dover Board of Education,

Thank you very much for considering our request to conduct and evaluate an after-school education program for two cohorts of children (grades 1-2) and children (grades 3 -4) who will be participating in a fun, interactive program designed to explore the benefits of healthy foods, healthy food production and healthy planets. Thus, this enrichment program is designed to help students gain a better understanding of how food grows, the importance of sustainable food, culture and healthy eating habits for themselves and for the planet. We would like to conduct simple assessments to determine the programs' effectiveness. Collecting and reviewing data on student learning helps us to assess and improve our programming, and provides an opportunity for our UNH students to participate in community engagement and evaluation. Generally, any results of this evaluation will be presented as group data, thus promoting the privacy of each student. In the rare case of a random audit of UNH research, any researcher or researcher team may need to share data with the agency requesting data.

This interactive afterschool program will be developed and delivered by a senior in our UNH Honors Program Mary Sherman. Mary has successfully completed UNH Responsible Conduct of Research modules that addressed ethical behavior in research, and thus understands the importance of respecting any individuals that are being studied. Mary will be provided conceptual oversight and on-going support from me, Dr. Joanne Burke, as Mary's honors project advisor.

We will follow all UNH requirements for parental/guardian consent requirements; each student will need to submit a consent form their parent/or guardian in order for any student's data to be included in the study. We will also ascertain if the child has any known food allergies so that taste tests on healthy foods can respect known food challenges. If a student elects not to participate in this evaluation/ research component, primarily based on knowledge and skill acquisition, he or she is still freely able to participate in the after-school program, without any negative ramifications.

If a student starts to participate in the program, and then elects to exit, there will be no negative impacts. We will work with our UNH Institutional Review Board to ensure that all protocols for research on children are followed.

We look forward to working with your children and will be happy to work with the members of the Dover Board of Education to provide any additional information as needed.

Best,



Dr. Joanne Burke
Clinical Associate Professor
Nutrition Program, 107A Kendall Hall
Joanne.burke@unh.edu
(603) 862-1456
August 9, 2017

Part G: Curriculum, Questionnaires, Guiding Instruments, Etc.

Healthy Me, Healthy Earth

Program Dates	Week of September 18 th , 2017- Week of November 6 th , 2017
Grade Level(s)	Monday + Wednesday Group A: 1 st & 2 nd (~15 students) Group B: 3 rd & 4 th (~15 students)
Subject Area(s)	MA LA SC SED A MT Math, Language Arts, Science, SED Art, Motor Skills
Objectives A <i>perceived increase in interest in sustainability.</i>	Students will: Food & Nutrition: 3. Demonstrate willingness to try new (or familiar) fruits and vegetables. 4. Demonstrate understanding of healthy snacks as opposed to “sometimes” foods. Environment, Agriculture, and Sustainability: 5. Document progress of plant growth each week of their Sprout & Grow Window™ kit with picture drawings in their journals. 6. Participate in a compost making workshop with a guest from the Farm to You NH high tunnels. 7. Demonstrate ability to identify carbonaceous (browns) and nitrogenous (greens) sources in relation to composting. 8. State one reason as to why recycling/reusing waste materials can help the earth. Interpersonal Skills 4. Demonstrate a capacity to function in small teams and in groups 5. Demonstrate a capacity to share 6. Demonstrate a capacity to listen
Terminology	Excitement levels—Measured through in class procedure; students stand on the left side of the room if they aren’t excited, in the middle if they’re moderately excited, and on the right if they’re very excited. Healthy snack: A food which is fresh and does not contain high amounts of sweeteners or solid fats; food that nature made and no one did much to it. Unhealthy snack: A food which contains high amounts of sweeteners or solid fats; should be eaten in moderation (sometimes food)

Healthy Me, Healthy Earth

[illegible]

Healthy Me, Healthy Earth

Lesson Summary Week 3 10/2 & 10/4	- Start with questions about what everyone knows about recycling - Talk about wastes in the ocean and pollution from these materials - Short story, pictures, short video - Recycle Relay: start in class with talking about what is recyclable and what isn't. Play this game outside (source: Education World) - Have a pile of cleaned wastes (cans, bottles, cartons, magazines, boxes, leaves, etc.) and a garbage can, recycling bin, and compost bin about 20ft away from the starting point. Students will be separated into two teams, with each one given a chance to pick an item from the pile and run it to the bins and choose which one it goes in. (Modify distance for age group). - Ask what are ways they can help the earth in their own lives
Subject Area(s)	MA LA SC SED A MT
Program Week	1 2 3 4 5 6 7 8
SOCC Supplies	N/A
Additional supplies Needed	Clean, recyclable materials; extra shoes for students (in case of rips in shoes), disinfectant wipes, garbage can, compost bucket, and recycling bin
Prep Time Needed	Length of time needed: 5 minutes 10 minutes 15 minutes Need Coverage UNH Student
Evaluation Procedure	- Note responses to opening question - Tally student excitement level (L/M/H) - Note responses to closing question
Additional comments	If raining, can be played in the hallway Tend to/measure plants

