



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #10
Meeting Location:	Media Ctr. (Rm. 306) McConnell Center
Meeting Date:	Monday, October 2, 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 #9, September 11, 2017
- G. CONSENT AGENDA**
 - 1. **Correspondence:**
 - a. Inquiry Based Learning in the Middle School Classroom & Students Self-Efficacy
 - 2. **Resignations/Retirements:** none
 - 3. **Leaves of Absence:** none
 - 4. **Nominations:** none
 - 5. **Extended Travel (Student Trips):**
 - a. NJROTC-trip to Newport, RI naval station—Final Approval
 - b. DHS Jewelry Class trip to Marlborough, Mass—Preliminary/Final Approval
 - 6. **Donations:** October 2
- H. STUDENT REPRESENTATIVE REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - a. LAA – Relationship with Education Research Agencies
 - b. ILD – Non-Educational Surveys & Questionnaires
 - c. ILBAA – High School Graduation Competencies
 - d. DJA - Written Code of Conduct
 - e. GCBD – Rules and Regulations in the Application of Administrators Personnel Policies & Salary Schedule
 - f. GBCD – Background Investigation and Criminal Records
 - g. IGEA – Parental Objections to Specific Course Materials
- J. POLICY ADOPTION:**
 - 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



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- K. RESOLUTIONS:** none
- L. OLD BUSINESS:**
- M. NEW BUSINESS:**
 - a. Facilities Presentation
 - b. New Sport Proposal
 - c. Condition of Accounts
- N. SUBMISSION AND PAYMENT OF BILLS**
- O. SUPERINTENDENT’S REPORT**
- P. COMMITTEE REPORTS**
- Q. SCHOOL BOARD MATTERS OF INTEREST**
- R. ADJOURNMENT**

Citizens 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:

Brooke Woelber, Ph.D. Student at the University of New Hampshire

Name of Survey/Research:

Science Friday: Inquiry Based Learning in the Middle School Classroom & Student Self-Efficacy

Advisor: Dr. Carrie L. Hall

Department: UNH Department of Biological Sciences

Time Frame of Survey/Research: Fall 2017- Spring 2019

Brief Description of Survey:

The survey is designed to assess student confidence and learning pertaining to the scientific method. It is composed of 3 research experiments that emphasize the steps of the scientific method while allowing students autonomy regarding the directionality of their experimental hypotheses and predictions. In addition, it guides students through the steps of the scientific method and presents them with opportunities to critically evaluate their own data and observations to draw conclusions based on those results.

Who will be involved in the Survey?

7th grade middle school students in Mrs. Melissa Stein's science class.

Does the research have IRB approval?

An application has been submitted to the IRB Committee for review during their September 5th meeting.

How will Students be Involved?

Students will participate in 3 inquiry-based research experiments that each occur on Fridays for a duration of 6 weeks each. During these experiments, students will be placed in either independent or collaborative research groups. These student groups will design an experiment and actively engage in the scientific method by choosing which variables to manipulate, developing hypotheses and predictions, gathering data, and evaluating their results/observations. In addition, students will be asked to participate in a series of activities that will serve as formative and summative assessments to assess student learning over the trajectory of these research experiments and their understanding/confidence in the scientific method. In addition, prior to the start of Science Friday and following the final experiment students will fill out a survey designed to assess their confidence in utilizing the scientific method. A few select students will be interviewed following the completion of each school year pertaining to their experience to provide more insight regarding the research activities and group work as well as their confidence with using the scientific method.

How exactly will the School be involved?

The school will be involved primarily by allowing me to actively engage with students on Fridays within the classroom and conduct the research. I will be interacting closely with Mrs. Melissa Stein during the experiment.

4/18/2016

Protocol:

Prior to initiating the study, parent consent and student assent will be obtained from participants. In situations which parents and/or students neglect to participate in the study, they will still participate in classroom activities – the only exception is that their data will not be collected. Before any research begins a preliminary survey will be provided to the students to fill out to assess their self-efficacy. Following this, students will meet once weekly for a period of 6 weeks during each experiment – of which there are three throughout the year.

Each inquiry-based project is designed so that students can manipulate their own experimental variables while actively engaging them in the scientific process. Each week of the experiment class periods will focus on each step of the scientific method, with formative assessment activities and journaling opportunities provided during each class period. Following completion of their scientific experiment, students will participate in a summative assessment activity. These formative and summative assessment activities are designed to assess student learning, with emphasis on their ability to apply and integrate the steps of the scientific method to novel examples and situations.

At the completion of all three experiments, students will complete the Self-Efficacy survey a second time, to assess if their confidence in using the scientific method has changed in response to inquiry-based learning activities provided in class as well as collaborative vs. individual group work.

A small subset of students will also be interviewed following the completion of the 3 research experiments, primarily to provide further insight into how group/individual work and inquiry-based learning affected student confidence with the scientific method.

All data collected from students which participate in this study will be anonymous, with a numeric code assigned to each student. In addition, student interviews will be transcribed and destroyed following completion of the study.

Objectives of the Survey/Research:

This study is designed to determine how multiple inquiry-based research opportunities in addition to independent vs. collaborative group work influence student confidence pertaining to the scientific method.

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

This study will provide valuable insight into how inquiry-based learning effects student learning and confidence in science, particularly during a time when students are susceptible to losing interest in the sciences. In addition, this study has the potential to inform science educational practices within middle-schools to enhance student learning and confidence.

Advanced Authorization form attached?

No

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

yes

University of New Hampshire

Research Integrity Services, Service Building
51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

19-Sep-2017

Woelber, Brooke
Biological Science, Rudman Hall
Newmarket, NH 03857

IRB #: 6760

Study: Science Friday: Inquiry Based Learning in the Middle School Classroom & Self-efficacy

Approval Date: 19-Sep-2017

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Expedited as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 110.

Approval is granted to conduct your study as described in your protocol for one year from the approval date above. At the end of the approval period, you will be asked to submit a report with regard to the involvement of human subjects in this study. If your study is still active, you may request an extension of IRB approval.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. This document is available at <http://unh.edu/research/irb-application-resources>. Please read this document carefully before commencing your work involving human subjects.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,



Julie F. Simpson
Director

cc: File

'
Hall, Carrie



College of Life Sciences
and Agriculture

Rudman Hall
46 College Road
Durham, NH 03824-2618

V: 603.862.1450
F: 603.862.1096
TTY: 7.1.1 (Relay NH)

www.colsa.unh.edu

August 31, 2017

Dover School Board of Directors
Dover School District

Dear Representatives,

Please accept this letter of support for the research project being presented by Brooke K. Woelber. Brooke is a current PhD student in my Ecology and Biology Education laboratory here at UNH. Her research titled, "Science Friday: Inquiry Based Learning in the Middle School Classroom & Self-efficacy" will be the first ever investigation of how inquiry learning influences the science self-efficacy of middle school students. The research represented will contribute to Brooke's PhD dissertation work, and will inform the broader community of methods and applications of science inquiry in middle school classrooms. The work is timely and has potential to greatly impact our understanding of the guiding questions. Additionally, the projects will certainly provide fun and authentic science-in-the-classroom experiences for the students!

Thank you for your support and feedback. We look forward to working with you to clarify any questions that may arise. Feel free to contact me any time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carrie L. Hall'.

Carrie L. Hall, Ph.D.
Assistant Professor of Ecology and Biology Education
carrie.hall@unh.edu
(603) 862-0252

From: Senior Naval Science Instructor, Dover High School
To: Dover School Board, Dover, NH

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

Subj: Request for Final Approval of Out of State – Overnight Field Trip to Naval Station Newport RI

I. Per references (a) and (b), Commander Tom Gamble, the Senior Naval Science Instructors (SNSI) for the Dover High School, Dover, NH is formally requesting school board approval for an overnight field trip to the Newport Naval Station in Newport Rhode Island. As per reference (b), please find the following for the final approval:

1. Group Requesting Approval: Dover High School NJROTC
2. Destination: Naval Station Newport RI
3. Contact Person (s): Commander Tom Gamble, the Senior Naval Science Instructors (SNSI)
4. Dates of Travel: 20 – 21 October, 2017
5. Number of Students Traveling: 35 from DHS
6. Number of Chaperones: 3
7. Adult/Student Ratio: 1:12

Please Circle appropriate response:

Permission Forms submitted to Principle: ☒ Yes / No

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

Telephone Contact Notification submitted to Principle: ☒ Yes / No

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

All Chaperones completed criminal background check: ☒ Yes / No

/s/
T. D. GAMBLE
SNSI, Dover NJROTC, Dover, NH



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



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

25 ALUMNI DRIVE
DOVER, NEW HAMPSHIRE 03820-4365
(603) 516-6900 Fax (603) 516-6926
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EMILY SHERMAN
Dean of Instruction
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KIM STEPHENS
Dean of Students
k.stephens@dover.k12.nh.us

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

September 27, 2017

Dear School Board Members,

This letter is being written in support of a trip by the Dover High School Jewelry Class to travel to Marlborough, Massachusetts from November 3, 2017 through November 4, 2017. The trip includes the opportunity to see artists at work and to meet vendors involved in the industry.

This trip will allow students to be exposed to techniques that they can bring back to the classroom as well as provide the opportunity for them to be involved in the purchase of materials for classroom projects.

Thank you for your support of this outstanding learning opportunity for our students.

Sincerely,

Peter Driscoll
Dover High School Principal

09/27/2017

Dear Dr. Harbron and School Board Members:

I am writing this letter to obtain approval for a student trip to The International Gem & Jewelry Show in Marlborough, MA. Since I have been working at Dover High School, I have chaperoned two safe, successful trips to Europe, and two camping trips. I enjoy exposing my students to the world beyond Dover, NH.

The educational value of this experience is in the fact that the students will be able to apply their knowledge and experience in Jewelry program and apply it to a real life situation. Students will have the unique opportunity to see new bench techniques in jewelry and metalsmithing as well as interact with vendors from around the world. Students will be able to assess the quality of the products displayed and make educated decisions about their value before purchasing. Artists come from all over the world to exhibit in this space. This type of exhibit is something my students won't experience anywhere else.