Healthy Me, Healthy Earth

Lesson Summary Week 4 10/9 & 10/11	• Program Manager will start by asking what everyone's favorite snack is. (circle around the room) • These will be written down on the board and then separated into "healthy" and "sometimes" snacks (both terms will be discussed) • Students will be given magazines to browse and look for healthy and sometimes snacks to cut out and paste onto construction paper (some pictures will already be cut out for students to use) • A sheet of construction paper will be folded in half and divided into "healthy" and "sometimes" snacks for students to organize magazine cut-outs into • Conclude with a 5 minute go around of what everyone put and ask what they would do to make the sometimes snacks healthy snacks.
Subject Area(s)	MA LA SC SED A MT
Program Week	1 2 3 4 5 6 7 8
SOCC Supplies	Scissors Glue Sticks Construction Paper
Additional supplies Needed	Appropriate magazines that will be thrown out
Prep Time Needed	Length of time needed: 5 minutes 10 minutes 15 minutes
*Circle or write additional information	Need Coverage UNH Student
Evaluation Procedure	• Note each snack • Note conversations held by students (interactions, thoughts about food, etc.) • Note number of items placed in correct columns • Note final remarks
Additional comments	Tend to/measure plants Some pictures will already be cut out to help small children and individuals with underdeveloped motor skills Pictures will be taken of all the finished designs to be further analyzed

Healthy Me, Healthy Earth

Lesson Summary Week 5 10/16 & 10/18	• Ask everyone what kind of music they like • Show videos of instruments made of various recycled products and foods. • Let kids make their own drum/percussion instrument out of old boxes, sticks, coffee tins, plastic bottles, and cans. • Mention how these materials are part of the food system and are often thrown in landfills and could be reused/repurposed							
Subject Area(s)	MA	LA	SC	SED	A	MT		
Program Week	1	2	3	4	5	6	7	8
SOCC Supplies	Scissors, glue sticks , construction paper, pencils, markers, crayons							
Additional supplies Needed	Stickers, glitter glue Recyclable bottles, cans, etc. donated by UNH Dining Dried beans and rice							
Prep Time Needed	Length of time needed: 5 minutes 10 minutes 15 minutes Need Coverage UNH Student							
Evaluation Procedure	• Tally general excitement level (L/M/H) • Note reactions to video and ask what everyone enjoyed the most • Note comments made throughout craft time • Record a video of students playing music							
Additional comments	Tend to/measure plants Cans for drums will be pre-lined with construction paper Maracas will be pre-filled and covered to reduce any extra mess							

Healthy Me, Healthy Earth

Lesson Summary Week 6 10/23 & 10/25	• Make capes out of recycled t-shirts and food-related materials • Explain that they are all “Superheros” who must help bring healthy snacks to the people of the world! Decorate their capes accordingly. • Talk about how easy it is to “make something out of nothing” • Show some examples on the computer							
Subject Area(s)	MA	LA	SC	SED	A	MT		
Program Week	1	2	3	4	5	6	7	8
SOCC Supplies	Scissors, glue sticks, markers, crayons, clear tape							
Additional supplies Needed	Magazines, newspaper, juice pouches, bubble wrap, cups, etc. These can be sourced from UNH							
*Write what you need	Old t-shirts, Duct Tape, staples, safety pins							
Prep Time Needed	Length of time needed: 5 minutes 10 minutes 15 minutes							
*Circle or write additional information	Need Coverage UNH Student							
Evaluation Procedure	• Tally general excitement level • Ask and note responses to questions: • Why does recycling matter to you? • Why is recycling important? • What does everything on your cape mean?							
Additional comments	Tend to/measure plants Photograph student’s finished projects and attach comments made by students about designs							

Healthy Me, Healthy Earth

Lesson Summary Week 7 10/30 & 11/1	- Farm to You NH Guest (Short presentation on what a high tunnel is and what they grow) - Students will be able to taste different greens and produce from the high tunnels(chard, lettuce, kale, collards, carrots, etc.) - Emphasize sanitation and why it's important when working with food. - Students will participate in making and learning about compost - Students will make a container garden using the lasagna method (similar to that of the compost pile) which will be kept at the Farm to You NH High Tunnels							
Subject Area(s)	MA	LA	SC	SED	A	MT		
Program Week	1	2	3	4	5	6	7	8
SOCC Supplies								
Additional supplies Needed	An old bucket, food scraps, newspaper/paper bags, leaves, empty 5 gallon bucket							
Prep Time Needed	Length of time needed: 5 minutes				10 minutes	15 minutes		
	Need Coverage			UNH Student				
Evaluation Procedure	- Tally general excitement level (L/M/H) - Ask and note responses: - What are two parts of compost? - What are your favorite foods they grow at the high tunnel? - What did you like doing the most?							
Additional comments	Tend to/measure plants Further plans of the compost making will be discussed with the Farm to You NH class							

Healthy Me, Healthy Earth

Lesson Summary Week 8 11/6 & 11/8	- Start off with saying this is the last day and thank everyone - Ask everyone what their favorite part was and what they learned - Make a salad using vegetables donated by the Cornucopia Food Pantry - Students are allowed to take home their Sprout and Grow Window™ kits							
Subject Area(s)	MA	LA	SC	SED	A	MT		
Program Week	1	2	3	4	5	6	7	8
SOCC Supplies								
Additional supplies Needed	Sink, vegetable peeler, compost can, paper plates, forks							
Evaluation Procedure	- Speak with each student about the experience • What was your favorite activity? - Do you like fruits and vegetables? - Would you like to grow plants on your own?							
Prep Time Needed	Length of time needed: 5 minutes 10 minutes 15 minutes Need Coverage UNH Student							
Additional comments	Tend to/measure plants Make a slide for students to remember each week's event							

Program Directory:

Dates	Program Title	Page
Day 1, 9/20	Pre-Evaluation & Sprout and Grow Window™ kits	1
Day 2, 9/27	Cookie Bonanza	2
Day 3, 10/4	Recycle Relay	3
Day 4, 10/11	Snack Attack!	4
Day 5, 10/18	Make Some Noise!	5
Day 6, 10/25	Super Food Fighters!	6
Day 7, 11/1	Farm to YoU NH	7
Day 8, 11/8	Scavenger Hunt & Post-Evaluation	8

**Weekly objectives listed on page 29*

Day 1, Pre-Evaluation & Sprout and Grow Window™ kits

- 1) Questions: (Questionnaire given)
- 2) Observe student ability to listen to directions

- 3) Denote students' abilities to work with each other (tallied)

Poor() Decent() Good() Very Good() Excellent() 4) Comments:

Day 2, Cookie Bonanza

1) Questions:

- a) Who likes cookies? Yes () No ()
- b) What is everyone's favorite cookie? Chocolate Chip () Oreo () Sugar ()
Other () _____

2) Willingness to try: *subject to change*

- a) Craisins: (/)
- b) Raisins: (/)
- c) Chocolate Chips (/)
- d) Sunflower seeds (/)
- e) Pumpkin Seeds (/)

3) Take a picture of each finished cookie and examine what each student has chosen (stored on Box.com) *Colors:*

Craisins: Red Raisins: Purple Chocolate Chips: Brown Sunflower
Seeds: Yellow Pumpkin Seeds: Green Other: _____

4) Tally students' excitement levels.

- a) Low Moderate High

5) Denote students' abilities to work with each other (tallied)

Poor() Decent() Good() Very Good() Excellent() 6) Comments:

Day 3, Recycle Relay

1) Reactions to their plants: Low () Moderate () High ()

2) "What does everyone know about recycling?"

3) Ask students why they put certain materials in each bin.

4) Tally students' excitement levels.

a) Low Moderate High

5) Denote students' abilities to work with each other (tallied by group) Poor()

Decent() Good() Very Good() Excellent() 6) What are ways you can help
the earth in your own life?

7) Comments: _____

Day 4, Snack Attack!

1) "What is everyone's favorite snack?"

2) Healthy () Sometimes ()

3) Take pictures of everyone's finished product

a) Only healthy ()

b) Mostly healthy ()

c) Half healthy half sometimes ()

d) Mostly sometimes ()

e) Only sometimes ()

4) Tally students' excitement levels.

a) Low Moderate High

5) Denote students' abilities to work with each other (tallied)

Poor() Decent() Good() Very Good() Excellent()

6) What are some ways to make "sometimes" snacks more healthy?

7)

Comments:

Day 5, Make Some Noise!

1) "Who likes music? Does anyone have a favorite song?"

a) Excitement level: L () M () H () 2)

Comments on student reactions:

3) Tally students' excitement levels.

a) Low Moderate High

4) Take pictures of everyone's finished instruments

5) Denote students' abilities to work with each other (tallied)

Poor() Decent() Good() Very Good() Excellent() 6) Comments:

Record video of students performing.

Day 6, Superhero Capes!

1) What can everyone tell me about recycling? # of responses ()

2) Reactions to recycled costumes:

3) Why does recycling matter to you?

4) Take pictures of kids with their costumes

5) Denote students' abilities to work with each other (tallied)

Poor() Decent() Good() Very Good() Excellent() 6) Comments made about capes:

7) Comments:

Healthy Me, Healthy Earth

Day 7, Guest from Farm to YoU NH

1) Tally student excitement level

a) Low Moderate High

2) Willing to try:

a) Purple carrots: (/)

b) Herbs: (/)

c) Salad Greens: (/)

d) Other (/)

Post-activity

3) What are two parts of compost? (Browns and Greens)

a) Could name () Could NOT name ()

4) What are your favorite foods they grow at the high tunnel?

_____ 5) What
did you like doing the most?

a) Tasting () Making Compost () Making the container garden ()

6) Tally student excitement (post-trip).

a) Low Moderate High

7) Reactions to plants:

8) Denote students' abilities to work with each other (tallied)

Poor() Decent() Good() Very Good() Excellent() 9) Comments:

Day 8, Salad & Post-Evaluation

- 1) Distribute post-questionnaire
- 2) Make student stations of chopping lettuce with a plastic knife, cutting tomatoes with plastic knife, breaking carrots, setting the tables, and mixing the ingredients. (Photograph the finished salad)
- 3) Tally students' excitement levels.
 - a) Low Moderate High
- 4) Denote students' abilities to work with each other (tallied)
Poor() Decent() Good() Very Good() Excellent() 5) Comments:

Healthy Me, Healthy Earth

Objectives that are emphasized each week are denoted by a ✓

Objectives	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Sustainability	✓		✓	✓	✓	✓	✓	✓
Agriculture	✓						✓	
Food/Nutrition/Health		✓		✓		✓	✓	✓
Environmentalism			✓		✓	✓	✓	
Teamwork	✓	✓	✓	✓			✓	✓

1. I eat fruits and vegetables every day:

- a. Yes
- b. No
- c. Sometimes

2. I would like to grow plants:

- a. Yes
- b. No
- c. Maybe

3. Do you know what compost is?

- a. Yes
- b. No
- c. Maybe

4. What is your favorite food?

5. Do you recycle?

- a. Yes
- b. No
- c. Sometimes



1. I eat fruits and vegetables every day:

Yes

No

Sometimes

2. I would like to grow plants:

Yes

No

Maybe



3. What are the two parts of compost?

_____ & _____

4. What is your favorite food?

5. Why do we recycle?

Further Guiding Documents:

Daily Student Excitement Level

<i>Student Number</i> <i>Group of</i> Students	Somewhat Excited	Excited	Very Excited
<i>Group A</i>			
<i>Group B</i>			

Comments: _____

Day 8: Favorite activity tally

Dates	Program Title	Favorite (#)	Least Favorite (#)
Day 1, 9/20	Sprout and Grow Window™ kits		
Day 2, 9/27	Cookie Bonanza		
Day 3, 10/4	Recycle Relay		
Day 4, 10/11	Snack Attack!		
Day 5, 10/18	Make Some Noise!		
Day 6, 10/25	Super Food Fighters!		
Day 7, 11/1	Farm to YoU NH		



September 2017

Dear Parent/Guardian,

I am a student at the University of New Hampshire and I am conducting a research project to study the effects of sustainability workshops on child understanding of food systems. I am writing to invite your child to participate in this project. I plan to work with approximately 30 children in this study. Your child's name will not be recorded in the report.

If you allow your child to participate in this study, your child's progress will be recorded to study the effectiveness of the Healthy Me Healthy Earth program. Neither you nor your child will receive any compensation to participate in this. There are no potential risks of this study outside of the ordinary paper cuts and dirty fingers. Although your child is not expected to receive any direct benefits from participating in this study, the benefits of the knowledge gained are expected to be willingness to try fruits and vegetables, and a general understanding of environmental concepts.

Participation is strictly voluntary. There are no negative consequences if you refuse to allow your child to participate. Your child may refuse to answer any question. If you allow your child to participate in this project and your child wants to, and then either you change your mind or your child changes his/her mind, you may withdraw your child, or your child may withdraw, at any time during the study without penalty. I seek to maintain the confidentiality of all data and records associated with your child's participation in this research. The data will be reported as anonymous, aggregate data. The results will be used to supplement a thesis report. In rare cases, if UNH is requested to supply data, the research files will be shared.

You also should understand that I am required by law to report certain information to government and/or law enforcement officials (e.g., child abuse, threatened violence against self or others, communicable diseases).

If you have any questions about this research project or would like more information before, during, or after the study, you may contact Mary Sherman at 845-596-6337 or mks1009@wildcats.unh.edu. If you have questions about your child's rights as a research subject, you may contact Dr. Julie Simpson in UNH Research Integrity Services at 603-862-2003 or Julie.simpson@unh.edu to discuss them.

Sincerely,

Mary Sherman
UNH Student of Sustainable Agriculture and Food Systems

Yes, I, _____ consent/allow my child _____ to participate in this research project.

No, I, _____ do not consent/allow my child _____ to participate in this research project.

Signature of Parent

Date

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

TO: **DOVER SCHOOL BOARD**

DATE: September 11, 2017

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 2017-2018 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Dutta, Dolan	ESL Teacher	Garrison School	New Position	\$43,626.88 prorated on 45,610.00	MA15, Step 6
Mallette-Tonken, Carol Ann	Elementary Special Education Coordinator	Elementary Schools	Diana Fallon	\$67,891.21 prorated based on \$71,793	CAGS, Step 19
Towle, Kaylee	Math Teacher	Dover Middle School	Jeremy Small	\$34,464.60 prorated on \$35,231.00	BA, Step 1

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

First Reading DATA/RECORDS RETENTION

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

Special Education Records

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

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

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

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

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

Litigation Hold

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

Right-to-Know Request - Hold

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

Legal References:

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RSA 91-A, Right to Know Law

RSA 189:29-a, Records Retention and Disposition

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

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

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

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

Appendix EHB-R, Records Retention Schedule

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First Reading

LOCAL DATA/RECORDS RETENTION SCHEDULE

Type	Local/State Record Recommended	State/Federal Mandated Retention
Business Records		
Accident Reports Employee Student	6 years or term of employment 6 years after age of majority for suit	
Annual Audit	Permanent	10 -6-years
Annual Report (District)	Permanent	
Application for Federal Grants		5 -6-years
Architectural Plans Engineering Surveys Asbestos Removal	Permanent Permanent Permanent	
Bank Deposit Slips	6 years or until audit	6 years if fed'l
Bond Issue Materials	Permanent	
Budgets Work Sheets	6 years 1 year	
Child Labor Permits	1 year	
Contracts Certified Educator	4-year <u>life of contract plus 3 years</u> Permanent	
Collective Bargaining Agreements	Permanent	
Correspondence for Business	4 years	
Deeds	Permanent	
District Meeting Minutes & Warrant Enrollment Reports Resident Pupil Membership Forms Fall Reports A-12-A (RSA 189:28) Pupil Registers (RSA 189:27-b) School Opening Reports Statistical Reports A-3 (RSA 189:28)	Permanent Permanent Permanent Permanent Permanent Permanent Permanent	
Federal Project Documents		5 years after submission of final expenditure report & documentation for expenditures, unless there is an ongoing audit taking place in which case, all records will be maintained until final resolution.
FICA Reports – monthly/quarterly	7 -6 years	

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LOCAL DATA/RECORDS RETENTION SCHEDULE

(continued)

Type	Local/State Record Recommended	State/Federal Mandated Retention
Quarterly Taxes Form 941	<u>7</u> -6-years	
Fixed Trip Requests/Confirmation	1 year	
Fixed Assets Schedule	Permanent/as updated	
Form C-2 Unemployment Wage Report (DES 100)	6 years	
Invoices	1 year or until audit	
MS-22 Budget Form	6 years	
MS-23 Budget Form	6 years	
MS-25 Budget Form	Permanent	
Purchase Orders	1 year or until audit	
Request for Payment Vouchers	1 year or until audit	6 years if fed'l
Requisitions	1 year or until audit	6 years if fed'l
Retirement Reports - Monthly	1 year	
Student Activities Records/Accounts	6 years or until audit	
Time Cards Bus Driver Custodial Secretarial Substitute Teacher pay slips	5 6 years 5 6 years 5 6 years 5 6 years	
Travel Reimbursements	1 year or until audit	
Treasurer's Receipts - Cancelled Checks	6 years	
Treasurer's Report	6 years	
Vocational Education AVI Forms Voc Center Regional Contracts Federal Vocational Forms	1 year 20 years	6 years
Vouchers Manifests	1 year or until audit	
W-2's Yearly		<u>7</u> -6 years
W-4 Withholding Exemption Certificate		<u>7</u> -6 years
W-9		<u>7</u> -6 years
941-E Quarterly Taxes		<u>7</u> 6 years
Personnel Records		
Application, including Criminal Records	Term of Employment	
Attendance Records Leaves Request for Leaves	1 year 1 year	
Family Medical Leave Act	3 years	
Criminal Record Check	<u>Destroy immediately after review for no record; within 30 days of receipt with record</u> Term of Employment	
Civil Rights Forms		6 years

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LOCAL DATA/RECORDS RETENTION SCHEDULE

(continued)

Type	Local/State Record Recommended	State/Federal Mandated Retention
Dues Authorization	Term of Employment	
Evaluations	Term of Employment	
Medical Benefits Application	Term of Employment	
Medical Examinations	Term of Employment	
Re-employment Letter of Assurance	1 year	
Retirement Application	Term of Employment	
Separation from Employment Form/Letter	6 years	
Staff Development Plan	Term of Employment	
Student Records		
Disciplinary Records	Term of Enrollment	
Early Dismissal	1 year	
Emergency Information Form	1 year	
Health and Physical Records, including Immunization Record	Term of Enrollment	
Medical Reports	Term of Enrollment	
Registration Form	Term of Enrollment	
Application for Free Lunch		6 years
Transcripts Attendance Grades Assessment Results	Permanent Permanent Permanent Permanent	
Internal Records		
Child Abuse Reports/Allegations	Permanent	
Criminal Investigations	Permanent	
Criminal Records Check — Unsuccessful/Unfavorable	1 year	
Personnel Investigations	Permanent	
Sexual Harassment	Permanent	
Special Education Records		
At a minimum, records for special education students should be kept as long as the student is in a program and there is district liability for the education of the student. Given court decisions that are retroactive, it might be prudent to retain records for at least six (6) years after the termination or completion of the program.	<u>Until age of 25. Final IEP must be retained until age 60.</u>	See note to right.

Legal References:

ED 306.04 (a)(4)(h)

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First Reading

STUDENT SUBSTANCE USE POLICY

Preamble

The Dover School District recognizes that use disorders involving alcohol and other substances is a treatable health problem. In some instances, this also involves violations of law. It also recognizes that involvement with alcohol, tobacco, drugs, and other impairing substances can interfere with a student's academic, physical, emotional, and social development. Further, the Dover School District recognizes that the schools, as well as families and the community at large, have a responsibility to address this important matter.

The Dover School District acknowledges that every student has a right to a substance-free school and that it is the responsibility of students, parents/guardian, school personnel, and the community at large to work together to achieve this goal.

The Dover School District prohibits the use of alcohol, tobacco, drugs, and other impairing substances as well as alcohol, tobacco, drugs, and other impairing substance related activities of any kind on school property at any time by anyone, including at school related, sponsored, or sanctioned events regardless of location.

The Dover School District commits to the following:

- i. Educating students about the risks of alcohol, tobacco, drugs, and other impairing substances at a developmentally appropriate level.
- ii. Promoting a climate in which students can seek help if they are in distress from their own or others' use of alcohol, tobacco, drugs, and other impairing substances.
- iii. Supporting students whose use of alcohol, tobacco, drugs, and other impairing substances interferes with school performance and assisting with in-school interventions as indicated, by providing referrals to community agencies for further assessment, treatment, or other services as appropriate.
- iv. Supporting students recovering from dependency on alcohol, tobacco, drugs, and other impairing substances as requested or deemed appropriate by providing referrals to community agencies for further assessment, treatment, or other services as appropriate.
- v. **Providing students, parents, and legal guardians with information and resources relative to existing drug and alcohol counseling and treatment for pupils.**
- vi. Developing and implementing guidelines and sanctions in each school which:
 1. Define violations and their consequences, both disciplinary and supportive;
 2. Define immediate procedures for handling incidents, including the searching and assessment of students;
 3. Describe a support and referral system, which includes response to self-referrals

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- and suspected users;
 - 4.Are clearly articulated to staff, parents, and students at least annually;
 - 5.Train all personnel in school guidelines related to alcohol and other drugs;
 - 6.Support students returning to school from inpatient treatment facilities including the receipt of treatment plans by providing access to in-house support such as counselors, LDAC services, etc. as appropriate;
 - 7.Make recommendations and advocate on a student’s behalf, if appropriate;
 - 8.Ensure no less than a biannual evaluation of the above efforts.
- vii. Notifying staff, parents, and students annually of current guidelines and sanctions.