I am proposing that we leave on Friday, November 3rd, 2017, at 8:30 am and return by 12 noon on Saturday, November 4th. The students and teachers involved in the trip would be required to miss one day of school. The cost being charged the students will be \$80 plus food. The annual jewelry walk has provided some fundraising opportunities to help students pay for their trip. Francine Kontos who is a certified bus driver in the State of NH will be driving the Dover High School Bus. The chaperones have all supervised students on DHS sponsored camping and European trips. Chaperones include: Kate Freear-Motor, Francine Kontos, Ted Kontos, and Tomasz Motor all have been fingerprinted.

I have done my best to provide you with any information you might need to approve this trip. Please contact me if there is anything else you require. You can call me at work at 516-6965, or email me at k.freear@dover.k12.nh.us.

Sincerely,



Kate Freear
Art Teacher
Dover High School

Dover High School
Art Department
February 11, 2016

Dr. Harbron
Superintendent of Schools
Dover, NH 03820

Dear Dr. Harbron and School Board Members:

I am writing you to request final approval for the Jewelry Gem Show Field Trip to Marlborough, MA. We will be experiencing an International Gem and Jewelry Show with vendors and exhibitors from around the world. Students will witness demonstrations of new bench techniques as well as learn to evaluate and purchase raw materials. We are excited about visiting such a well-known exhibition and look forward to final approval. The students are so excited about applying their knowledge of jewelry techniques in a real life setting. We will leave at 8:30am on Friday, November 3rd and will return on Saturday, November 4th at noon.

In this packet I have included an itinerary. I have lists of both students and chaperones attending the trip. All chaperones have attended prior trips and are either employees of the school or have had the proper background check and finger printing done. I will provide the high school with the students' permission slips and emergency contact information.

I have done my best to provide you with any information I thought you would need or want. Please contact me if there is anything else you require to grant us final approval. You can call me at work at 516-6965 or email me at k.freear@dover.k12.nh.us. I will be present at the school board meeting to answer any further questions you might have.

Sincerely,



Kate Freear
Art Teacher
Dover High School

Itinerary for The International Gem Show**November 3rd and 4th, 2017.**

08:30am	Leave Dover High School to drive to Marlborough, MA.
9:00am	Stop for breakfast.
12:00pm	Check into Hotel and get some lunch.
1:00pm	Register at the Royal Plaza Trade Center.
7:30pm	Community meal
11:00pm	Bed check.

Saturday, November 4th, 2017.

9:00am	Breakfast.
9:30am	Depart for Dover.
12:00pm	Arrive back at Dover High School.

Adult Chaperons:**Kate Freear-Motor, Francine Kontos, Ted Kontos and Tomasz Motor**

9/28/2017

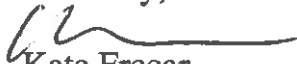
Dear Parent/Guardian:

This year I would like to take my Jewelry 2 students on an overnight field trip to a Gem & Jewelry Show in Marlborough, MA. The benefits to the students attending this field trip are numerous; they include the chance for all students to see the array of gemstones, pearls, and metals that come from all parts of the world. Students will learn how to purchase materials based on their prior jewelry knowledge and experience. Students will witness new bench techniques and practices in jewelry from the top vendors in the jewelry industry. Artists come from all over the world to exhibit in this space. This type of exhibit is something my students will not experience anywhere else.

The cost of this field trip is \$80 which includes transportation, admission to the show and the price of the hotel. Students will need money for food and a small amount of spending money for the show.

I hope you will consider sending your student on this unique trip. Please contact me if you have any questions. You can call me at 516-6965 or email me at k.freear@dover.k12.nh.us.

Sincerely,



Kate Freear

Art Teacher

Dover High School

Payment Schedule:

TBA:

1. Permission Slip
2. 3 forms; Health Form and Contract

**Donation Request List for Approval
October 2 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
Horne Street School	PTG	\$1,500	Cork Strips	Cork strips will be used in the hallway to hang student work

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DATE OF ADOPTION: JUNE 11, 2007	PAGE 1 OF 2

First Reading

RELATIONS WITH EDUCATION RESEARCH AGENCIES

The potential contribution of appropriate educational research to teaching and school administration is recognized by the School Board, and it will cooperate, to the extent feasible, with colleges, universities, and other recognized agencies to promote research that will:

1. Increase professional knowledge of teaching and learning processes and the social setting in which they operate.
2. Sharpen perception of instructional and administrative problems.
3. Establish instructional and management objectives.
4. Assess progress toward accomplishment of school system objectives.

The appropriateness of all requests involving research projects to be conducted in the public schools will be judged by the School Board after they have been reviewed by the Superintendent and, as appropriate, by school administrators, department heads, and/or program directors.

The decision to involve students, teachers, or other employees in any research project will be based on the following:

1. The objectives of the research should be clearly stated and the design should produce valid and reliable results which will then be made available to the public schools.
2. The research should be expected to contribute to the improvement of education or the general welfare of children.
3. The privacy of those involved in any research project must be protected. The confidentiality of records will be maintained at all times. Further, data derived from school records, interviews, or questionnaires which have a potential for invasion of privacy of students or their families or staff members may not be used unless advance written authorization has been given by the staff member or student (or his/her parent or guardian as appropriate) even though the information will be collected and reported under conditions of anonymity.
4. Research proposals should be of sufficient scope and depth to justify the time and effort of students and staff members. Using the time of teachers and students in any research activity is an investment by the school system which should increase the effectiveness of the educational effort.

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5. In general, instructional activities must not be interrupted unless there is a clear significance for the educational program of our schools.
6. Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. The faculty member must have direct responsibility for the student's research.

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FIRST READING

NON-EDUCATIONAL SURVEYS AND QUESTIONNAIRES

Separate federal and state laws require that written consent be obtained from a parent or guardian before a student participates in a non-educational survey or questionnaire that asks about information not directly related to a student's academics.

Federal law, the Protection of Pupil Rights Amendment, imposes the prior written consent requirement only if the survey, analysis, or evaluation or its administration is paid for or in any way uses federal funds from the federal Department of Education and reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the family;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

State law, RSA 186:11, IX-d, imposes the prior written consent requirement on questionnaires, or other documents designed to elicit information about:

1. A student's social behavior;
2. family life;
3. religion;
4. politics;
5. sexual orientation;
6. sexual activity;
7. drug use;
8. or any other information not related to a student's academics.

School District Approval

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DATE OF ADOPTION:	PAGE OF

For the purpose of this policy, "non-academic survey" shall include a survey, analysis, or evaluation which seeks any information in the categories listed above. All non-academic surveys must have the prior approval of the Superintendent or his/her designee.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent and the approval of the School Board as to content and purpose. The results of such approved surveys must be shared with the School Board. No questionnaire or survey requesting sexual information will be administered to any student in kindergarten through grade six unless required by federal or state law or regulation. School personnel administering any such questionnaire or survey will not disclose personally identifiable information.

Parental Notification

Prior written consent from a parent or legal guardian is required to administer a non-academic survey to a student, unless the student is an adult or an emancipated minor who consents. Parents/Guardians will be notified at least ten (10) days prior to administration when a school intends to administer a non-academic survey. Included in the notice will be information regarding the purpose of the non-academic survey, how the survey will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey. Parents or guardians wishing to inspect a non-academic survey will be able to do so in the administrative office. Parents may refuse to give consent for their student to participate, with or without first reviewing the non-academic survey. The school will not penalize students whose parents/guardians decline to provide written consent. The school will take reasonable precautions to protect student privacy during their participation in any non-academic survey.

Youth Risk Behavior Survey Developed by the Centers for Disease Control and Prevention
State law does not require prior written consent from a parent or guardian for administration of the Youth Risk Behavior Survey developed by the Centers for Disease Control and Prevention. Guidance issued by the Center for Disease Control, United States Department of Health and Human Services, concludes that federal law, including the Protection of Pupil Rights Amendment, also does not require prior written consent from parents or guardians because students are not required to participate and the survey is not paid for by the United States Department of Education. As required by both New Hampshire and federal law, the District shall provide parents and guardians with notice at least ten (10) days before the Youth Risk Behavior Survey is administered. Parents may inspect the Youth Risk Behavior Survey at the school's administrative office. Parents or guardians may opt their student out of participating in the Youth Risk Behavior Survey by providing the Principal with written notice. District staff administering the Youth Risk Behavior Survey shall insure students understand that participation is voluntary and that students who opt-out will not be penalized.

Miscellaneous Provisions

This policy does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- College or post-secondary education recruitment, or military recruitment;

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- Book clubs, magazines, and programs providing access to low-cost literary products;
- Curriculum and instructional materials used by schools;
- Tests and assessments used by schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistical data for educational purposes;
- The sale of products or services to raise funds for school-related or education-related activities; and
- Student recognition programs.

Legal References:

20 U.S.C. § 1232h; 34 CFR Part 98, Protection of Pupil Rights Amendment
RSA 186:11, IX-d
2017 CDC YRBS Guidance Manual

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FIRST READING

HIGH SCHOOL GRADUATION COMPETENCIES

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

- (1) "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies.
- (2) "District competencies" mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies.
- (3) "Graduation competencies" means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school.
- (4) "Mastery" means a high level of demonstrated proficiency with regard to a competency.

Course credit will be awarded through the demonstration of a student's mastery of the competencies of the course. Course credit granted through demonstration of mastery will be counted through traditional methods. Grades and credit granted through demonstration of mastery will be included in the student's grade point average. Students must be enrolled in the particular course in order to receive course credit.

Students who are involved in an approved extended learning opportunity to satisfy course requirements in whole or in part shall demonstrate mastery through a method or methods as approved by the course instructor, as specified in Policy [IHBH](#).

Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

The Superintendent shall establish rules for implementing this policy in cooperation with the high school Principal and shall be responsible for ensuring that all high school courses include appropriate competency assessments. Competency Assessments will be selected, conducted, and reviewed in conjunction with the provisions of Policy [ILBA](#).

Assessments shall be aligned with clearly defined educational standards that specify what students should know and be able to do. The assessment items and tasks shall be valid and appropriate representations of the standards students are expected to achieve. Assessment standards, tasks, procedures, and uses shall be fair to all students.