Guidelines & Procedures

a. Prescription medication or over the counter for medicinal purposes

i.Prescription medications shall only be allowed with written orders from a physician. Over-the-counter (OTC) medications, herbal or homeopathic medications for personal use, shall be allowed only with written permission from parents or guardians. Federal, state and local laws shall apply to students and employees alike. If the student is using such a product for medicinal purposes, the medicinal purpose must be reported to the school nurse and the product kept in the original container by the nurse during school hours. If the administration discovers a student is in possession of such a medicinal product and the nurse has no prior knowledge of the student’s medicinal need of the product, the product shall be considered a controlled substance or alcohol for the purposes of this policy.

b.Apparel

Apparel displaying messages exhibiting or promoting alcohol, tobacco, drugs, and other impairing substances are prohibited.

c.Suspected Use

Any member of the school community concerned that a student is involved with alcohol, tobacco, drugs, or other impairing substances should report that concern to any staff member. The receiving staff member must report the concern to a building administrator as soon as possible. All referrals are confidential. A trained staff member must evaluate students expected to be under the influence.

d.Self-Referral

If a student voluntarily seeks treatment for a substance use disorder (including alcohol, tobacco, or other impairing drugs) the school will cooperate as fully as

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possible with the student. Typically, a self-referral will not initiate a disciplinary action.

e. Student Found in Violation

If a student is found possessing, using, distributing, selling, promoting and/or under the influence of alcohol, tobacco, drugs, e-cigarettes or other impairing substances or paraphernalia:

1. The teacher or staff member must bring the student and any alcohol, tobacco, drugs and other impairing substances to the school principal or designee.
2. The principal or his/her designee and nurse will make the judgment regarding the immediate medical needs of the student.
3. The principal or his/her designee will notify the parents, the superintendent, and law enforcement in the event a local, state, or federal law has been violated.

f. Post Incident

- i. The principal or his/her designee shall meet with the student's school counselor and review the student's file to support the determination of the appropriate consequences for the violation.
- ii. School guidelines and procedures shall be established to dictate the degree of discipline imposed for alcohol or drug use (e.g. in-school suspension, out-of-school suspension, expulsion, etc.).
- iii. The student shall be referred to the superintendent of schools as part of the re-entry determination process.

g. Students in Treatment

- i. Students who enter into residential treatment for substance abuse services will be encouraged to remain enrolled in school. The school will comply with treatment recommendations. The school district may or may not be financially responsible for a student's education while s/he is in treatment. The student's school counselor will:
 1. Obtain written releases to discuss the student's educational and aftercare program with the appropriate person(s) at the treatment facility. Students who are 13 and older must provide their written consent.
 2. When appropriate, provide the necessary assignments and materials.
 3. When appropriate, ensure that the student receives credit for education efforts while in treatment.

h. Extra-Curricular and Co-Curricular Activities

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Students participating in extra-curricular and co-curricular activities carry a responsibility to themselves, fellow students, coaches/advisors, parents/guardians, and school to set the highest possible example of conduct, sportsmanship, and training. These responsibilities include avoiding any involvement with prohibited substances. Students participating in extra-curricular and co-curricular activities face the additional regulations outlined in the Dover School District Athletic/Extra-Curricular/ Co-Curricular agreements and policies.

i. Search and Seizure

A search may be conducted when it is justified at its inception and the scope of the search is reasonably related to the circumstances which justify the search (*New Jersey v. T.L.O.*, 469 U.S. 325 (1985)). In accordance with school policy, a student may be searched. As their lockers are school property, these too may be searched, as well as their backpack, car, and other bags or items brought to school. The Dover School District reserves the right to utilize detection dogs to aid in the search of the school. Students refusing a reasonable search may be suspended for a length of time commensurate with the normal discipline applied if a substance was to be found.

j. Retaliation

- i. It shall be a violation of this policy and other applicable school policies for anyone to retaliate in any way against any person who may have or has participated or cooperated in an investigation of the above violation. Retaliation is a very serious matter and will be the basis of separate disciplinary action.
- ii. A student suspected of a violation will be expected to comply with a school and/or police investigation.

k. Emergency

- i. Nothing in this policy shall deter any school employee from initiating quicker and more effective action than outlined in the regulations if a student is obviously in need of immediate medical assistance. The priority is protecting the student and other students from physical harm and from disrupting the school environment.
- ii. Should an emergency arise the following steps shall be taken (911 may be called prior to retrieving the nurse if deemed appropriate):
 1. Notify a teacher, staff member immediately
 2. Remain with the student
 3. Send for the school nurse/call 911 for emergency medical assistance if nurse is not available
 4. Contact an administrator
 5. If indicated, release the student to the custody of appropriate medical

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personnel
6.Contact parents/guardians

Legal References:

New Jersey v. T.L.O., 469 U.S. 325 (1985)

[21 U.S.C. § 812\(c\)](#), Controlled Substances Act

RSA [318-C](#), Controlled Drug Act

RSA [571-C](#):2, Intoxicating Beverages at Interscholastic Athletic Contests

Code

Required

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PHYSICAL RESTRAINT POLICY

First Reading

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

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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.

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.

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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;
 - 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.

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

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

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First Reading

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.

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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 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:

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- 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;
- 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.

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.

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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

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

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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.

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.

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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.

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.

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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.
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.

L. 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;

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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.

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)

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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: _____
- ☐ 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: _____

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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)

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
Attention

Sensory Strategies

Planned ignoring/Positive

Proximity

Talk with Counselor/Staff

Prompting

Redirection

Change of Face

Time

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Caring Gestures
Describe

Change of Space

Managing the environment –

Directive Statements Space

WHAT TYPE OF RESTRAINT WAS USED? Check all that apply.

☐ Child Control ☐ Team Control ☐ Team Transport ☐ Interim Control ☐ Other _____

YOUR ROLE IN THE INCIDENT? Check all that apply.

☐ Team Leader ☐ Restrainer ☐ Observer/Recorder ☐ Runner/Messenger ☐ Other _____

DID YOU SUSTAIN ANY INJURY DURING THIS INCIDENT? YES NO

IF YES, DID YOU SEE THE NURSE? YES NO

DID YOU WITNESS ANY PROPERTY DAMAGE? YES NO.

IF YES, DESCRIBE:

SIGNATURE:

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Staff Processing of Restraint Incident

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 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.

Staff Processing of Restraint Incident
Staff Sign in and Notes

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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.

SCHOOL YEAR 2017- 2018

MEMBERSHIP IN THE DOVER PUBLIC SCHOOLS MONTHLY ENROLLMENT DATED September 5, 2017

GRADE	*PS (SPED) & KINDER		1		2		3		4		5		6		7		8		9	10	11	12	Special Classes		Other		Totals	*ADJ Totals
DOVER HIGH PG = Post Grad CTC Sending School Students DOVER MIDDLE **OP = OASIS PROG. CTC numbers are incl in high school totals																			326	324	347	346			SubTotal PG PT Total: CTC		1343	1343
											AB 24 MA 23 PH 26 JB 24 AH 25 AM 23 SM 22 CM 24 LT 24 KW 23 RW 22 KW 24		JC 25 DC 26 LD 25 DH 25 RK 27 LA 25 SL 26 AN 25 RP 25 MS 25 AB 22 AR 26		KC 28 GD 25 SM 27 KT 26 KN 27 DJ 26 MS 27 JT 26 AK 26 QH 26 RW 27 HA 27		MJ 25 SM 25 JM 25 JD 24 JP 25 DN 27 JW 26 KS 23 KD 26 LN 27 PM 27 MHS 27											
Sub Totals by Grade:											284		302		318		307										1211	1211
GARRISON	AC MK JG MM MD	19 19 19 18 18	1P 1M 1L 1K	18 16 18 18	2C 2H 2M 2R 2D	20 21 20 20 18	3B 3EG 3C 3SC	23 24 21 24	4ET 4S 4K 4ST	23 22 21 22																		
Sub Totals by Grade:		93		70		99		92		88																	442	442
HORNE	ST AL LS CS	21 20 20 20	1D 1L 1Ke 1M	20 20 19 20	2B 2K 2W 2P	22 21 21 21	3S 3B 3G 3R	19 20 21 19	4O 4L 4W 4Ca	19 19 19 19																		
Sub Totals by Grade:		81		117		106		98		94																	496	496
WOODMAN PARK	BC LD LS MS CR	20 20 20 19 18	1C 1J 1SO 1SH	21 22 22 22	2A 2L 2E 2MC 2W	19 19 19 19 20	3B 3T 3K 3FR 3LR	19 19 18 19 18	4D 4M 4R 4S 4MC	22 22 22 22 22																		
Sub Totals by Grade:		97		87		96		93		110																	483	483
District PRESCHOOL 39																											39	39
TOTALS		271		274		301		283		292		284		302		318		307	326	324	347	346		0		0	4014	4014

Barrington Total - 182

Gr.9 43 Gr. 12 49

Gr. 10 35 PG

Gr. 11 55

Nottingham Total - 64

Gr.9 15 Gr. 12 24

Gr. 10 12 PG

Gr. 11 13

ENROLLMENT: ELEM	1460
DMS	1211
DHS	1343
	4014

*ADJ Totals exclude PT and PG

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
DATE OF ADOPTION:	

DRAFT

Job Title: Data & Reporting Analyst
Department: SAU IT
Reports To: Director of Technology
Prepared Date: 9/07/2017

Summary: The Data & Reporting Analyst is responsible for the management, reporting, and analysis of school district data that directly supports school district operations, accountability, and strategic direction. The position is the system owner of the Student Information System, requiring sound business analysis to manage, maintain, and improve the system. The position is the resident expert of all school district data sources, using critical thinking, creativity, and analytical skills to solve complex query and reporting requests received from end-users.

The Data & Reporting Analyst is a permanent member of the IT Governance and DSD Data Team committees. The position will assist with using data to assess instruction and program success. The position will also have a leading role in an 18-month project to replace our current Enterprise Student Information System (SIS) with a modern SaaS system, from RFP to final rollout.

Essential Duties and Responsibilities: Essential duties and responsibilities include the following. Other duties may be assigned.

1. **Reporting & Data Analysis – 25%**
 Designing, writing, and implementing new reports, dashboards, and data reporting tools. Will need to translate large sets of data into meaningful end user reports. Providing support for ad-hoc and reoccurring reports. Maintaining a database of standing reports for on-demand use. Ensuring overall accessibility to data.
2. **Data Systems – 25%**
 Responsible for the system development, management, & maintenance (with Sys Admin support) of all school district data systems, ancillary data systems, and integration with outside vendors/organizations. This includes, but is not limited to, the SIS functional areas of student enrollment, attendance, and scheduling.
3. **Data Quality Control – 15%**
 Ensure the reliability, accuracy, and integrity of all school district data. This includes managing the acquisition process of data into school district systems.
4. **End-user Training – 15%**
 Responsible for planning and conducting staff development for users of the SIS and other assigned systems. Training may be conducted in a classroom setting, one-to-one, as well as other forms as necessary.
5. **2nd Tier Helpdesk Support – 10%**

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
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- Support end-user SIS, data, and reporting needs through the SAU IT Helpdesk system.
6. **Documentation – 5%**
Develop and continually maintain data definitions, reporting documentation, system configurations, and training information.
 7. **Skill Development – 5%**
Maintain proficiency with new and emerging technologies relevant to data & reporting.