Legal References:

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Ed 306.02(d), Competencies

Ed 306.02(g), District competencies

Ed 306.02(j), Graduation competencies

Ed 306.02(l), Mastery

Ed 306.04(a)(16), Tracking Achievement of Graduation Competencies

Ed 306.04(a)(25), (26), Graduation competencies

Ed 306.141(a)(6), Achievement of District and Graduation Competencies

DOVER SCHOOL DISTRICT	POLICY CODE: DJA
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FIRST READING

WRITTEN CODE OF CONDUCT-FOOD SERVICES

Regulations: 2 CFR Part 200.318, formerly 7 CFR Part 3016.36(b)(3), State Procurement Code and Regulations, and SAU #11, Dover School District Purchasing Department.

Procedures: SAU #11, Dover School District seeks to conduct all procurement procedures:

- in compliance with stated regulations; and
- to prohibit conflicts of interest and actions of employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent of SAU #11 will participate in the selection, award, or administration of a contract supported by a Federal, State or local award if he or she has a real or apparent conflict of interest.

Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:

- a) The employee, officer or agent;
- b) Any member of their immediate family;
- c) His or her partner; or
- d) An organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract.

Officers, employees and agents of SAU #11, a non-Federal entity, may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

Disciplinary actions will be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, termination or any necessary legal action.

For questions and concerns regarding procurement solicitations, contract evaluations and award, contact:

Purchasing Contacts:

School Business Administrator

Telephone # 603-516-6482

Food Services Management Company, Food Services Director Telephone # 603-516-6962

DOVER SCHOOL DISTRICT	POLICY CODE: GCBD
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First Reading

RULES AND REGULATIONS IN THE APPLICATION OF ADMINISTRATIVE PERSONNEL POLICIES AND SALARY SCHEDULES

The following rules and regulations will govern the application of personnel policies for administrative personnel in the Dover public schools.

RECOGNITION:

The Dover School Board recognizes the administrative personnel as including the principals, deans, (this includes elementary deans, middle school deans, high school deans, dean of the alternative school, and the assistant director of student services), career technical center director, and athletics and physical education director, who will be referred to throughout this document as administrative personnel. The administrative group is professionally responsible for the operation of the school system and is considered an integral part of the system in its relationship with the Dover School Board.

EVALUATIONS:

It is agreed and understood that prior to July 1 of each year hereafter, the administrator shall have been evaluated as to his/her professional service by appropriate certified personnel, and be given a copy of said evaluation that shall contain a provision allowing written comment by the administrator. A conference shall be held with the administrator to discuss the evaluation, and the administrator shall be given a full and complete opportunity to correct and improve upon any designated deficiencies within the next year following the evaluation. Should the administrator not be evaluated as required herein, the administrator's efforts and professional services shall be deemed conclusively to be at least satisfactory in all respects and for all purposes.

ABSENCE REPORTING:

A record of leave will be submitted via Aesop (or other software as dictated by the District) for days not worked to include non-contract, sick, vacation, and professional leave for all administrative personnel recognized by this policy.

BENEFITS:

Administrative personnel will receive any and all benefits pertaining to other groups of personnel in the Dover school system. Administrators hired after July 1 will receive these benefits on a prorated basis. These benefits include, but are not limited to, the following:

1. Professional Incentive Compensation

Administrative personnel in degree-granting programs will be reimbursed up to the in-state UNH degree credit tuition costs with a limit of sixteen (16) credits per calendar year, while

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maintaining a grade of "B" or better. Administrative personnel enrolled in a course directly related to the individual's area of administrative responsibility, but who are not enrolled in a prescribed curriculum, will be reimbursed up to the UNH tuition costs up to eight (8) credits per year, while maintaining a grade of "B" or better. Course reimbursement will be paid only if taken in a New England state authorized program or other nationally accredited college or university. Foreign institutions will be evaluated based on credentials supplied to the superintendent prior to attendance.

The Dover School Board will contribute toward the cost of professional dues for administrative personnel upon presentation of membership to the superintendent and if funds have been budgeted and are available.

2. Sick Leave

All administrative personnel shall receive eighteen (18) days sick leave with pay for personal illness for each year of service in the Dover school system cumulative to two hundred seventy-five (275) days. Individuals may be asked for confirmation of an illness by a physician for seven (7) or more incidents of sick leave use in any school year.

Up to five (5) sick days per school year may be used by an administrator for the purpose of caring for a sick child, or upon approval of the Superintendent, for a different member of the employee's family who is sick.

3. Personal/Emergency Leave

Administrative personnel may request up to a total of five (5) days personal/emergency leave in a given school year without loss of salary. Such leave shall require the prior approval of the superintendent. In cases where the reasons are of a highly personal nature, prior notification shall be given, indicating that the reasons are personal with only such justification as is necessary to provide the superintendent with adequate cause to grant the request. Non-scheduled emergency leaves shall be supported in writing as soon after the fact as possible.

4. Funeral Leave

Pay shall not be deducted for up to five (5) days of absence related to the death of a member of the administrator's immediate family, defined as spouse, child, parent, or sister or brother residing in the household. Such leave shall be granted for up to three days for the death of a sister, brother, sister-in-law, brother-in-law, daughter-in-law, son-in-law, parent-in-law, or of a relative living in the household. Such leave shall also be granted for one day for the death of a grandparent, aunt, uncle, or close personal friend if approved by the superintendent.

5. Military Leave

Military leave shall be granted to any administrator who is inducted or called to active duty in any branch of the armed forces of the United States. For the period of said call to active duty,

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said administrator will be compensated by the District paying the difference between their school district salary and their annualized military salary. Upon return from such leave, an administrator will be placed on the salary schedule at the level which the administrator would have achieved had the administrator remained actively employed in the system during the period of the absence. Salary scale growth limit is equal to the period of original induction or period of call to active duty.

6. Jury Leave

Administrative personnel on jury duty shall be entitled to pay differential and continued benefits while fulfilling this duty.

7. Parental Leave

An administrator who is pregnant shall be entitled, without pay or salary schedule growth, upon request, to a leave to begin at any time between the commencement of her pregnancy and one (1) school year after the child is born. Except in cases of emergency the administrator shall give at least thirty (30) days' notice prior to the date on which her leave is scheduled to begin. An administrator who is pregnant may continue in active employment as late into her pregnancy as she desires, provided she is able to perform her required administrative duties.

A male administrator may be entitled, upon request, to a parental leave to begin at any time between the birth of his child and one (1) school year thereafter.

An administrator adopting an infant (birth to first birthday) child may be granted a parental leave at any time after the date of the adoption and may continue the leave for up to one (1) school year after the adoption. Such leave may commence upon the administrator's receiving de facto custody of the infant, or up to three (3) months earlier if necessary to fulfill the requirements for adoption.

Parental leaves will not exceed one year in duration, and an administrator on parental leave must notify the superintendent in writing of his or her intent to return to work by March 1, preceding the beginning of the school year.

8. Extended Leave

Administrators may request an unpaid extended leave of absence which shall be granted at the discretion of the superintendent and School Board for any of the following reasons:

- a. to pursue academic studies
- b. to accept a position with the Peace Corps, Vista, or a similar governmental agency
- c. for prolonged illness, needed rest, necessities of the home, professional improvement, or any other activity which would benefit the Dover school system

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Upon return from an extended leave of absence administrative personnel shall be assigned to the same or a substantially equivalent position. All benefits to which the administrator was entitled at the time of the leave, including accumulated sick leave, shall be restored upon return.

9. Health Insurance

The School Board shall provide health insurance for administrative personnel during the term of their employment through the SchoolCare program or another program providing substantially equivalent or improved coverages or services on the following basis:

One hundred percent (100%) of the premiums of the School Care Consumer Driven Health Plan (CDHP).

If an administrator does not subscribe to the School Department of the City of Dover, New Hampshire, New Hampshire School Health Care Coalition plan, SchoolCare health program, or to another City of Dover health insurance plan through a family member, he/she will receive a lump sum payment of three thousand dollars (\$3,000) on or before December 15th of the school year.

The School Board agrees to submit or have submitted retired administrators' payments for health insurance at the School Department group rate.

10. Life Insurance

The School Board shall provide life insurance coverage for administrative personnel during the term of their employment in the amount of \$100,000 for natural death and \$200,000 for accidental death. Coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

11. Dental Insurance

The School Board shall provide and pay the premiums for dental insurance through the Delta Dental Insurance Plan or a substantially equivalent plan for administrative personnel during the term of their employment. Coverage shall be for individuals or their families, as appropriate, and coverage for new personnel will not begin until the first of the month following the completion of a thirty- (30) day waiting period.

12. Disability Insurance

The School Board shall provide for administrative personnel an income insurance program which will provide the following coverage: seventy percent (70%) of monthly salary up to \$5,000 maximum to begin after ninety (90) consecutive calendar days or expiration of accumulated sick leave, whichever is greater. Said insurance will run until age sixty-five (65) and shall be coordinated with Social Security benefits.

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13. Longevity

Administrative personnel shall receive a longevity benefit for service in the Dover school system (teaching and administrative) as follows:

Upon completion of ten years	\$500
Upon completion of fifteen years	\$550
Upon completion of twenty years	\$625
Upon completion of twenty-five years	\$700
Upon completion of thirty years	\$775
Upon completion of thirty-five years	\$850

14. Severance Pay

Upon retirement or death of an administrator, as well as those leaving who have at least ten (10) years of service in the Dover School District, the administrator or beneficiary shall receive severance pay in the amount of forty percent (40%) of their accumulated sick leave at their current per diem rate.

15. Tax-deferred Annuity

The School Board shall allow administrative personnel to take advantage of the federal law regarding tax-deferred annuities. Any new group must have at least ten (10) members.

16. Layoffs/Recalls

In the event of a layoff of personnel, the unit member laid off shall be notified in writing on or before April 15th prior to the contract year in which the layoff becomes effective. The personnel file of an administrator shall indicate the reason for the layoff (budget cuts, declining enrollment, need for a different position, etc.).

Layoffs will be determined based on certifications, other relevant qualifications, performance evaluations and total experience as an administrator. In the event that two (2) or more administrators are equal in these areas, seniority will be the determining factor. Seniority is defined as the length of continuous service within the DAA. DTU service will not contribute to DAA seniority unless it is the result of a previous DAA layoff in which a DAA recall was not available. An administrator may not bump another administrator.

Administrator(s) affected by a staff reduction will be assigned to a teaching position should a vacancy for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education be available. An administrator may not bump an employee already in a teaching position in order to obtain that position. The administrator will be given credit for relevant teaching and administrative experience for purposes of placement on the teacher salary schedule unless that is in conflict with the terms of the DTU collective bargaining agreement. This provision is available to all administrators in the DAA, regardless of prior teaching experience in the Dover School District.

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The administrator(s) so affected will be recalled to an administrative vacancy which may subsequently occur within a period of two (2) years following the layoff or reassignment and for which the administrator is qualified and certified or certifiable by the New Hampshire Department of Education. If more than one administrator was laid off, recall will occur in the opposite order of the layoffs, provided that the administrator is qualified and certified or certifiable by the New Hampshire Department of Education for the position. The administrator will have ten (10) calendar days to accept or decline a recall offer. Acceptance of the position will return the administrator to the DAA and experience will be calculated based on years of administrative experience only for purposes of placement on the salary schedule, not to include any teaching experience resulting from a layoff. Refusal to accept the position will terminate the District's obligation to recall.

17. Grievance Procedure

1. Level One (Informal)

A grievant will first discuss the grievance with the immediate superior, either directly or through the DAA President, with the objective of resolving the matter informally. Failure to reach a mutually satisfactory resolution may be cause for the administrator to refer the grievance to Level Two.

2. Level Two – Superintendent (Formal Written)

A grievant wishing to process a grievance at Level Two will do so in writing to the Superintendent within eight (8) school days from the conclusion of the discussion of Level One. The grievance shall be specific in nature and shall state the remedy requested. The Superintendent shall establish a formal conference on the matter and shall notify the DAA President. The aggrieved administrator shall be given at least two (2) school days' notice of said conference and shall have the right to representation at said conference. The Superintendent shall respond in writing eight (8) school days from the date the formal grievance is filed unless both parties agree to an extension in writing. The Superintendent's decision shall be presented in writing to both the administrator and the DAA President.

3. Level Three – School Board

If a grievance remains unsettled after having processed through Level Two, the grievant may, within eight (8) school days from the date the decision is rendered at the previous level, submit the grievance to the School Board Chair, in which case, the grievance is to be submitted in writing and shall specify the nature of the complaint and the remedy requested. Copies of the previous decision are to be included with the grievance. Within eight (8) school days from the date the grievance is filed at Level Three, the School Board will establish a mutually convenient date and time for a meeting to discuss the matter. Both parties reserve the right to include consultants in any such meeting. The School Board shall render its decision in writing together with supporting reasons to the administrator, DAA President, and Superintendent within twenty (20) school days from the date the grievance is received unless both parties agree to an extension in writing.

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4. Arbitration

- a. Any grievance which remains unsettled after having been fully processed pursuant to the provision of the grievance procedure as stated herein may be submitted to arbitration by the DAA by filing with the School Board and the American Arbitration Association a request for arbitration within twenty (20) school days after the final decision of the School Board has been given to the administrator and DAA President unless both parties agree to an extension in writing.
- b. A request for arbitration shall state in reasonable detail the specific nature of the dispute and the remedy requested. The dispute as stated in the request for arbitration shall constitute the sole and entire subject matter to be heard by the arbitrator, unless the parties mutually agree to modify the scope of the hearing. Only one request shall be scheduled for the same arbitration hearing except by mutual agreement of the parties
- c. In the conduct of an arbitration hearing, the applicable provisions of the Voluntary Labor Arbitration Rules of the American Arbitration Association shall apply.
- d. The arbitrator shall issue a decision no later than thirty (30) business days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issue submitted. The decision of the arbitrator shall be final and binding except that any decision of the arbitrator which requires the School Board to expend more than one thousand five hundred dollars (\$1,500) shall be advisory to the School Board which shall, in such cases, make a final decision within twenty (20) school days after receiving the arbitrator's decision.
- e. Both parties agree the arbitrator shall be prohibited from modifying or adding to this Agreement.
- f. Each party will bear the total cost incurred by themselves. The cost of the arbitrator shall be shared equally by the parties to the dispute.

18. Holidays

All administrative personnel shall observe the following holidays and any other days as may be designated from time to time:

New Year's Day
Martin Luther King, Jr., Day
Presidents' Day
Monday of Spring Vacation (Fast Day)
Memorial Day
Fourth of July
Labor Day
Columbus Day
Veterans' Day
Day before Thanksgiving
Thanksgiving Day
Friday following Thanksgiving

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Christmas Eve (1/2 Day)
Christmas Day
The Day after Christmas
New Year's Eve (1/2 Day)
Work day following Christmas, should school be in session on one of the
holidays listed above

Holidays will be prorated for administrators who work fewer than 200 days.

19. Work Year Schedule/Leave Days

Administrators' contracts start on July 1st of each year and end on June 30th of the following year. Vacation days will be given on July 1st of each year.

~~A. Full Time Administrators~~

All ~~full time~~ administrative personnel will receive vacation days based on the following schedule:

From zero (0) to five (5) years of service in the district	20 days
At the beginning of six (6) years of service or more	25 days

~~B. Part Time Administrators~~

~~1) 216 day Administrators~~

~~All 216 day administrative personnel will receive 20 vacation days.~~

~~All 216 day administrative personnel, including but not limited to Deans of Students, will be provided the same paid holidays as Full time administrators (See Section 18). These administrators are required to work on all school days, per the approved calendar, except as allowed in Section 19:C. In addition, nine (9) days will be taken outside the approved school year calendar. These days must be approved by the building administrator or Superintendent. Exceptions for work flow needs may be approved by the Superintendent.~~

~~2) 200 day Administrators~~

~~All 200 day administrative personnel will receive 15 vacation days.~~

~~All 200 day administrative personnel will have same paid holidays as Full time administrators (See Section 18). These administrators are required to work on all school days, per the approved calendar. In addition, thirty (30) days will be taken outside the approved school year calendar. These days must be approved by the building administrator or Superintendent. A maximum of five (5) non contract days may be used~~

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~~when school is in session. Exceptions for work flow needs may be approved by the Superintendent.~~

- C. Administrators shall carry over no more than ten (10) days of vacation leave into the subsequent school year. In addition, all carry-over leave must be taken on or before December 31 of that year or it will be forfeited.

It is permissible and suggested (so that all administrators will not be out at the same time during the summer months) that some of the administrators' vacation time be taken during the school year, at a time convenient for both the administrator and the school system.

The Superintendent's approval is required for the scheduling and taking of any vacation days during the school year.

20. Mileage Allowance

Administrators shall be paid \$150.00 on or before December 31 and \$150.00 on or before the close of the school year for in-district travel. They will continue to be able to submit requests for mileage for out-of-district travel.

21. SALARIES:

All current administrative salaries will be grandfathered into this salary matrix. Administrator salaries will remain the same or increase based on the matrix. ~~The salary of an administrator who works less than full time will be prorated.~~ In Year 1 of this policy the following terms will apply: (1) 0% increase on base salary; and (2) administrators will be awarded salary adjustments based on steps and changes in educational attainment.

~~The School Board and DAA will reconvene no later than November of 2017 for the purpose of revising the salary matrix for Year 2 and Year 3 of this policy. It is the intent of all parties to consider the following amendments to the policy: (1) Adjust the base salary; (2) Add steps to the Experience category; (3) Adjust the multipliers in order to balance the weight of Experience and Education, with the higher weighted items decreasing in value and the lower weighted items increasing in value; and (4) Bring all administrators to full time.~~

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SALARY MATRIX FOR ALL EMPLOYEES UNDER THIS POLICY

Base Salary					
<u>2017-2018</u>	\$76,500.00				
<u>2018-2019</u>	<u>\$78,030.00</u>				
<u>2019-2020</u>	<u>\$79,590.00</u>				
	Multiplier				
Years of Administrative Experience					
0	0.000				
1-2	0.020 <u>.018</u>				
3-5	0.050 <u>.033</u>				
6-8	0.085 <u>.048</u>				
9-11	0.115 <u>.063</u>				
12+ <u>14</u>	0.145 <u>.078</u>				
<u>15-17</u>	<u>0.103</u>				
<u>18-21</u>	<u>0.128</u>				
Educational Attainment					
BA	0.000				
MA	0.010 <u>.018</u>				
MA + 15	0.012 <u>.033</u>				
MA + 30	0.014 <u>.048</u>				
MA + 45	0.016 <u>.063</u>				
MA + 60	0.018 <u>.078</u>				
CAGS	0.020 <u>.103</u>				
Doctorate	0.022 <u>.128</u>				
Responsibility Factor					
High School Principal	0.380				
Middle School Principal	0.200				
Elementary School Principal	0.180				
High School Deans	0.045				
Middle School Deans	0.025				
Elementary School Deans	0.000				
Alternative School Dean	0.000				

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CTC Director	0.125				
Athletic Director	0.085				
Assistant Director of Student Services	0.080				

NOTE: Nothing in this document shall preclude administrators receiving additional benefits as may be granted by the School Board.

22. Definitions:

Contract Days – Days based upon the approved school year calendar

Years of Administrative Experience – Years of supervisory/administrative experience in any school district or other field relevant to the position.

Year 1 – 2017-2018 school year (FY 2018)

Year 2 – 2018-2019 school year (FY 2019)

Year 3 – 2019-2020 school year (FY2020)

~~Full Time Administrator – See Paragraph 19 A~~

~~Part Time Administrator – See Paragraph 19 B (1) and (2)~~

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First Reading

BACKGROUND INVESTIGATION AND CRIMINAL RECORDS CHECK

BACKGROUND INVESTIGATION

The Superintendent or his/her designee shall conduct a thorough investigation into the past employment history, and other applicable background, of any person considered for employment with the district. This investigation shall be completed prior to making an offer of employment, approving the contract with an individual contracting directly with the District, or approving the assignment of an employee of a contractor, a student teacher, or designated volunteer to work within the District.

The Superintendent shall develop a background investigation protocol for use in completing a background investigation and shall keep a written record of all background investigations which have been done.

For the purposes of this policy the term "applicant" shall include an applicant for employment by the District, an individual with whom the District may contract to provide services directly to students, any person identified by a contractor with the District whom the contractor proposes to assign to provide services directly to students, student teachers who are proposed to be placed in a District school, and designated volunteers. All applicants will be subject to a criminal records history check meeting the minimum requirements of law, however, the Superintendent's protocol may specify additional background check steps for specific groups of employees, such as verifying the educational achievements and employment history of an applicant for a teaching position. The Superintendent's protocol shall include a list of felonies and misdemeanors, in addition to those specified in RSA 189:13-a, V, convictions of which shall be disqualifying. The protocol shall require that an analysis be conducted of any pending charges or convictions for crimes not on the statutory list of disqualifying offenses to determine whether the applicant should be disqualified. The protocol shall take into consideration the time which has passed since the conviction, the facts and circumstances of the charge or conviction, evidence of successful rehabilitation and an extended period of lawful behavior. For charges pending disposition for offenses not on the statutory list of disqualifying offenses, which the applicant discloses or which come to light during the background check, the presumption of innocence shall apply, however, the Superintendent shall consider all reliable information in assessing the applicant's suitability. The Superintendent shall assess whether, in light of the totality of the circumstances, the pending charges or convictions raise reasonable cause to doubt the applicant's suitability for the position.

As part of the application process each applicant for a position shall be asked whether he/she has ever been convicted of any crime and whether there are any criminal charges pending against him/her at the time of application. The falsification or omission of any information on a job application or in a job interview, including, but not limited to, information concerning criminal

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convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or immediate discharge from employment.

Any applicant for whom the Board requires a criminal history records check or their employer in the case of an employee of a contractor shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records check, unless otherwise determined by the Board.

CRIMINAL RECORDS CHECK

Each person considered for employment by the School Board whose duties require regular contact with pupils and volunteers as listed in policy IJOC must submit to a fingerprinting for a state and FBI criminal records check. **Refusal to provide the required criminal history records release form and any other required releases to authorize a background check will result in immediate disqualification and no further consideration for the position.**

Persons regularly in contact with students means a person or persons who, in the performance of his/her duties, (1) comes in direct contact with pupils on a daily basis for any period of time, (2) meets regularly, e.g., once or twice a week, with students, including, but not limited to, an art, music, or physical education teacher, (3) a substitute teacher who comes in direct contact with pupils on a limited basis, or (4) any other persons who, the Superintendent believes, by virtue of their duties and contact with students, should appropriately undergo a Criminal Records Check.

The Superintendent is responsible to establish all necessary internal procedures relative to the initiation and completion of the state and FBI Criminal Records Check.

VOLUNTEERS

The volunteer, excluding interns, shall pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the Criminal Records Check for any person who is required by the Board to have a Criminal Records Check, unless otherwise determined by the Board.

CONDITIONAL EMPLOYMENT

Persons who have been selected for employment may be hired on a conditional basis, pending a successful completion of the state and FBI Criminal Records Check **and a determination that there are no disqualifying pending charges or convictions.**

No selected applicant for employment shall be extended a conditional offer of employment until the Superintendent or his/her designee has initiated the formal state and FBI Criminal Records Check process and has completed a background investigation.

Any person who is offered conditional employment, by way of individual contract or other type of letter of employment, will have clearly stated in such contract or letter of employment that his/her contract and continuation of employment is entirely contingent upon the completion of a Criminal Records Check which is satisfactory to the district.

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All persons employed under a conditional offer of employment may be covered under the district's health insurance program, at the sole discretion of the Board, and in accordance with Board policies and/or collective bargaining agreements, if applicable. However, any such coverage will immediately cease and will not be subject to extension under COBRA, if the Board does not tender the person a final offer of employment by reason of application of this policy.

FINAL OFFER OF EMPLOYMENT

A person who has been extended a conditional offer of employment may be extended a final offer of employment upon the completion of a Criminal Records Check which is satisfactory to the Board.

No person with a conditional offer of employment shall be extended a final offer of employment if such person has charges pending or has been convicted of the following offenses, as referenced in RSA 189:13-a, V: (1) murder or (2) child pornography or (3) aggravated felonious sexual assault, (4) felonious sexual assault, (5) kidnapping, (6) manufacturing, selling, administering, dispensing, or distributing any controlled substance(s) on school property, or (7) sexual misconduct within an education setting in this state; or where such person has been convicted of the same conduct in another state, territory, or possession of the United States, or where such person has been convicted of the same conduct in a foreign country.

In addition to the felonies listed above, a person may be denied a final offer of employment if he/she has **charges pending or has been convicted of any crime, either a misdemeanor or felony, provided the basis for disqualifying the candidate is job related for the position in question and is consistent with business necessity.** ~~been convicted of ANY felony.~~ Such determination will be made by the ~~Board on a case-by-case basis~~ **Superintendent in accordance with the established protocol and on a case-by-case basis.** ~~If the Superintendent chooses to nominate an applicant who has a history of a conviction of a crime or with pending charges for a position that must be approved by the School Board, the School Board shall be informed of that history in non-public session.~~

~~The Superintendent, or designee, will transmit this policy to the state police, who will then screen the criminal records check for any selected applicant for employment, or designated volunteer, and will notify the district whether the record of said selected applicant or volunteer contains any felony convictions.~~

The Superintendent, or designee, will transmit each applicant's Criminal Record Release Authorization Form and, where inked cards are used, the applicant's fingerprint cards to the State Police. The State Police will then conduct the criminal history records check and will provide the Superintendent with the applicant's criminal history record or confirmation that the individual does not have a record of being charged with or convicted of a crime. In accordance with RSA 189:13-a, III, only the Superintendent will review the criminal history record received from the State Police and shall destroy that document as required by law.

~~When the district receives a notification of a felony conviction from the state police on a particular person which it finds unsatisfactory, the Superintendent shall dismiss said person~~

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~~within twenty four (24) hours of the receipt of such report, excluding Saturdays, Sundays, or legally recognized holidays.~~

When the District receives a notification of an employee, contractor, contractor's employee, or volunteer being charged with or convicted of a disqualifying offense under RSA 189:13-a, the Superintendent's protocol, or other crime which is evidence of the individual's unsuitability to continue in their role, the Superintendent shall take immediate appropriate action to remove the individual from contact with students. Employees shall be placed on paid administrative leave, if not subject to and immediately discharged. The Superintendent will then take appropriate employment or other action, consistent with law and any applicable employment agreement or contract to address the individual's ongoing relationship with the District.

Additionally, a person may be denied a final offer of employment if the Superintendent becomes aware of other conduct which he/she determines would render the person unsuitable to perform the responsibilities of the position involved. Such determinations shall be made on a case-by-case basis.

ADDITIONAL CRIMINAL RECORDS CHECKS

~~The Board may require a Criminal Records Check of any employee at any time.~~

The Board may require a criminal history records check of any employee, an individual with whom the District has contracted to provide services directly to students, any person identified by a contractor with the District who has been assigned to provide services directly to students, student teachers who are placed in a District school, and designated volunteers at any time.

~~**Effective January 1, 2009: Dover School District staff employed as teachers, paraprofessionals, substitutes, coaches and secretaries, will be required to pay in advance the sum equivalent of what the State of New Hampshire charges.**~~

Legal References:

RSA 189:13-a

Appendix GBCD-R

~~Technical Assistance Advisory from the New Hampshire State Department of Education, dated 11/27/2000~~

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First Reading

PARENTAL OBJECTIONS TO SPECIFIC COURSE MATERIAL

The Board recognizes that there may be specific course materials which some parents/guardians find objectionable.

Parents and legal guardians shall be notified by e-mail, other written means, website/social media posting, or phone call not less than two (2) weeks in advance of use of the curriculum course material to be used for instruction of human sexuality or human sexual education, that the material is available for inspection at the school. The notice will identify and provide contact information for the member of staff or faculty a parent or guardian should contact to arrange an opportunity to inspect the curriculum course material.

In the event a parent/guardian finds specific course material objectionable, the parent/guardian may notify the building principal of the specific material to which they object and request that the student receive alternative curriculum, sufficient to enable the child to meet state requirements for education in the particular subject area. This notification and request shall be in writing.

The building principal and the parent must mutually agree to the alternative curriculum. The alternative curriculum agreed upon must meet state minimum standards.

School district staff will make reasonable efforts, within the scope of existing time, schedules, resources and other duties, to accommodate alternative curriculum for the student. Alternative curriculum may be provided by the school, through approved independent study, or through other method agreed to by the parent/guardian and the building principal. Any cost associated with the alternative curriculum shall be borne by the parent.

Nothing in this policy shall be construed as giving parents/guardians the right to appeal to the school board.

Parents who wish for particular curriculum material be reviewed for appropriateness may submit a request for review in accordance with Board Policy KEC.

Legal References:

RSA 186:11, IX-c, State Board of Education; Duties.

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Second 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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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		<u>After audit plus 5</u> 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	1 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. <u>After audit, plus 5 years.</u>

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FICA Reports – monthly/quarterly	<u>7-6</u> years	
LOCAL DATA/RECORDS RETENTION SCHEDULE (continued)		
Type	Local/State Record Recommended	State/Federal Mandated Retention
Quarterly Taxes Form 941	<u>7-6</u> -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 <u>plus 1 year</u>	<u>Until audit plus 5 years, if federal</u>
MS-22 Budget Form	6 years	
MS-23 Budget Form	6 years	
MS-25 Budget Form	Permanent	
Purchase Orders	1 year or until audit <u>plus 1 year</u>	<u>Until audit plus 5 years, if federal</u>
Request for Payment Vouchers	1 year or until audit <u>plus 1 year</u>	6 years if fed'l <u>Until audit plus 5 years, if federal</u>
Requisitions	1 year or until audit <u>plus 1 year</u>	6 years if fed'l <u>Until audit plus 5 years, if federal</u>
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 <u>Federal Travel Forms</u>	4 year or until audit <u>plus 1 year</u>	<u>3 years federal funds</u>
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 <u>plus 1 year</u>	
W-2's Yearly		<u>7-6</u> years
W-4 Withholding Exemption Certificate		<u>7-6</u> years
W-9		<u>7-6</u> years
941-E Quarterly Taxes		<u>7-6</u> years

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Personnel Records		
Application, including Criminal Records	Term of Employment	
Attendance Records		
Leaves	1 year	
Request for Leaves	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

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	Permanent	
Attendance	Permanent	
Grades	Permanent	
Assessment Results	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		<u>Until age of 25. Final IEP must be retained until</u>

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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>age 60</u>
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Legal References:

ED 306.04 (a)(4)(h)

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Second 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

Second 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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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.

Dover Schools New Sports Proposal Form

SPORT / LEVEL PROPOSED: Co-Ed Bowling

SUBMISSION DATE: September 15, 2017

NAME OF APPLICANT(S): John Silverio / (Brian Beck)

FIRST DATE TO PRACTICE/PLAY: Monday November 20, 2017

LAST DATE TO PRACTICE/PLAY: on or about February 18, 2018

FUNDING SOURCE(S) FOR:

OFFICIALS None

TRANSPORTATION: Raised through transportation fee paid by students/families

COACH STIPEND(S): No more than \$1,200 raised through fundraising efforts/Students activities fund to start

EQUIPMENT / SUPPLIES: Game Shirt Funded by students. Students can throw House bowling balls at no cost or purchase own bowling balls on their own

OTHER: Bowling Alley Fee of approximately \$100 paid by student/athlete or fundraising efforts

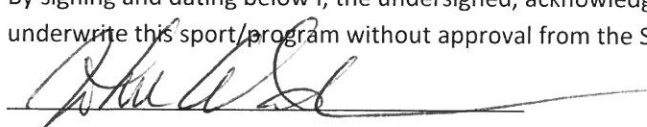
GRADE(S) OF PARTICIPANTS: 9-12

FACILITY TO BE USED: Dover Bowl

IS THIS AN NHIAA OFFERED SPORT: Yes

RATIONALE FOR ADDING SPORT/LEVEL: To provide another athletic opportunity for our students, especially during the winter months. Bowling will also provide an opportunity to some students who may not take part in a "typical" school/NHIAA sponsored interscholastic sport.

By signing and dating below I, the undersigned, acknowledge that the Dover School District will not financially underwrite this sport/program without approval from the Superintendent and School Board.


Signature of applicant

9/14/17
Date

For Dover School District Use Only:

 Approved SIGNED: _____ DATE: _____

 Not Approved SIGNED: _____ DATE: _____

WILLIAM R. HARBRON, Ed.D.
Superintendent of Schools
w.harbron@dover.k12.nh.us

LIBBY M. SIMMONS
Business Administrator
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THE DOVER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT #11
McCONNELL CENTER
61 LOCUST STREET SUITE 409
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: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools

FROM: Libby M. Simmons, Business Administrator

DATE: October 2, 2017

RE: Condition of *School* Accounts, September 30, 2017

The monthly General Fund-FY2018 Condition of Accounts as of September 30, 2017 is attached for review.

As of September 30, 2017, the General Fund estimated fund balance is \$2,186,019.92. Highlights of the report are as follows:

- The estimated revenue deficit of \$304,955.05 will be offset with savings from wage and benefit accounts on the expense side of the budget.
- Dover has enrolled 1 out-of-district student, 184 Barrington students, 65 Nottingham students, and 4 out-of-district Alternative Education students. These numbers are subject to change.
- Based on a conservative projection, Medicaid reimbursement revenue has been reduced and will be adjusted accordingly throughout the fiscal year.

As of September 30, 2017, the Special Revenue estimated fund balances are as follows:

Fund 2800 School Cafeteria Fund **\$ 324,668**

- Upcoming projects utilizing funds will include the replacement of cafeteria tables at Dover Middle School, the replacement of the reach-in refrigerator at Garrison Elementary School, and the replacement of cafeteria computers at all schools.

Fund 3830 School Facilities Fund **\$ 194,845**

- An upcoming project utilizing funds will include the replacement roof on the maintenance shed that was damaged beyond repair last fall and is beyond its useful life.

Note: Fund 3825 Alternative Education Fund was closed at FYE2017 and is now budgeted within the General Fund

Dover School District Mission Statement

Strengthening our community by educating every child, every day!

GENERAL FUND - FY2017 CONDITION OF ACCOUNTS					
REVENUE - ESTIMATED SEPTEMBER 30, 2017					
Account Description	FY2018 Budget (Adjusted)	Received To Date 9/30/2017	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	Over/ (Under) Budget
Tuition - Regular From Parents	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition - Other NH Districts	\$ 55,254.00	\$ -	\$ 13,560.82	\$ 13,560.82	\$ (41,693.18)
Tuition - Barrington	\$ 2,563,029.00	\$ -	\$ 2,546,934.43	\$ 2,546,934.43	\$ (16,094.57)
Tuition - Nottingham	\$ 901,079.00	\$ 50,000.00	\$ 807,101.70	\$ 857,101.70	\$ (43,977.30)
Tuition - SPED Aides	\$ 307,397.00	\$ -	\$ 258,150.00	\$ 258,150.00	\$ (49,247.00)
Tuition - Voc - NH Districts	\$ 72,198.00	\$ -	\$ 72,198.00	\$ 72,198.00	\$ -
Tuition - Voc - Out of State	\$ 76,287.00	\$ -	\$ 76,287.00	\$ 76,287.00	\$ -
Tuition - Alternative School	\$ 192,500.00	\$ -	\$ 154,000.00	\$ 154,000.00	\$ (38,500.00)
Other Local Revenue - Districtwide	\$ 25,000.00	\$ 3,256.27	\$ 21,743.73	\$ 25,000.00	\$ -
State Adequate Education Grant	\$ 9,168,512.00	\$ 1,813,758.00	\$ 7,354,754.00	\$ 9,168,512.00	\$ -
School Building Aid	\$ 616,673.00	\$ -	\$ 616,673.00	\$ 616,673.00	\$ -
Catastrophic Aid	\$ 301,890.00	\$ -	\$ 301,890.00	\$ 301,890.00	\$ -
Voc Tuition Aid	\$ 215,003.00	\$ -	\$ 206,715.00	\$ 206,715.00	\$ (8,288.00)
Voc Transportation Aid	\$ 3,000.00	\$ -	\$ 3,000.00	\$ 3,000.00	\$ -
Indirect Cost Allocation	\$ 85,000.00	\$ 1,223.29	\$ 83,776.71	\$ 85,000.00	\$ -
ABE Allocation	\$ 39,011.00	\$ -	\$ 39,011.00	\$ 39,011.00	\$ -
Impact Aid	\$ 5,500.00	\$ 2,051.34	\$ 3,448.66	\$ 5,500.00	\$ -
Medicaid Distribution	\$ 650,000.00	\$ 98,949.99	\$ 451,050.01	\$ 550,000.00	\$ (100,000.00)
School - Transfer from Special Revenue	\$ 120,000.00	\$ -	\$ 120,000.00	\$ 120,000.00	\$ -
School - Transfer from Capital Reserves	\$ 1,347,797.00	\$ -	\$ 1,347,797.00	\$ 1,347,797.00	\$ -
Tuition - Preschool Program	\$ 12,000.00	\$ 3,375.00	\$ 7,050.00	\$ 10,425.00	\$ (1,575.00)
Tuition - Summer School, WPS	\$ 6,000.00	\$ 3,980.00	\$ -	\$ 3,980.00	\$ (2,020.00)
Athletic Transportation, DMS	\$ 15,000.00	\$ -	\$ 15,000.00	\$ 15,000.00	\$ -
Tuition - Summer School, DHS	\$ 5,000.00	\$ 1,440.00	\$ -	\$ 1,440.00	\$ (3,560.00)
Athletic Transportation, DHS	\$ 60,000.00	\$ 225.00	\$ 59,775.00	\$ 60,000.00	\$ -
Total Non Tax Revenue	\$ 16,843,130.00	\$ 1,978,258.89	\$ 14,559,916.06	\$ 16,538,174.95	\$ (304,955.05)
State Wide Property Tax	\$ 6,894,236.00	\$ -	\$ 6,894,236.00	\$ 6,894,236.00	\$ -
Local Property Tax	\$ 34,354,636.00	\$ -	\$ 34,354,636.00	\$ 34,354,636.00	\$ -
Total Tax Revenue	\$ 41,248,872.00	\$ -	\$ 41,248,872.00	\$ 41,248,872.00	\$ -
Total Operating Revenue	\$ 58,092,002.00			\$ 57,787,046.95	\$ (304,955.05)
EXPENSES & ENCUMBRANCES - ESTIMATED SEPTEMBER 30, 2017					
Account Description	FY2018 Budget (Adjusted)	Expenses to Date 9/30/2017	Encumbrances/ Antic. Exp 9/30/2017	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,815,192.94	\$ 1,664,979.87	\$ 19,143,740.79	\$ 20,808,720.66	\$ (1,006,472.28)
(1200) Special Education Programs	\$ 10,569,732.00	\$ 1,214,042.61	\$ 9,345,673.65	\$ 10,559,716.26	\$ (10,015.74)
(1300) Career and Technical Education Programs	\$ 1,905,791.39	\$ 180,988.83	\$ 1,539,987.13	\$ 1,720,975.96	\$ (184,815.43)
(1400) Co-Curricular Activities and Athletics	\$ 652,087.63	\$ 98,571.54	\$ 453,136.11	\$ 551,707.65	\$ (100,379.98)
(1600) Adult/Continuing Education Programs	\$ 246,471.70	\$ 46,965.64	\$ 193,359.58	\$ 240,325.22	\$ (6,146.48)
(2100) Support Services - Students	\$ 3,863,221.41	\$ 343,156.58	\$ 3,236,477.91	\$ 3,579,634.49	\$ (283,586.92)
(2200) Support Services - Instructional Staff	\$ 941,224.90	\$ 141,560.26	\$ 831,236.16	\$ 972,796.42	\$ 31,571.52
(2300) Support Services - General Admin.	\$ 1,379,100.44	\$ 384,660.92	\$ 866,406.80	\$ 1,251,067.72	\$ (128,032.72)
(2400) Support Services - School Admin.	\$ 2,691,858.17	\$ 536,108.19	\$ 2,052,195.15	\$ 2,588,303.34	\$ (103,554.83)
(2600) Support Services - Operation Maint/Plant	\$ 4,134,299.00	\$ 832,358.96	\$ 3,181,375.87	\$ 4,013,734.83	\$ (120,564.17)
(2700) Support Services - Student Transportation	\$ 2,530,789.34	\$ 76,566.18	\$ 2,105,034.66	\$ 2,181,600.84	\$ (349,188.50)
(2800) Support Services - Centralized Services	\$ 1,204,143.08	\$ 430,407.20	\$ 548,426.11	\$ 978,833.31	\$ (225,309.77)
(2900) Support Services - Other	\$ 9,830.00	\$ 5,350.33	\$ -	\$ 5,350.33	\$ (4,479.67)
Fund Transfer to Special Revenue Funds	\$ 14,573.00	\$ 14,573.00	\$ -	\$ 14,573.00	\$ -
Fund Transfer to Capital Reserves	\$ 155,000.00	\$ -	\$ 155,000.00	\$ 155,000.00	\$ -
Total Operating Expenses	\$ 52,113,315.00	\$ 5,970,290.11	\$ 43,652,049.92	\$ 49,622,340.03	\$ (2,490,974.97)
School Debt - Principal Payments	\$ 2,007,771.00	\$ -	\$ 2,007,771.00	\$ 2,007,771.00	\$ -
School Debt - Interest Payments	\$ 3,970,916.00	\$ -	\$ 3,970,916.00	\$ 3,970,916.00	\$ -
Total Debt Service	\$ 5,978,687.00	\$ -	\$ 5,978,687.00	\$ 5,978,687.00	\$ -
Total Expenses, Encumbrances and Anticipated Expenses	\$ 58,092,002.00	\$ 5,970,290.11	\$ 49,630,736.92	\$ 55,601,027.03	\$ (2,490,974.97)
				Estimated Operating Revenue over/(under) budget	\$ (304,955.05)
				Estimated Net revenue/expenses, unexpended funds/(deficit)	\$ 2,186,019.92
As of September 30, 2017, estimated unexpended funds for FY2018 is \$2,186,019.92					



**Superintendent's Board Report
Monday, October 2, 2017**

POLICY WORK

During the next three months, the Board will revise and create new policies of which the majority are the result of changes in state law. The Leadership Team requested to review Homework Policy IKB to align with appropriate practices. The following calendar has been developed to keep the policy work on track:

Policy Name	Code	First Reading	Second Reading	Status
Data Record Retention	EHB	9/11	10/2	Revised
Local Data/Records Retention Schedule	EHB-R	9/11	10/2	Revised
Student Substance Use	JICH	9/11	10/2	Revised
Physical Restraint Policy	JKAA	9/11	10/2	Revised
Procedure for the Use of Physical Restraint in the Dover School District	JKAA-R	9/11	10/2	Revised
Policy Name	Code	First Reading	Second Reading	Status
Relationship with Education Research Agencies	LAA	10/2	11/13	Revised
Non-Educational Surveys & Questionnaires	ILD	10/2	11/13	New
High School Graduation Competencies	ILBAA	10/2	11/13	New
Written Code of Conduct – Conflict of Interest	DJA	10/2	11/13	New
Rules and Regulations In the Application of Administrators Personnel Policies & Salary Schedule	GCBD	10/2	11/13	Revised
Background Investigation and Criminal Records	GBCD	10/2	11/13	Revised
Parental Objections to Specific Course Materials	IGEA	10/2	11/13	Revised
Policy Name	Code	First Reading	Second Reading	Status
District Strategic Plan		11/13	12/11	New
Payroll Procedure	DKA	11/13	12/11	New
Student Discipline and Due Process	JICD	11/13	12/11	Revised
Emergency Plans	EBCA	11/13	12/11	Revised
Reporting Child Abuse or Neglect	JCF	11/13	12/11	Revised
Agendas Preparation & Dissemination	BEDA	11/13	12/11	Revised
Building & Grounds Management	EC	11/13	12/11	Revised
Homework	IKB	11/13	12/11	Revised



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COMMUNITY COFFEE

Mayor Weston, City Manager Mike Joyal, and I will be hosting a second Community Coffee from 9 a.m. to 11 a.m. at the Police Station Training Room on October 28. Similar to the first Coffee Chat, it is my hope the event will provide the community additional access to me and provide me the opportunity to hear and understand their perspectives about the Dover School District.

DISTRICT STRATEGIC PLAN

During October, the following tasks are assigned and will be completed on the District's Strategic Plan:

- Small group to combine District and School Work for the Strategic Plan Success Indicators and Strategies – Complete by October 20 – (Patty Driscoll, Lindsay Dube, Tom Waldron, Paula Glynn, Christine Boston, and Bill Harbron)
- Review drafts by the Cabinet and Leadership Team – Throughout the month
- Strategic Plan Committee review and provide feedback on draft – Hold meeting by October 27 – Paula Glynn & Bill Harbron

SUPERINTENDENT ENTRY PLAN

On September 26, the Leadership Team began the process of identifying the significant concepts from the Entry Plan Interviews with the Board, Principals, SAU Administrators, and Deans. The Summary chart is below for your review. The Leadership Team will take a deeper dive during the October meetings.

In addition, I still need to complete the interviews with city councilors. To date, I have completed the Mayor and three councilors. The process of meeting with leads of different community groups has also started.

BOARD	SAU	PRINCIPALS	DEANS
Be informed – Work Effectively – Clear outcomes	Communication ▪ Awareness and perception in the community ▪ Internal communication	Curriculum – plan-content- and funding – accountability	Communication ▪ Context of information source ▪ Consistency in messaging ▪ Teacher leadership
Equality in educational opportunities – From one school to the next	Politics in the community	Professional development – plan – focus on the vision	Professional Development ▪ Competency based learning ▪ Time
Time and opportunity for professional development – To implement	Better connection with schools/students – time (lack of; out to schools more)	Social/Emotional – Plan – resources (staffing)	
Data and Technology – Effective instruction	Build stronger relationships ▪ Trust	Relationships – building trust	Technology ▪ Connect service – provision to user needs
Board Etiquette			



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	- Leadership - Communication - Stability Transform how we teach - Tied to the curriculum (Is it important arises.) - Meaningful - Staying centered - Going deep	Personnel/staffing – supervision/time – we hire well Community – partnerships Change!	Shift in orientation - Positivity, compliance - Be a positive person Disparity of Programming - Experiences are different – quality and quantity - Can we prioritize – it all has to get done
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BUDGET PROCESS

Libby Simmons and I, in collaboration with the SAU Cabinet and Leadership Team, are formulating a framework for the development of the Fiscal Year 2019 budget. The focus is to align the budget with the strategic plan and to recognize the core work of the District is student learning and achievement. The introduction to the work is an attempt to tell a story that reaches beyond compliance. The framework is in draft form to allow for Board to review and provide feedback. A draft of the framework follows for your review and consideration.

Libby Simmons is in the process of developing and a five-year forecast which will be included in the framework. The forecast will allow the Board to project future revenue needs to sustain the desired state of programs and services provided by the District to support student learning and achievement.

Sections highlighted in yellow are sections that are still being developed with the intent to have the framework finalized by the second week in October. The five-year forecast will be added in December.

Principals and directors have started their initial work on the budget based on the work to date with the framework.

SEPTEMBER 27, 2017 DRAFT BUDGET FRAMEWORK AND PROCESS

Purpose of School District Budget

What is the role and purpose of the school budget? The school budget—and accompanying process—provides school districts and their leaders with an opportunity to justify the collection and expenditure of public funds. In its most simple definition, a school budget describes a district's plan for the upcoming year as related to anticipated revenues and expenditures. School budgets allow districts to translate sometimes intangible missions, operations and objectives into reality by outlining and providing specific programs and funding/financial terms. A school budget helps bridge the gap that can exist between a district's stated goals and resource allocation. The budget process forces the discussion that will inform



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choices among various programs competing for the limited available resources. As William Hartman writes, key steps of the school budget process include, "...establishing the district's objectives and priorities; allocating resources; involving the public through budget hearings, school board decisions and other means of representative democracy; and, in some states, conducting budget elections." (Hartman, 1999).

Introduction

As the Dover School District prepares for the development of the Fiscal Year 2019 budget, the budget priorities need to be guided by the District's Strategic Plan. The Strategic Plan establishes the district's direction and the priorities for a five-year period. The four major goals of the strategic plan are:

Goal 1: The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.

Goal 2: The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

Goal 3: The Dover School District is committed to continued investments infrastructure to support student learning inclusive of facilities, technology, and safety-security.

Goal 4: The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as strong school community.

It is imperative the District's Strategic Plan and Fiscal Year 2019 Budget and future fiscal years align to provide the resources to accomplish the four strategic goals. The district goals are inclusive of strategies establishing the actions that must be accomplished to achieve the strategic goals. Furthermore, to guide the scope of work associated with the implementation of the goals annual implementation plans and success indicators will be established.

Furthermore, it is recognized the District's goals are for a five-year period. In addition, the strategic goals will need to be addressed in increments to provide adequate funding and to allow for the realistic implementation and accomplishment of the strategies that lead to goal accomplishment.

The District must be fiscally responsible and be able to annually demonstrate what has been achieved through the appropriate and adequate funding of the strategic goals. Furthermore, to determine the performance of the budget, it is essential that benchmarks of success are established for the budget categories.



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The core purpose of the school district is student learning and achievement. It is further recognized for all learners to be successful the appropriate programs and services must be in place to support the learning of all students. It is also recognized that student learning encompasses not only the core academics, but encompasses the emotional, psychological, and physical well-being of the student. It is essential the District has the resources to educate the diversity of students and the whole-learner and to prepare all students to achieve their post-secondary goals, to be continual learners, to be engaged in purposeful vocations, and to contribute to the welfare of their family and community.

A school district's programs and services are implemented by people who are the major resource of a school district. For the Dover Schools, personnel represent 70% of the budget with the inclusion of debt service and 77% without. (*Debt service is the payment of principal and interest on long-term bonds for school capital improvement projects ((i.e., DHS/CTC building project)) and is part of the general fund operating budget.*) In a white paper prepared American Association of School Administrators (AASA), 80% to 85% of a school district's budget committed to salaries and benefits.

For Dover Schools to be highly successful in having all students learn and achieve, highly effective educators and support staff are required. Additionally, the retention of qualified and effective educators and support staff contribute to quality and effective schools.

Leadership and support services are required at the district and school levels. Today's principals deal with a variety complex issues inclusive of long and short-term school management tasks and instructional/transformational leadership. John Hattie defines instructional leadership as *a focus on creating a learning climate free of disruption, a system of clear teaching objectives, and high teacher expectations for teachers and students*. Hattie continues by defining transformational leadership as *principals who engage with their teaching staff in ways that inspire them to new levels of energy, commitment, and moral purpose such that they work collaboratively to overcome challenges and reach ambitious goals*. Deans provide the essential support to assist principals in instructional and transformational leadership. The SAU Leadership Team provides additional support by leading and coordinating initiatives related to instruction and transformation.

Today's schools are confronted with complex societal issues that impact today's families and students. Schools for generations have reflected the strong middle-class values of the American society, and the composition of families and the issues they face are ever changing. The shifts in our society and American schools is also reflected in the Dover Schools. Students come to the Dover schools with diverse backgrounds and experiences. In 2016-2017, the District had:

- 30.27% of the students participate in the free and reduced population, The New Hampshire school districts' average is 27.30%.
- 582 students 14% enrolled with special needs (inclusive of pre-school). If Alternative School, Barrington and Nottingham students are included, students receiving special education services increases to 17%.



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- ✓ 590 students with one disability
 - ✓ 155 students with two disabilities
 - ✓ 18 students with three disabilities
 - ✓ 10 students with multiple disabilities (more than 3 disabilities)
- 230 students had 504 Plans
 - **NOTE:** Total number of students in district is 4014 and the total number of students identified and receiving accommodations or services via a 504 or IEP plan is 993 which equates to 24.7 percent of our students requiring academic accommodations and/or supports and services beyond general education.
 - (?) students are supported by a health plan. Health plans are inclusive of students with (insert categories)
 - 116 students representing a minimum of 17 different languages receive English as a Second Language (ESL) services.
 - Students access LADC Support (Licensed Alcohol Drug Counselor) – Dover High School-21, Dover Middle School-9, and Alternative School-4. There are other proactive activities but 35 students access the LADC regularly as part of their school day for support and service. Overall average weekly hours engaged from July 1, 2016 through June 30, 2017 was 41.1
 - 180 students are living in government supported housing.
 - Homeless students not inclusive of Barrington and Nottingham.
 - ✓ 2016-2017: 86 – 2.24%
 - ✓ 2015-2016: 92 – 2.41%
 - ✓ 2014-2015: 108 – 2.87%

The average cost per student for students with special needs is \$21,805. The District expends \$12,690,216 for special education services and receives additional revenues of \$1,709,937.00 million to offset district's costs. The \$12,690,216 represents 21% of the district's operating budget. (Need average cost for students served in the district and out-of-the-district.)

In 2015-2016, the Dover School District community invested \$12,350 in the education of high school students. The average investment of New Hampshire school communities in 2015-2016 was \$15,068. Dover High School is inclusive of Career and Technical Education program and is a member of the Tri-City CTE. The investment of Somersworth per students is \$15,473 and the investment per student Rochester is \$11,763.



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The aim is not to have the highest or the lowest investment per students. The aim is to invest the necessary financial resources per students to provide all students equal access to high quality and effective education programs and support services that address their specific needs and prepare them to achieve their post-secondary education aspirations.

It is further recognized that serving in the educational field requires continual learning. The District has an obligation to provide quality professional development that aligns with the implementation of the strategic plan and implementation of curricular programs. In addition, educators must also be well-equipped to address the emotional and social needs of students.

Revenues from the federal government continue to diminish. It is predicted that in Fiscal Year 2019 there will be further reductions in Title I and Title II.

- **Title I, Part A (Title I)** of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- **Title II funds** are intended to increase the number of high-quality, effective teachers and principals. **Funds** can be used for a variety of purposes, from recruiting and retaining teachers to reducing class sizes, or providing professional development.

The District has the obligation to staff programs and services in the most cost-effective and efficient manner. It is important that all educational positions add value to student learning and achievement. The District will examine staffing and the deployment of professional and support staff.

Beyond the educational focus, the district provides services associated with maintenance, transportation food service and the daily operations of the school district. These services are essential as they directly impact services to students. It is essential funding is provided to properly maintain clean, healthy, and safe facilities for student learning. It is recognized that investment in the proper maintenance of schools impacts the longevity of the facility.

Budget Priorities by District Goals

The Strategic Plan Goals are not listed in a priority order. The goals are statements of the desired state of the Dover School District with the implementation of the five-year Strategic Plan. For Fiscal Year 2019, funding priorities are identified for each goal. The Strategic Plan has the overarching aim to continually improve student learning and achievement in environment that supports the whole child physically, emotionally, academically, and socially.

Goal 1: The Dover School District will improve educational outcomes for students by effectively engaging with the broader community.



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- A. Sustain the Nellie Mae Community Engagement Initiative. The grant expires in December 2018.

Goal 2: The Dover School District will develop and sustain a culture that is characterized by optimizing social, emotional, civic, physical, and rigorous academic learning.

- A. Fund the SAU 11 Curriculum Department with staffing and financial resources to develop the district's competency based-learning and the professional development resources.

The design must optimize individual achievement by ensuring every student receives academic instruction that is culturally responsive and matched to developmental needs.

The selection and implementation of a data software to support the use of data to determine the effectiveness of educational programs and resources.

Provide professional development to support the integration of technology into the learning environment.

- B. Fund appropriate and effective staffing levels to support the overall health and well-being of all students.

Appropriate staff levels to support effective leadership and management of schools and to provide effective instruction and support so all students so they develop physically, emotionally, academically and socially in supportive and engaged educational community.

- C. Sustain opportunities for all students to engage in a variety of healthy and productive extracurricular and co-curricular activities.

Maintain a comprehensive extracurricular and co-curricular program that is accessible to all students recognizing that students who are involved in their schools achieve at higher levels academically.

Goal 3: The Dover School District is committed to continued investments infrastructure to support student learning inclusive of facilities, technology, and safety-security.

- A. Provide a pedagogy informed robust technology infrastructure, support and training to facilitate a technology rich, collaborative 21st century learning environment. The funding will support annual plan over a five-year period to provide a robust technology infrastructure and provide the



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appropriate devices and software to support a 21st century learning environment that will add value to student learning and achievement.

Goal 4: The Dover School District will recruit, hire, develop and retain effective and caring educators and support them in their growth as strong school community.

- A. Cultivate continuous improvement of instructional and leadership capacities to increase student growth and achievement through individual and collective professional development.
- B. Funding of the agreement with Dover Teacher Union. (DTU).

Budget Forecast

To fully understanding the financial resources required to support the current level of programs and services, a five-year forecast has been developed to identify required revenues to support the five-year forecast of expenditures.

(Insert Forecast)

Performance of the FY18 Budget

- English as a Second Language – Teacher added to support the program.
- Licensed Drug Alcohol Counselor – Contracted service to provide the counseling services.
- Special Education Educators – Additional special education teacher added.
- Floating Nurse – Floating nurse provide to work at Dover Middle School and Dover High School.

Contracted Services

The District has contract services that require continual financial support because of the necessity of these services in supporting facilities, food service, transportation and safety. These are inclusive of:

- A. Providing, managing, and maintaining clean, safe, and adequate facilities to support student learning, effective instruction, and community engagement.
 - Facilities Management Services
 - Utility services inclusive of electric, gas, and water and sewer
 - Miscellaneous contracts such as trash removal. Snow removal, copiers, inspection services, etc.
- B. Providing food service to support the overall health and well-being of students. (Not part of the general budget.)



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- C. Providing transportation services as specified in the Board Policy for K-12 general education, special education services, and CTC.
- D. Contracted services for special education
 - MSB for Medicaid Billing
 - OT Services
 - Nursing Services
 - Tutoring Services
- E. Communication services
 - Telephone
 - Internet

School Budget Responsibilities

At the school level, the principals will have the following budget responsibilities:

Assess current programs and services and identify those programs and services that are not adding value to the student learning and achievement. The assessment is the first step in identifying the school's budget needs for FY 2019. The District must utilize of staff in the most efficient and cost-effective manner. (Example: lunch and study hall monitors rather than certified teachers.) Use Addition and Subtraction Template.

- A. Identify appropriate staffing levels based on enrollment projections and effectiveness of programs and services. Principals will need to assess staffing needs, provide rationale, and success indicators. Is the human resource being used in the most cost-effective, efficient and beneficial manner? Consider all cost associated with the request. Use additional staffing form provided by Libby Simmons.
- B. Assess instructional supplies inclusive supplies, replacement textbooks, due and fees and identify the school's needs to support the educational programs and services. Will the resources enhance the engagement of students in the learning process?
- C. If additional classes are being added, develop a budget request inclusive of staffing, supplies, technology, and furniture. The sustainability of the additional class over time must be considered. Use form provided by Libby Simmons.
- D. There may be a need to replace furniture in your school. If replacement is needed, include in your budget request. Use form provided by Libby Simmons.



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- E. Technology new and replacement will need to be identified and align with the Technology Strategic Plan. Submit request to Jeffrey Myers. The technology must contribute to student learning and achievement.
- F. Curriculum related needs will be submitted to Paula Glynn for consideration and alignment with the overall strategic plan.

At the district level, the following is being researched that will have budget implications:

- A. Initiate the process to redesign of the special education model to provide effective staffing levels to address the spectrum of learning needs.
- B. Initiate the process to redesign of the SAU Curriculum Department to address the core purposes of students learning and achievement.
- C. Development of a culturally responsive and equitable learning requiring a combination of local and grant funds.
- D. Development of an internal and external communication model.
- E. Selection and implementation of a Student Information System.
- F. Selection, purchase and installation of audio-visual equipment for Dover High School.

(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



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December 11	Superintendent to present Proposed Budget to School Board
2018 –January 2 (Tuesday)	School Board Special Session (Organizational Meeting)
January 4 (Thursday)	School Board 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	Supt 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