Supervisory Responsibilities: There are no supervisory responsibilities associated with this position.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies.

- Exemplary communication skills, both written and oral.
- Exemplary customer service skills.
- Ability to multi-task and provide effective support to all levels of the organization.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

Education and/or Experience:

This position requires a minimum of a Bachelor's Degree in Business, Information Technology, or related area with three years of applicable technical work experience.

Technology Skills: To perform this job successfully, an individual should have:

- Highly proficient with data analytics, and experience with data manipulation using a variety of tools
- Proficiency with at least one major business intelligence tool (i.e., Microsoft BI, SAP BusinessObjects, IBM Cognos, Tableau Desktop)
- Highly skilled in PL/SQL query development

Certificates, Licenses, Registrations:

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

DOVER SCHOOL DISTRICT	JOB DESCRIPTION
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While performing the duties of this job, the employee is regularly required to talk or hear.
The employee is frequently required to stand and walk.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.

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Superintendent of Schools
w.harbron@dover.k12.nh.us

LIBBY SIMMONS
Business Administrator
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THE DOVER SCHOOL DISTRICT

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DOVER, NEW HAMPSHIRE 03820-4132
TEL (603) 516-6800
FAX (603) 516-6809

JEFFREY E. MYERS
Director of Technology
j.myers@dover.k12.nh.us

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

FROM: Libby M. Simmons, Business Administrator

DATE: September 11, 2017

RE: Barrington Tuition Rate Approval for FY2017-2018

Below is the tuition rate for Barrington students who will attend Dover High School during the 2017-2018 school year. The general tuition rate is calculated using Dover's average per pupil cost for those students in grades 9-12 in the preceding school year plus an administrative fee of 8.0%.

*Please note that the rate is subject to change upon final approval of *Cost per Pupil* rates by the New Hampshire Department of Education.

	Elementary	Middle	High
*Cost per Pupil, DOE-25 FY2017	\$12,347.35	\$10,367.09	\$12,815.52
Barrington	-	-	\$13,840.76

Dover School District Mission Statement

Strengthening our community by educating every child, every day!

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JEFFREY E. MYERS
Director of Technology
j.myers@dover.k12.nh.us

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

FROM: Libby M. Simmons, Business Administrator

DATE: September 11, 2017

RE: Nottingham Tuition Rate Approval for FY2017-2018

Below is the tuition rate for Nottingham students who will attend Dover High School during the 2017-2018 school year. The general tuition rate is calculated using the 2016-2017 tuition rate and adjusting it by the percentage increase or decrease in the District's adopted general fund appropriations as compared to the adopted appropriations contained in the general fund in the previous year.

*Please note that the *Cost per Pupil* rates are subject to change upon final approval by the New Hampshire Department of Education.

	Elementary	Middle	High
*Cost per Pupil, DOE-25 FY2017	\$12,347.35	\$10,367.09	\$12,815.52
Nottingham	-	-	\$13,186.18

Dover School District Mission Statement
Strengthening our community by educating every child, every day!

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Director of Technology
j.myers@dover.k12.nh.us

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

FROM: Libby M. Simmons, Business Administrator

DATE: September 11, 2017

RE: (Other) Tuition Rate Approvals for FY2017-2018

Below are the tuition rates for school districts in New Hampshire and Maine who send their students through the Dover schools. These rates exclude Barrington and Nottingham School Districts as each District has their own separate tuition agreement.

*Please note that the rate is subject to change upon final approval of *Cost per Pupil* rates by the New Hampshire Department of Education.

	Elementary	Middle	High
*Cost per Pupil, DOE-25 FY2017	\$12,347.35	\$10,367.09	\$12,815.52
Other NH and ME Districts	\$13,040.72	\$10,947.48	\$13,560.82
CTC Tuition	-	-	\$12,815.52

Dover School District Mission Statement

Strengthening our community by educating every child, every day!



(FY19) BUDGET PREPARATION ADOPTION SCHEDULE (9/11/17)

DATE	DESCRIPTION
2017 –	Instructions provided to Administrators
September 11 / October 2	School Board to approve the FY18 Budget Preparation Adoption Schedule/Budget Priorities, Assumptions and Process
October 20	Deadline for administrators to submit proposed budget data in IVee to Business Office
October 23-27	SAU staff to work on remaining budget documents
November 8	Business Administrator to provide budget to Superintendent
November 8-13	Review budget documents with Business Administrator
November 13-28	Superintendent to review budget(s) with Administration
December 11	Superintendent to present Proposed Budget to School Board
2018 – January 2 (Tuesday)	School Board Special Session (Organizational Meeting)/Budget Workshop-1/2 of presentations
January 8	School Board Meeting-remaining presentations
January 16 (Tuesday)	Budget workshop--CPI to be released based upon a 12-month average
January 22	Budget Workshop
January 29	Budget Workshop
February 5	School Board Meeting to Adopt Budget
February 12	School Board Meeting to Adopt Budget – Backup Date
February 14	School Budget due to City Manager – Tentative Date
April 4	Superintendent to present Proposed Budget to City Council – Tentative Date
April 18	School Budget Public Hearing – Tentative Date
May - TBD	City Budget (including School Budget) Adoption

APPROVED: