



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Special Session #3
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, April 15, 2019
Meeting Time:	6:30 P.M.

A. CALL TO ORDER

B. ROLL CALL

C. PLEDGE OF ALLEGIANCE

D. CITIZENS' FORUM (Limited to Agenda Items Only)

E. AGENDA APPROVAL

F. APPROVAL OF MINUTES

1. Regular Meeting #3, March 11, 2019
2. Workshop #1, March 25, 2019

G. CONSENT AGENDA

1. Correspondence:

- a. Research Request – An Examination of the Correlation Between Administrator Special Education Knowledge their Support of Teachers and the Self-efficacy Level of Teachers of Special Needs Students
- b. Research Request – Ethics Training, Ethical Decision-Making, and Interdisciplinary Collaboration in Preservice Teacher Education and in Practice
- c. Research Request – An Examination of High School Unified Arts Physical Education Program

2. Resignations/Retirements:

- a. Rima Sawyer / Teacher / GES
- b. Allix Kidd / Teacher / DMS
- c. Don Wason / Teacher / DHS, Rescind of Retirement Request

3. Leaves of Absence:

- a. Kristen Dunham / Teacher / HSS
- b. Abigail Avery / Teacher / WPS
- c. James Walker / Teacher / Bellamy Academy
- d. Tracy Ramsey / Teacher / HSS

4. Job Shares: None

5. Nominations: None

6. Extended Travel (Student Trips):

- a. Final Approval – DMS 8th Grade to Washington DC, May 28-June 1, 2019
- b. Final Approval – DHS Baseball to Cooperstown, April 20-21, 2019

7. Donations: April Donations

H. STUDENT REPRESENTATIVE REPORT:

I. POLICY – CHANGES – PROPOSALS:



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1. EFD – Meal Charging Policy

K. POLICY ADOPTION:

- a. BA - Bylaws of the Dover School Board

L. RESOLUTIONS: None

M. OLD BUSINESS:

- a. SAU #56 Obtainment of SAU Services Update

N. NEW BUSINESS:

- a. DTU Collective Bargaining Agreement Approval
- b. Award of Bellamy Academy Roof Replacement
- c. Cooperative Girls Ice Hockey Proposal Approval
- d. Condition of Accounts

O. SUBMISSION AND PAYMENT OF BILLS

P. SUPERINTENDENT'S REPORT

Q. COMMITTEE REPORTS

R. SCHOOL BOARD MATTERS OF INTEREST

S. 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.

Request for Research Review

Title of Project:

An Examination of the Correlation Between Administrator Special Education Knowledge their Support of Teachers and the Self-efficacy Level of Teachers of Special Needs Students

Contact Information for Principal Investigator

Name: **Shiradon Howard Kirk**
Email Address: **shiradon.kirk@students.fhu.edu**
Phone Number: **(731)-608-7741**

Investigators:

	Name	Academic Department Affiliation	Date of NIH Training Completion*
Principal Investigator	Shiradon Kirk	Graduate Studies in Education	02/18/2018
Co-Investigator 1			
Co-Investigator 2			
Co-Investigator 3			

* Certificate of Completion of NIH training for each investigator must be submitted with proposal.

* The signed Intellectual Property Form must be submitted with proposal.

☒ Check if **both** are attached. (IPF is filed with Dr. Farmer)

This research is: (check all that apply)

☐ Faculty-initiated ☒ Student-initiated
☐ Full Review ☒ Exempt ☐ Expedited

Proposed start date of study: **November 2018**

Expected completion date: **June 2019**

The study will be conducted: ☐ On Campus ☒ Off Campus

Is this project being funded by an outside agency? ☐ Yes ☒ No

If yes, please specify which agency:

Proposal Checklist: Please attach the following documentation to this two-page form:

Documentation of Research Training:

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Shiradon Kirk** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 02/02/2018.

Certification Number: 2621193.

2. Narrative:

2a. Goals/Significance: State the purpose and significance of the study. Identify the specific goals and explain the need for this study.

The purpose of this study is to examine the relationship between administrators' knowledge of special education laws and the impact it has on teachers of students with special needs. Specifically, the goals are to compare administrator knowledge of special education laws and support given to teachers by administrators to teacher perception of (a) administrator knowledge of special education law, and (b) teachers' level of confidence or self-efficacy in teaching students with special needs. According to Pezko (as cited in Schaff, 2015) although the amount of knowledge administrators need about special education law and policies have increased, they are often not prepared when they leave their administrator training program.

Furthermore, the findings from this study can be helpful to universities in guiding them to develop better administrator training programs to help equip future administrators with the knowledge they need to lead their teachers that teach students with special needs. The results can also be helpful for administrators to know what areas they may need to improve in when it comes to how they lead their teachers that teach special needs students and their knowledge of special education law. If administrators utilize the findings from this research to improve their leadership teachers and students may benefit. A study by Briggs (2014) suggested a person's confidence level could play a major part in how well they can do something. Also a study by Shortridge (2015), suggested there is a correlation between administrator leadership and student achievement. Additionally, districts could benefit from this study by utilizing the data to help them know in what areas their administrators may need additional training.

2b. Methods and Statistical Analysis: Describe the proposed methods and research design, including statistical analyses that will be used.

This study will be an explanatory correlational quantitative study utilizing surveys. The surveys will be administered to administrators, general education inclusion teachers, and special education teachers via email and created through Google forms. The target population will consist of a convenience sampling of school districts in the southeastern United States as well as teachers and administrators that are part of a Facebook group. After IRB is obtained an invitation to participate will be posted to the Principal Principles Leadership & Learning Community Facebook group, those that reply will be sent further information and consent in order to be part of the study. Additionally, letters will be sent to school district superintendents for permission to conduct the study within school districts. After consent to conduct the study in a school district has been obtained, letters will be sent to administrators to get permission to conduct the study in their school. Once that permission is obtained administrators and teachers will be sent a link to access the survey, by completing the survey they will have provided their consent to participate. The consent form will be attached to the email in which the survey link is provided. The following surveys will be given to participants of the study: (a) Teacher self-efficacy Survey, (b) Methner Administrative Support Survey and the (c) Special Education Law Survey. A Pearson Correlation and Factor Analysis will be utilized to interpret the data gathered from this study.

3. Instruments and Forms:

3a. Instrument(s): Include surveys, tests, interview forms/scripts, etc. in your proposal.

1. *Teachers' Sense of Efficacy Scale* by Megan Tschannen-Moran & Anita Woolfolk Hoy- All

twelve survey questions will be used.

2. *Methner Administrative Support Survey* by Gereon V. Methner- Part I (Administrative Support) will be utilized from his survey. Part I consists of 22 questions.

3. *Special Education Law Survey* by Laura Holland- Questions 1-16 will be utilized for administrators. Questions 1-16 will be re-worded to get the teacher perception of whether their administrator would know the correct response to the situation.

3b. Forms: Include copy of cover letter(s), permission form(s), and consent Form(s)

The surveys will not be used until permission has been obtained and reviewed by faculty advisor. See attached FHU Consent Form (for teachers)

3c. Permission(s): Include a copy of site permission

No data collection will occur until permission has been obtained and reviewed by faculty advisor. See attached FHU Consent Form (For principals and superintendents)

4. Human Subject Requirements:

4a. If human subjects, into which category do they belong? (check all that apply)

- ☐ a. Pregnant women, human fetuses and neonates
- ☐ b. Prisoners
- ☐ c. Children
- ☐ d. Persons with diminished mental capacity
- ☒ e. None of the above.

4b. If box a, b, c, or d in item 4a has been marked, please explain how you will incorporate safeguards as required by federal law for (a) pregnant women, human fetuses and neonates [§46.201 - §46.206], (b) prisoners [§46.301 - §46.306], or (c) children [§46.401 - §46.309].

4c. For human subjects, describe the recruitment procedures.

I will send out an email to district superintendents to get approval to conduct research in their district and to identify schools that service special needs students in inclusive settings. I will then get administrator permission to conduct research in their building, and then I will send out letters to teachers that teach students with special needs to see if they will participate in the study. At a determined time I will send out surveys to all that plan on participating in the study.

4d. Will the subjects be compensated? If yes, how?

No

4e. Describe potential risks to the subjects and discuss any special precautions that will be utilized to minimize risk and ensure subject safety.

There may be minimal risk to the participant in utilizing their own time to complete the surveys. Every effort will be made to ensure that limited time will have to be used to complete this survey. Teachers may experience un-comfortableness answering questions regarding their principals, however, teachers will be reassured that their answers will be confidential, and principals will not have access to their responses. Principals may also experience un-comfortableness answering questions regarding their own knowledge of special education laws, however, they will be reassured that their answers will be confidential, and that no one but the researchers will view their responses. They will be informed that no personal identifying information will be obtained.

4f. If applicable, describe the alternative treatment the experimental group will receive.

N/A

5. Confidentiality:

5a. Describe the proposed methods that will be used to maintain confidentiality (coding, etc.).

No identifiable information such as names will be obtained during this study. Information in the research records will be kept confidential. Collected data will be confidential and any identifiers utilized will be removed and destroyed after submission of surveys. In instances where identity will need to be known it will be kept secure through use of a coding system. For example letters will be utilized for administrators and numbers will be utilized for teachers to determine which administrator a group of teachers is filling out information on.

5b. Describe the proposed methods for securing data (hard copies locked, secure database, electronic data password protected, etc.)

Data will be secured via Google forms, which is password protected. There will be no hard copies made but in the rare event that some do need to be made, they will be secured in a locked filing cabinet to which the principal investigator has the only key. Data will be destroyed after 3 years.

Signature of Principal Investigator: _____

Date: _____

Signature of Faculty Advisor:
(if Principal Investigator is a student)

Aunt Farmer

Date: _____ 10.31.18 _____

References

- Briggs, S. (2014, July 5). Why self-esteem hurts learning but self-confidence does the opposite. [Web log post]. Retrieved from <https://www.opencolleges.edu.au/informed/features/self-efficacy-and-learning/>
- Schaaf, M., Williamson, R., & Novak, J. (2015). Are midwestern school administrators prepared to provide leadership in special education? *Mid-Western Educational Researcher*, 27(2), 172-182. Retrieved from <http://web.a.ebscohost.com.ezproxy.fhu.edu/ehost/pdfviewer/pdfviewer?vid=6&sid=395ff-0d0-73eb-4ace-abbf-0467b5541387%40sessionmgr4006>
- Shortridge, K. (2015). Principals' leadership styles and the impact on student achievement. *Digital Repository at the University of Maryland*. Retrieved from <http://hdl.handle.net/1903/16587>



STEPHEN F. AUSTIN STATE UNIVERSITY

Institutional Review Board for the Protection of Human Subjects in Research

P.O. Box 13019, SFA Station • Nacogdoches, Texas 75962-3046

Phone (936) 468-1153 • Fax (936) 468-1573

Principal Investigator: Jillian Dawes
Human Services
Box 13019
Nacogdoches, TX 75962
dawesj@sfasu.edu

Co-investigators: Brittany McCreary (lowtherbl@jacks.sfasu.edu)

RE: Project Title "Ethics Training, Ethical Decision-Making, and Interdisciplinary Collaboration in Preservice Teacher Education and in Practice" Case # AY2019-2012

TYPE OF RESEARCH: Dissertation

FROM: Luis E. Aguerrevere, Chair, IRB-H

Luis E. Aguerrevere

DATE: January 28, 2019

I would like to thank you for submitting your project entitled "Ethics Training, Ethical Decision-Making, and Interdisciplinary Collaboration in Preservice Teacher Education and in Practice" to the IRB for review. It has been reviewed and has been **Approved as Exempt** based on the following criteria:

CFR §46.101(b)(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your project has approval through **January 28, 2020**, should you need additional time to complete the study you will need to apply for an extension prior to that date. The IRB should be notified of any planned changes in the procedures during the approval period, as additional review will be required by the IRB, prior to implementing any changes, except when changes are necessary to eliminate immediate hazards to the research participants. The researcher is also responsible for promptly notifying the IRB of any unanticipated or adverse events involving risk or harm to participants or others as a result of the research.

All future correspondence regarding this project should include the case number **AY2019-2012**.

Ethics Training, Ethical Decision-Making, and Interdisciplinary Collaboration in Preservice

Teacher Education and in Practice

Brittany McCreary

Stephen F. Austin State University

Ethics Training, Ethical Decision-Making, and Interdisciplinary Collaboration in Preservice
Teacher Education and in Practice

I. Research Questions & Objectives

This study will address the following research questions:

1. Is professional ethics taught in preservice teacher education programs throughout the U.S., and, if so, using what methods?
2. Are teacher educators including in their curriculum any specific information regarding ethical decision-making, such as use of decision-making or problem-solving models?
3. Are teacher educators including information on or opportunities for interdisciplinary collaboration within program curriculum?
4. How do teachers make ethical decisions in their daily practice (e.g., use of decision-making models, intuition, etc.)?
5. Do teachers seek interdisciplinary collaboration when faced with ethical dilemmas?
6. Can teachers be grouped by their reported proficiency in ethical decision-making and use of interdisciplinary collaboration, based on demographic differences?

Objectives. The first purpose is to determine what extent (a) ethics training is included in teacher education program curriculum throughout the U.S., (b) teacher educators include information regarding ethical decision-making within program curriculum, and (c) teacher educators include information regarding interdisciplinary collaboration within program curriculum. The second purpose of this study is to determine how teachers throughout the U.S. make ethical decisions and use interdisciplinary collaboration during the ethical decision-making. From this investigation, an exploration of factors affecting how groups of teachers

respond to ethical dilemmas, ethical decision-making, and interdisciplinary collaboration within the school setting will be provided.

II. Impact Statement

Teaching is a profession that poses unique ethical challenges. Teachers must be prepared to make ethical decisions in today's school climate; yet, may be ill-equipped to recognize and adequately respond to ethical dilemmas. As such, any support, either through research, improvement in teacher preparation practices, in-service training, or through interdisciplinary collaboration with staff, will be a boon to both student and teacher success.

III. Educational Challenges Addressed

Teaching is a moral enterprise rooted in centuries of philosophical discourse; yet, the pressures of contemporary society and governmental policy have disrupted and reconceived the role of teachers in the moral development of democratic citizens (Campbell, 2008). As the push for the professionalization and accountability of the field of education continues, ethics training, dispositions, and the development and use of an enforceable and unified code of ethics remain hotly debated issues without definitive and clearly enacted solutions. Further, despite decades of literature suggesting that ethics-related courses are generally absent from preservice teacher preparation programs, it is unclear the extent to which ethics training is included in the curriculum (Maxwell & Schwimmer, 2016). For example, there is a lack of quantitative measures of how prevalent mandatory, stand-alone, or integrated ethics courses are in preservice teacher preparation programs, and previous investigations into this matter have considerable limitations. For example, Glanzer and Ream (2007) only surveyed religious institutions; Wakefield (1996) investigated the use of moral and character education, rather than ethics education, in preservice preparation programs; Sacher (2004) and Davenport, Thompson, and

Templeton (2015) were limited to geographic regions; and Campbell (2008, 2011) and Boon (2011) surveyed one program. However, the available research on ethics education in preservice teacher preparation seems to confirm this widely-held notion, suggesting that ethics education for teachers is indeed behind that of other professions. With a few recent exceptions (i.e., Blumenfeld-Jones, Senneville, & Crawford, 2013; Boon, 2011; Campbell, 2008), there is lack of outcome research examining the link between ethics education and ethical-decision making in practice. Despite emphasis on intradisciplinary mentorship and collaboration in teacher preparation, there is little mention of the use of interdisciplinary collaboration in ethical decision-making. The culmination of these problems may contribute to a lack of support for teachers as they encounter ethical dilemmas in practice.

IV. Methods

Ethics Training and Curriculum Survey (ETCS). Teacher education programs accredited by the Council for the Accreditation of Educator Preparation (CAEP) will be selected, using the current CAEP database of programs ($n = 147$). The CAEP is the largest accrediting body in the U.S. and determines whether the education programs of universities, colleges, and departments of education meet six rigorous national standards for teacher preparation.

Inventory of Ethical Decision-Making & Collaboration (IEDMC). Participants will be certified K-12 school teachers. Participants will be recruited through contacting administrative staff and research committees at the top ten largest school districts in each state ($n = 500$), as determined by the U.S. Department of Education National Center for Education Statistics report and where public contact information is available. In cases where contact information is unavailable, the school district will be removed from the list and the next largest school will be added. The number of subjects is dependent upon district approval; however, 200

to 300 are needed to use the proposed statistical analysis. The decision to select from the largest school districts is predicated upon the fact that the largest percentage of students in the U.S. attend public schools in suburban areas (40%) and urban areas (30%), followed by rural areas (19%) and towns (11%; Glander, 2016, 2017a; 2017b).

Procedures. Approval from the Stephen F. Austin State University Institutional Review Board (IRB), as well as the dissertation committee, was obtained prior to data collection. Electronic copies of both surveys are hosted by Qualtrics. Qualtrics automatically aggregates data into a downloadable file, thus limiting data entry error and speeding up response time. The account will be password protected to ensure security. All participants will be sent an invitation to participate, consisting of a Participant Cover Letter and Consent Agreement for an Online Survey. Participants will follow a provided link, found in the email, which provides consent, and will be asked to complete the questionnaire on the website. The link expires 30 days following distribution. Participants will have the option to be removed from the study. These methods will help generate a diverse sample of teacher educators and practicing teachers from varying universities and school districts throughout the U.S. All surveys will be distributed through an emailed link and completed on an electronic device of the participants' choosing. According to piloting results, the IEDMC takes approximately 15-20 to complete.

Confidentiality Plan. There is no identifiable connection between participant email address and their survey responses. Participant data will be stored on a restricted and password protected computer and Qualtrics account. Data will be encrypted and protected by a firewall system. All data will be kept digitally. Data will be retained for at least 3 years after the study is completed.

Risks & Benefits. No risks are anticipated and, while there are no direct benefits of participation, the surveys may inspire professionals to consider or reflect upon their role in ethical behavior, how to best make ethical decisions, and to consider collaborating with other disciplines in practice. Further, the data obtained may guide training and professional development, contribute to the literature regarding ethics and education, and may aid in drafting policy about professional ethics in education.

Instruments. See appendices for informed consent, cover letter, and survey. Although there have been survey studies in the past 40 years that have examined the perceived need for professional ethics and moral education in teaching, as well as the ethical dilemmas teachers most often encounter, a review of literature did not reveal a comprehensive instrument that measures not only teachers' opinions on ethics, ethical dilemmas, and ethical decision-making, but also the use of ethical decision-making models and the use of interdisciplinary staff in ethical decision-making. In a study by Brown (2017), ethical decision-making in school counselors was assessed, using the School Counselor Ethical Decision-Making Inventory (SCEDMI), which was created for the purpose of the study. The survey contained 39 items and addressed 6 factors: graduate training, religion and culture, decision-making models, ranking of importance, consult and brainstorm, and mandatory/universal. For the IEDMC, 26 original items will be used from the School Counselor Ethical Decision-Making Inventory (Brown, 2017). Twelve items will be adapted for use with teachers (e.g., "graduate program" changed to "professional training", as many teachers' highest level of degree completion is a bachelor's degree), and one item from the original survey is omitted and replaced by an additional item, due to its redundancy. Three new items were added to the survey, to further address interdisciplinary collaboration and available resources. A demographic survey is included.

V. Data Analysis Plan

This study will use two designs: (a) a descriptive quantitative (Ethics Training and Curriculum Survey) and (b) a non-experimental, cross-sectional, survey research design (Inventory of Ethical Decision-Making and Collaboration). The raw data received from Qualtrics will be analyzed and exported into IBM SPSS for statistical analysis.

ETCS. Descriptive statistics will be presented for each item in the survey. Item reporting will be grouped according to the research question it answers. Responses to open-ended questions will be aggregated by response content and presented in table format.

IEDMC. A cluster analysis will be used to identify groups of teachers that are similar to each other in their ethical training, ethical decision-making practices, and use of interdisciplinary resources, using demographic features.

VI. Appendices

Cover Letter & Consent

Dear Participant,

My name is Brittany McCreary, and I am a school psychology doctoral candidate at Stephen F. Austin State University, in the Department of Human Services. I am under the supervision of Jillian Dawes, Ph.D., LSSP, NCSP, BCBA and Luis Aguerrevere, Ph. D. I am currently working on my dissertation, which explores teachers' attitudes and experiences with ethical decision-making and interdisciplinary collaboration.

Should you agree to participate in this research, you will be asked to complete an online survey by following the link below. The survey consists of 42 questions designed to explore your attitudes and experiences regarding ethical decision-making and interdisciplinary collaboration, as well as a short demographic section. The survey should take no more than 15-20 minutes to complete.

Your decision to participate or decline participation in this study is completely voluntary and you have the right to terminate your participation at any time without penalty. If you do not wish to complete the survey, just close your browser. Any responses you have provided prior to closing your browser will be removed from data storage and analyses.

There are no risks to individuals participating in this research beyond those that exist in daily

life. Although there are no direct benefits to you by your participation in this study, the data obtained will inform teacher preparation programs of best practices, guide training and professional development, contribute to the literature regarding ethics and education, and may aid in drafting policy about professional ethics in education. There will be no financial or other compensation for your participation in this research.

Your privacy and confidentiality will always be maintained. The researcher will not know your Internet Protocol (IP) or computer address when you respond to this Internet survey. The researcher will not share your identifiable or individual information with anyone. The researcher will be the only person authorized to view and access the survey data.

Clicking the link below indicates that you have read the description of the study and you agree to participate in the study.

http://sfasu.qualtrics.com/jfe/form/SV_6lqm6ppTve8kW69

If you have any questions or concerns about this study or if any problems arise, please contact:

Researcher:

Brittany McCreary

Doctoral Candidate

Department of Human Services – School Psychology

Stephen F. Austin State University

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lowtherbl@jacks.sfasu

Advisor:

Jillian Dawes, Ph.D., NCSP

Assistant Professor

Department of Human Services – School Psychology

Stephen F. Austin State University

936.468.1686

dawesj@sfasu.edu

If you have any questions or concerns about your rights in this research study, please contact the SFASU IRB, with the Case # AY2019-2012:

IRB Chair:

Luis Aguerrevere, Ph.D.

Chair, Institutional Review Board (IRB)

Stephen F. Austin State University

Nacogdoches, Tx 75962

936.468.1153

aguerrevle@sfasu.edu

Inventory of Ethical Decision-Making & Collaboration

Please read the following questions carefully and complete the survey using the following scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

1. My own beliefs of right and wrong are more important when making ethical decisions than referring to a code of ethics.
2. My ethical decisions focus more on the issue than on the developmental age of the student.
3. I weigh student safety equally with other concerns when making ethical decisions.
4. I am familiar with my professional organization or state's code of ethics.
5. I rely on what I learned in my professional training to make ethical decisions.
6. The religion of the student plays a primary role in my ethical decision-making.
7. I often brainstorm solutions to ethical dilemmas.
8. I make ethical decisions based more on feeling than I do on a conscious thought process.
9. My course work prepared me to use ethical decision-making models.
10. The culture of the school and community play a role in my ethical decision-making.
11. My personal values align with my professional organization or state's code of ethics.
12. Real world ethical dilemmas were addressed in my professional training.
13. I consider how my decision will affect my relationship with my principal when making ethical decisions.
14. The culture of the student plays a role in my ethical decision-making.
15. I learned about ethical decision-making models in my professional training program.
16. I discuss ethical decisions with colleagues in my profession.
17. I consider case law when making an ethical decision.
18. I am familiar with ethical decision-making models.
19. My primary concern is student safety when making an ethical decision.
20. I seek consultation when faced with ethical decisions.
21. Moral principles play a large part in my ethical decision-making.

22. I rely more on my professional organization or state's code of ethics to make ethical decisions than I do on my personal beliefs.
23. I use intuition more than a conscious process when making ethical decisions.
24. The same ethical dilemma at a different school would have a similar solution.
25. There is no right way to make ethical decisions.
26. I consider how my decision will affect my relationship with school staff (teachers, coaches, etc.) when making ethical decisions.
27. I resolve every ethical dilemma using a similar process.
28. I don't use a formal model. I have my own method for making ethical decisions.
29. I felt prepared to make ethical decisions after graduating from my professional training program.
30. My religion plays a role in my ethical decision-making.
31. I refer to my professional organization or state's code of ethics when making an ethical decision.
32. Religious issues play a role in my ethical decision-making.
33. All ethical dilemmas have cultural factors.
34. I rely on an ethical decision-making model when faced with an ethical dilemma.
35. Religious factors commonly affect ethical issues.
36. I am familiar with ethical decision-making models.
37. When faced with an ethical dilemma, I consult with a cultural expert.
38. Ethical concerns and decision-making were addressed throughout my professional training.
39. I always document my ethical decisions and the reasons behind them.
40. I discuss ethical dilemmas with professionals outside of my discipline.
41. I have the resources that I need to resolve ethical dilemmas as they occur.
42. I accept help from other professionals who are not in my field when faced with an ethical dilemma.
43. (Optional) Briefly describe your professional preparation for making ethical decisions:

44. (Optional) Briefly describe your personal process for making ethical decisions:

Please complete the anonymous demographic information.

1. What is your gender?

- ☐ Female
☐ Male
☐ Other
☐ I choose not to answer.

2. What is your race/ethnicity? Select all that apply.

- ☐ African-American
☐ Hispanic
☐ Asian
☐ Native American
☐ Caucasian
☐ Other
☐ I choose not to answer

3. What is your age?

- ☐ 20-30
☐ 31-40
☐ 41-50
☐ 51 +

4. How many years have you practiced teaching?

- ☐ Less than 5 years
☐ 5-10 years
☐ 11-15 years
☐ 16-20 years
☐ Over 20 years

6. What level of school do you currently teach?

- ☐ Elementary
☐ Middle/Junior High
☐ Secondary
☐ Other (Please specify):

7. What grades have you taught? Select all that apply.

- ☐ Pre-Kindergarten
☐ Kindergarten
☐ 1st grade
☐ 2nd grade
☐ 3rd grade
☐ 4th grade

- ☐ 5th grade
- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade
- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

8. Location of your school district.

- ☐ Urban
- ☐ Suburban
- ☐ Rural

9. In what areas are you certified? Please select all that apply.

- ☐ Special Education
 - ☐ Early Childhood Education
 - ☐ Elementary Education
 - ☐ Secondary Education
 - ☐ American Sign Language
 - ☐ English as a Second Language (ESL)
 - ☐ Gifted and Talented Education
 - ☐ Reading Specialist
 - ☐ Curriculum Specialist
 - ☐ Librarian Certification
 - ☐ Alternative Certification
 - ☐ Subject specific certification (e.g., math, art, English, etc.)
 - ☐ Other (Please Specify):
-
-

10. Was your educator preparation program accredited by a regional and/or national (e.g., NCATE, CAEP, TEAC, etc.) accreditation agency?

- ☐ Yes, a regional accreditation agency
- ☐ Yes, a national accreditation agency
- ☐ Yes, both a regional and national accreditation agency
- ☐ No, my teacher educator preparation program was neither regionally nor nationally accredited
- ☐ I did not graduate from an educator preparation program
- ☐ I don't know

11. Is a school psychologist present on your campus?

- ☐ Yes
- ☐ No
- ☐ I don't know

12. Describe in 1-3 sentences an ethical dilemma you have experienced:

Thank you for your participation in this research survey.

VII. References

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University of New Hampshire

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

05-Apr-2019

Boles, Joseph
Education, Morrill Hall
College Road
Durham, NH 03824

IRB #: 8076

Study: An Examination of a High School Unified Physical Education Program

Approval Date: 05-Apr-2019

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.

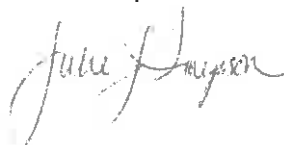
Approval is granted to conduct your study as described in your protocol for one year from the approval date above. At the end of the approval period, you will be asked to submit a report with regard to the involvement of human subjects in this study. If your study is still active, you may request an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

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

Note: IRB approval is separate from UNH Purchasing approval of any proposed methods of paying study participants. Before making any payments to study participants, researchers should consult with their BSC or UNH Purchasing to ensure they are complying with institutional requirements. If such institutional requirements are not consistent with the confidentiality or anonymity assurances in the IRB-approved protocol and consent documents, the researcher may need to request a modification from the IRB.

If you have questions or concerns about your study or this approval, please feel free to contact Melissa McGee at 603-862-2005 or melissa.mcgee@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
Grenier, Michelle



INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH

OUTLINE TO BE FOLLOWED FOR RESEARCH PROTOCOLS SUBMITTED TO THE IRB

Applications for IRB review must include elements **A through G** to be considered complete. Send one copy of your completed application to Research Integrity Services, Room 107, Service Building. **Allow a minimum of 10 working days for processing and initial review of your application.** Reviewers appreciate complete applications that follow the outline below. The narrative (items B1-7 below) should be succinct (**no more than 4 single-spaced pages**) yet provide sufficient detail for the IRB to conduct its review, and written in an **active** (versus passive) voice.

A. Request for IRB Review (two-page form on pages 3-4 of this document).

Title: An Examination of a High School Unified Physical Education Program

Current estimates are that 96% of students with disabilities participate in some form of inclusive education (Block & Obrusnikova, 2007). Research also reveals the performance gains, both academic and social, for students educated in general education placements exceed those educated in separate settings (Carter, 2011). At Dover High, the Unified Program is a physical education (PE) class where students with disabilities work alongside students without disabilities. This is a unique program that offers a potential model for educating students with disabilities in physical education.

A primary strategy and focus of the Unified Program is the use of peer supports. Using peers as natural supports promotes positive interactions and gains in academic and social learning (Grenier & Miller, 2015; Klavina & Block, 2008). Peer tutors have been effective in supporting students with disabilities motor performance, social engagement and activity levels (Grenier & Lieberman, 2018). Arthur (2003) argues that strategic interactions with significant partners can improve interactions with students who have disabilities. Identifying the factors that contribute to positive and productive peer interactions is a necessary step in examining the value of an inclusive environment (DeBortoli, Balandin, Foreman, Arthur-Kelly, & Mathisen, 2012).

1. **SPECIFIC AIMS:** In outline form, state clearly the objectives of the research.

- To identify students' (with and without disabilities) perceptions and experiences in a Unified Physical Education program.
- To identify the physical education teacher's, athletic administrator and principal's perspectives on the Unified PE Program.

- To ascertain parents' perspectives on their child's participation in Unified Physical Education.

Setting

Joe Boles and Dr. Michelle Grenier will be conducting the research in two unified physical education (PE) classes at Dover High School in Dover, NH. Students-both with and without disabilities, parents, the physical education teacher, principal and athletic director will be recruited from the school for participation in the study. Approval to conduct the study has been granted by the physical education teacher and the school principal (see letter of approval). The principal has stated he would send a letter of support to be approved by the school board at their April 8th meeting, pending IRB approval.

The classes are taught by the physical education teacher, MJ Hippert, and assisted by a UNH intern, Joe Boles. Dover's Unified PE course provides students with a comprehensive Wellness Education program. This study will take place in both of the unified PE classes. Classes meet two or three times a week depending on the block schedule rotation. The two unified classes contain both students with and without disabilities. The classes meet from 1-2:30 everyday with classes alternating on "green" and "white" days. Students without disabilities act as "mentors" or peer supports to students with disabilities who are called "mentees". In each class there are 15 "mentees" and 10 "mentors". 15 of the "mentees" attend both days. The mentees are in grades 9 to 12 and age from 14 years old to 21 years old. The mentors are in grades 10-12 and age from 15 years old to 18 years old. The mentees have identified disabilities such as Autism, Anxiety, Down Syndrome, Emotional Disturbance, ADHD, Speech Language Impairment, Centro Nuclear Myopathy, Scoliosis, Traumatic Brain Injury, Visual Spatial Impairment. All students have the capacity to respond to commands and participate in the class. All students are also able to engage in conversation and comprehend questions posed to them as well as the responses provided by peers and teachers. Some students are accompanied by their paraprofessional depending on the students' needs.

Mentees (students with disabilities) work toward achieving lifelong personal wellness habits by fitness training and learning positive health skills daily. Mentors (students without disabilities) are provided opportunities to develop mentoring skills by practicing various techniques helping classmates in the development of habits of healthy living. Peers support "mentees" through modeling, verbal cueing and active engagement in the class. Training for partnered peers takes place informally at the beginning of each

semester through a series of conversations between the teacher and students that address types of appropriate behaviors, social, verbal and visual cues to facilitate communication. The curriculum for the program follows a typical physical education and wellness curriculum that includes cooperative games, dance, and fitness instruction.

Data Collection

Daily Journal. The intern, Joe Boles will maintain a journal with weekly reflections regarding his teaching and developing relationships with the students. The journal will be written up in a Microsoft word document and kept in a UNH Box folder that only Joe and Michelle Grenier will have access to.

Surveys. The primary researcher will offer all students whose parents have signed consent the opportunity to take an 18 question survey. It is expected the surveys will last approximately 15 minutes. Both mentors and mentees will take the same in class survey. Any student whose parents have signed consent, and who themselves assent to take the survey, will be asked to go to the cafeteria, which is next to the gymnasium. Those students whose parents have refused permission or have not returned their consent forms within the allotted time frame will not fill out the survey and they will remain in the gymnasium with Ms. Hippert to do a walking or fitness activity per the usual class plan. The cafeteria will provide enough seating for each student and their paraprofessional (if needed) to sit down to complete the survey. Students (with and without disabilities) will sit together and, in the event support is needed, a paraprofessional will provide support to assist with communication that may include reading and responding to questions. Prior to taking the survey Joe will read the assent script out loud to the class, followed by the instructions for the survey which explains the purpose of the survey (see attached assent script). Ms. Hippert, Dr. Grenier and Joe determined that students would feel more comfortable with Joe administering assent. Joe will also explain to students about the upcoming survey and that filling it out is completely voluntary. Joe will explain to the paraprofessionals that their role in the survey is to assist students with reading the questions and writing down the student's responses. The paraprofessionals will not answer any of the questions using their own words, but rather assist the students in identifying their response to the surveys if needed. For the purposes of this survey, the cafeteria will only be available to the students in the Unified PE class.

The survey was constructed to ascertain students' feeling and experiences related to being a part of the unified program and allow for a range of communicative possibilities. There will be two types of questions on the survey including yes or no questions and multiple choice. Students have the option of responding to (Yes) or (No) questions using a thumbs up to represent (Yes) and a thumbs down to represent (No). The multiple-choice questions will include four answers that the students can choose from. For each multiple-choice question the students may choose more than one answer, which will include a descriptive picture to match each of the answer options. Under each question the students will also be provided with a comment section to write additional thoughts.

Mentors whose parents have provided consent will be offered the opportunity to participate in an additional paper based take-home survey with assent information and additional questions to ascertain their perspective of the Unified program at Dover High School. See attached list for the questions. Completion of the take-home survey will be considered indication of student assent for their responses to be included in the research.

Parents of both mentors and mentees will be sent an email that contains information on their interest in participating in a Qualtrics online survey. (See attached email to parents). Joe Boles and Dr. Grenier will not be collecting IP addresses and participants will remain anonymous. The survey consists of 7 questions that address the impact of their child's participation in the program. Please see consent for more details regarding the survey.

Semi-structured interviews. Joe and Dr. Grenier will interview other adults involved in the study individually. These will include the physical education teacher, the athletic director and the school principal. All adults consenting to be interviewed will be asked a series of questions using a semi-structured format shortly after the Dover High School students have completed the surveys. All interviews will be audio-recorded and will last approximately 20-25 minutes. Joe Boles and Professor Grenier will conduct interviews in a quiet setting such as the library or the individual's office. The interviewer will upload recordings to Box and delete them from the recording device as soon as possible. Joe and Professor Grenier will transcribe the interview recordings and interviewees will be given copies to ensure accuracy via member checks. After transcription, recordings will be destroyed and the transcriptions will be securely stored in a UNH Box folder.

CONSENT and ASSENT

Consent forms will be obtained from the parents for the surveys both in class and take home.

Once authorized by the IRB, Joe Boles will provide the physical education teacher with the IRB-approved parental consent forms with a request to send them home with students enrolled in the unified PE classes. When the parental consent forms are handed out to the students Joe Boles will explain the purpose of the research project and will explain to the students that this project is not a class assignment and that refusal to participate will not impact their grade/class evaluation. The consent forms also states that the project is not a class assignment and that refusal to participate will not impact their grade/class evaluation.

Both hard and electronic copies (via email) of the consent forms will be sent home by the PE teacher. Because the physical education teacher has maintained a strong relationship with students and the students' parents, she will be keeping an on-going dialogue via email with the parents. Students will be asked to return a hard copy parent consent form within five days or parents will have the opportunity to return the consent form electronically. Prior to taking the survey in the cafeteria, Joe will read the assent script followed by the instructions for the survey, which explains the purpose of the survey (see attached assent script). Because Joe knows the students best, it was felt that students would feel more comfortable if Joe administers the survey. He will reinforce to students that the research opportunity is not a class assignment, and that refusal to participate will not impact their grade or class evaluation. Those students whose parents have refused permission or have not returned their consent forms within the allotted time frame will not fill out the survey(s). Those students whose parents have not given consent will continue in the gymnasium with a walking or fitness activity as per the usual class structure. Assent will be obtained from "mentees" through a verbal yes or a nod of the head prior to administering the surveys by Joe Boles or professor Grenier. Paraprofessionals will accompany the "mentees" and assist with communication in the event a student does not comprehend what is being said. "Mentors" will provide a verbal assent.

Any adults being interviewed will be given a hard copy consent form to fill out prior to being interviewed. See attached interview consent form.

Parents will be invited to participate in the QUALTRICS survey. Ms. Hippert will send an email inviting parents to participate in the survey (see attached parent email). The consent information and the details on the research project will be presented on the initial screen of the survey website. If participants agree to participate in the survey after reading the consent information, they will click a button to continue to the first survey question; if they refuse to participate, they should click a button that exits the survey website.

4. **STUDY PERSONNEL:** For all individuals involved in conducting the study, provide their name, and explain their role(s) and experience with the proposed research paradigm. **For student applicants/research conducted by students, the IRB requires a letter from the faculty/project advisor describing the student's experience with the proposed research paradigm as well as the level of supervision the advisor will provide, commensurate with the student's experience.**

The principal investigators include Michelle Grenier, PhD, and Associate Professor in the Department of Kinesiology and Joseph Boles, a graduate student in the Department of Education. Dr. Grenier has over 15 years of experience conducting research related to the evaluation of physical activity and recreational and educational programs for children and has knowledge and/or experiences using the research methods described in this study. Joseph has experience writing and applying for grants but limited experience with direct research such as this project entails. See attached letter from Dr. Grenier.

DATA: The journal, surveys, and semi-structured interviews will comprise the qualitative data. Audio recordings of semi-structured interviews of adult interviews will be transcribed and analyzed in order to evaluate the role communication and peer support plays in creating an inclusive physical education environment.

To identify common threads that extend throughout the data, an inductive thematic analysis will be conducted. Each of the semi-structured interviews will be recorded, transcribed by the researchers and coded into categories (Strauss & Corbin, 1998). A line-by-line analysis will be conducted to reveal highlighted phrases for meaningful labels. The data analysis will compare phrases to determine whether they should be classified separately or placed within existing codes. Ultimately, data will be analyzed to generate themes and sub-themes that will describe participants' perspectives. The transcribed data will be kept in a UNH Box folder, and hard copies of surveys will be kept in Dr. Grenier's office in a locked file. Only Joe and Dr. Grenier will have access to this information. All data will be kept confidential however, there may be circumstances under which data must be accessed by individuals other than the researcher. For example, in the event of a complaint

about the study, the IRB and/or UNH administrators may have to review data. Pseudonyms will be used for all participants in any manuscripts that are produced from the results. In addition, when presenting the results, the school will be described as a “public high school in New England”. It is anticipated that the research will be presented only at a national or international level. Upon analyzing the data, all original documents will be de-identified and stored securely. The identity of participants, as well as the school, will be protected when presenting data in research presentations.

Risks and Benefits: The study presents minimal risks to all participants. Foreseeable risks may include the possibility of students’ feeling of discomfort at being interviewed during the administration of the survey. In the event a student expresses discomfort every effort will be made to minimize the discomfort through a discussion of the reason for the survey and/or a change in the way it is administered. If, after the conversation, the student still feels a sense of discomfort, they will be asked if they would like to stop taking the survey and return to the gym to complete the walking and cooldown portion of the class. Joe Boles and Professor Grenier will rely on our observations of the students and feedback from support professionals to gauge students’ sense of well being. We will reinforce the statement that students are free to stop taking the survey and return to the gymnasium at any time. There is also the potential risk that the teacher’s and administrators’ responses may be linked back to them through the publication of the research, but we will minimize that risk by not identifying the school.

The benefits of the research may be numerous. It is hoped that this research advances inclusive physical education programs similar to the one at Dover High School. Many students, including students with disabilities, experience marginalization and isolating experiences in physical education (Haegele & Sutherland, 2015). The research seeks to uncover the role of the Unified PE program in supporting students’ learning needs and social engagement through physical activity. Another potential benefit is that the findings may provide insight into the pedagogical practices within a unified class. There are no direct benefits to participants.

B. References - Attach source information for citations in the narrative.

Arthur, M. (2003) Socio-communicative variables and behaviour states in students with profound and multiple disabilities: Descriptive data from school settings. *Education and Training in Developmental Disabilities*, 38, 200–219

Block, M., & Obrušnikova, I. (2007). Inclusion in physical education: A review of the literature

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Cervantes, C., Lieberman, L., Magnessio, B., Wood, J., (2013). Peer Tutoring, Meeting the Demands of

Inclusion in Physical Education Today. *Journal of Physical Education, Recreation and Dance*, 84(3), 43-48.

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Grenier, M., & Miller, N. (2015). Using peers as natural supports for students with severe disabilities in general physical education, *Palaestra*, 29(1), 22-26.

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Klavina, A., & Block, M. (2008). The effect of peer tutoring on interaction behaviors in inclusive physical education. *Adapted Physical Activity Quarterly*, 25, 132-158.

Strauss, A. & Corbin, J.M (1998). Basics of Qualitative Research, Thousand Oaks, CA: Sage Publishing CO.

C. A copy of the certificate of completion of the UNH Web-based training on the ethical use and treatment of human subjects in research. Applications missing this certificate will not be processed.

D. Copies of all proposed recruitment materials (e.g., fliers, emails, advertisements).

E. Copies of all proposed consent and assent documents/information.

F. Copies of proposed questionnaires, guiding questions, survey instruments, tests, debriefing materials, etc.

G. Other pertinent documentation (e.g., faculty/project advisor letter for student research, letters from collaborating sites).



University of New Hampshire

INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH

REQUEST FOR IRB REVIEW

General Information:

Applicant's Name Joseph Boles Position Graduate student in Today's Date 4/2/19
 UNH ID # (if student) 993729477 Dept/Center/Institute Education and Kinesiology
 Campus/Home Address: NH Hall
 Email Address(es) Jgb2001@wildcats.unh.edu Day Phone 603-832-6366
 Research Project Title An Examination of a High School Unified Physical Education Program
 Anticipated Project Start Date** April 2019 Anticipated End Date August 2019

**** UNH Policy on the Use of Human Subjects in Research prohibits the start of any research activity (including canvassing and recruiting of subjects) that has not been reviewed by, and received written approval without contingency from, the IRB.**

Project Status Information (please check one):

New Project ☒ X

Modification to Existing Project
If Yes, provide IRB # _____

Project Funding Information (for sponsored projects only ~ include internal & external funding):

Has a proposal for funding been submitted to a sponsor? Yes ☐ No ☒ X If a proposal has been submitted, has the project been funded yet? Yes ☐ No ☐

Sponsor _____ PI on proposal if not IRB applicant _____

Is notification of IRB approval required by the sponsor? Yes ☐ No ☐ If yes, notification deadline _____

For externally-funded projects only: By initialing this statement, the applicant certifies that (s)he: Has read the applicable UNH policy on financial conflict of interest in research (<http://www.usnh.edu/olpm/UNH/VIII.Res/E.htm> or <http://www.usnh.edu/olpm/UNH/VIII.Res/T.htm>) and has made all required financial disclosures; has made every effort to ensure that all individuals responsible for the design, conduct, or reporting of the research have submitted the required disclosures; has completed any required training; and prior to the expenditure of award funds will have reached an agreement with UNH that provides for conditions or restrictions necessary to manage, reduce, or eliminate any financial conflicts of interest under UNH policy. _____

(initials)

Review by Non-UNH IRB(s) (if applicable):

If this project has been submitted to a review board at another institution, provide the review date and that board's documentation. Please attach relevant correspondence.

Name of Institution _____ Date of Review _____

FOR IRB USE ONLY

PROTOCOL # _____

DATE RECEIVED _____

Subject/Participant Information:

Anticipated number/range of subjects/participants by age and, if applicable, by status (complete for all that apply to this study)

# _____ Newborns/Infants	# _____ Institutionalized (e.g., nursing home residents)
# _____ Children aged 2-12 years of age	# _____ Incarcerated (i.e., prisoners)
20 _____ Adolescents aged 13-17 years of age	# _____ Impaired decision-making (e.g., dementia)
40 _____ Adults (persons 18 years of age or older)	# _____ Learning or language difficulty
# _____ Adults over age 89	30 _____ Other special populations (please specify below)
	Autism, Anxiety, Down Syndrome, Emotional Disturbance, ADHD, Speech Language Impairment, Centro Nuclear Myopathy, Scoliosis, Traumatic Brain Injury, Visual Spatial Impairment.

Research site(s): State where project will take place

Dover High School

Time commitment for each subject/participant

15 minutes/ survey and 25 minutes/interview

Compensation: Indicate the amount and form of compensation, if any (e.g., cash, course credit, drawing, mileage, etc.)

none

Project Attributes (check all that apply):

☐ Use of recruitment materials (i.e., flyers, emails, letters, advertisements)	☐ Observation
☐ Questionnaires	☐ Administration of tests, inventories, self reports, measuring instruments, etc.
☒ or surveys	☒ In-person ☐ Phone ☐ Mail ☐ Email ☒ Web
☒ Interviews	☒ In-person ☐ Phone ☐ Web (e.g., Zoom/Skype)
☐ Focus groups	☐ Recording (audio/video/photography)
☐ Other (please explain): <u>Journal entries</u>	☐ Medical procedures
	☐ Use of existing/secondary data (e.g., medical records, agency data)

Signatures:

The undersigned accept(s) responsibility for the study, including adherence to DHHS and FDA regulations, New Hampshire law, and UNH policies relative to the protection of the rights and welfare of subjects/patients participating in this study. In the case of student applications, the Faculty Advisor and the student share responsibility for adherence.

Joseph Boles

Joseph Boles

Signature of Applicant

☐ Faculty

☐ Undergraduate Student

☒

Graduate Student

☐ Staff

By signing this form, the Faculty Advisor attests that (s)he has read the attached protocol submitted for IRB review, and agrees to provide appropriate education and supervision of the advisee/applicant above or for the *other individual*, below.

Michelle Grenier

Michelle Grenier

Faculty Advisor Signature (required for student projects)

PRINT Faculty Advisor's Name

Kinesiology, 603-862-1835. Michelle.grenier@unh.edu

Faculty Advisor's Department, Phone Number, and Email Address

If an individual in addition to the applicant will conduct the study, provide the individual's name, position, and contact information, as well as the individual's experience with the proposed paradigm, as indicated in the Outline to be Followed for Research Protocols Submitted to the IRB, item 3-c.

Name

Position

Research Integrity Services

Rev. 1/18

Address, Phone Number, and Email Address

Send your completed application to UNH Research Integrity Services (RIS) via email to research.integrity@unh.edu, Melissa McGee (Melissa.McGee@unh.edu), or Julie Simpson (Julie.simpson@unh.edu), or mail to Service Building, Rm 107, 51 College Road, Durham, NH 03824. Contact UNH Research Integrity Services staff with questions ~ Melissa McGee (603/862-2005), or Julie Simpson (603/862-2003) ~ or visit the IRB webpage at <http://unh.edu/research/human-subjects>

William Harbron

From: Rima Sawyer
Sent: Thursday, March 14, 2019 8:44 AM
To: William Harbron
Cc: Beth Dunton
Subject: Letter of resignation

Dear Dr. Harbron,

It is with both sadness and excitement that I am writing to inform you that I will be resigning from my current teaching position at Garrison Elementary. I have made the decision to continue to stay home with my daughter after this year.

Thank you for all you've done for our schools these past two years.

Sincerely,
Rima Sawyer

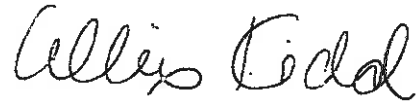
Get [Outlook for iOS](#)

March 15, 2019

Dear Kim,

I would like to begin this letter by thanking you for the incredible support you have shown me ever since I walked into this building as an ED500 student nearly 6 years ago. I have always known that Dover Middle School was a special community of staff, faculty and administrators, but this year especially has made it clear that in truth DMS is nothing short of a family. You have always shown me the greatest level of professional courtesy and it is only right that I extend the same back to you. It is with a deep sadness and heavy heart that I inform you that after this year I will not be returning to Dover Middle. In July my family and I will be relocating to Mississippi for my husband's job as a NOAA Corps Officer. It is my hope that by providing you this advanced notice, you will find a candidate to replace me that has as much love and passion for this school and its students as I do. This has been an amazing opportunity and place of growth for me and I value every experience I have had while here. While I am not sure if teaching will be in the cards for me as we transition into our lives down south, but I know that I will always have a solid foundation thanks to you and the rest of the people here at DMS. Please let me know if there is anything I can do to ease the transition or help in the process for finding a new 7th grade science teacher. Again, thank you for all you have done for me and all that you do for this school.

Sincerely,

A handwritten signature in cursive script that reads "Allix Kidd". The signature is written in dark ink and is positioned above the printed name.

Allix Kidd

April 4, 2019

Dear Dr. Harbron,

After much soul-searching I have reached the conclusion that I am not ready to retire yet. I am therefore, officially withdrawing my intent to retire.

When we last talked, I expressed the reality that I was not sure I was ready to retire. Since then I have met with a financial advisor several times and the consensus is that our finances are not where they should be for retirement.

Thank you for your understanding and patience as I have examined the possibility of retirement over the last several months.

I look forward to continuing my teaching career at Dover High School.

Best Regards,

Don Wason

HORNE STREET ELEMENTARY SCHOOL



Patricia Driscoll, Principal
patty.driscoll@dover.k12.nh.us

78 Horne Street
Dover, New Hampshire 03820-4365
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<http://www.hss.dover.k12.nh.us/>

Katherine Moaratty, Dean of Students
k.moaratty@dover.k12.nh.us

March 7, 2019

Dear Dr. Harbron and Members of the Dover School Board,

I am writing to respectfully request a year-long leave of absence for the 2019-2020 school year. My husband and I are expecting our first child, who is due September 3rd, 2019. After a lot of thought and reflection, we have decided that what would be best is for me to take a leave of absence to transition into our new life of as a family of three. We feel that this is necessary to support his work schedule and our child-care needs. I plan on returning to teaching at SAU11 for the 2020 – 2021 school year.

Thank you for your consideration. I would, of course, be happy to discuss any questions or concerns with you.

Sincerely,

Kristen Dunham
Horne Street School
(603) 498-0193
k.dunham@dover.k12.nh.us

Strengthening our community by educating every child, every day!

March 6, 2019

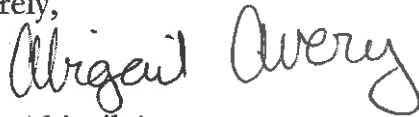
To Whom It May Concern:

I am requesting a leave of absence for the 2019-2020 school year for personal issues related to family. I understand I will not receive compensation, insurance benefits, contributions to retirement, or a step increase for the time I am out. I understand I must notify the board of my intent to return by March 15, 2020.

I have enjoyed teaching at Woodman Park School here Dover for the last ten years, and look forward to returning for the 2020-2021 school year.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Abigail Avery". The signature is written in dark ink and is positioned above the printed name.

Abigail Avery

James Walker
6B Maple Street
Newmarket, NH 03857

March 15, 2019

School Board
Dover School District
61 Locust Street, Suite 409
Dover, NH 03820

To School Board Members,

I am writing to share my request for a second year of extended academic leave from my position at Bellamy Academy for the 2019-2020 academic year. My family and I appreciate the flexibility and support we have received from the district allowing me to stay home with our son. I also understand the difficult circumstances that our request presents. However, we appreciate your consideration. Thank you.

James Walker

Dr. William Harbron, Ed.D.
Superintendent of School
61 Locust Street, Suite 409
Dover, New Hampshire, 03820

April 1, 2019

Dear Dr. Harbron,

At this time, I would like to request one year of family leave from my elementary teaching position at Horne Street School for the 2019-2020 school year. We are welcoming a new baby to our family in July and I would like to take the year to focus on and enjoy our growing family.

Sincerely,

A handwritten signature in cursive script that reads "Tracy Ramsey".

Tracy Ramsey
252 Oak Hill Road
Barrington, New Hampshire 03825

CC: Patty Driscoll

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

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

Group Requesting Final Approval: _____ DMS 8th Grade Student Council _____

Destination: _____ Washington DC _____

Contact Person (s): _____ Bruce Patrick _____

Dates of Travel: _____ 5/28-6/1 _____

Number of Students Traveling: _____ 200 _____

Number of Chaperones: _____ 16 _____

Adult/Student Ratio: _____ 1:12.5 _____

Please circle appropriate response:

Permission Forms submitted to Principal: **yes/no**

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

Telephone Contact Notification submitted to Principal: **yes/no**

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

Final list will come one week before we leave.

All Chaperones completed criminal background check: **yes/no**

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

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

Group Requesting Final Approval: Dover High School Baseball program

Destination: Cooperstown, NY

Contact Person (s): Scott Lucius – Head Coach

Dates of Travel: April 20 & 21, 2019

Number of Students Traveling: 21

Number of Chaperones: 5 or 6

Adult/Student Ratio: 1/4

Please circle appropriate response:

Permission Forms submitted to Principal: yes – athletic agreement is in effect for athletics

Student Code of Conduct Contracts, inc. Standards for Behavior submitted to Principal: yes – same as above

Telephone Contact Notification submitted to Principal: yes – all contact information accessible through athletic registration through Family ID and emergency forms

List of all students and chaperones submitted to the school and Supt's Office: yes

Scott Lucius 603-502-6633

Robert Fredette 603-969-1814

Brendan Dimon 603-312-1346

Tim McCoy 603-781-4121

Mike Calabrese 603-512-6360

Peter Wotton 603-396-4450

All Chaperones completed criminal background check: yes

Date Revised: 3/31/2016

**Donation Request List for Approval
April 8, 2019 School Board Meeting**

School	Group Donating	Value	Items/Service	Purpose
DMS	Advance Education	1000.00	Monetary	Trip to NYC
DMS	DMS PTA	1200.00	Monetary	In House-Wildlife Encounters
DMS	Boston Museum of Science	700.00	Monetary	Reimburse for Bus to BMOS
DMS	Hannaford Helps Schools	1152.00	Monetary	General Use

DOVER SCHOOL DISTRICT	POLICY CODE: EFD
DATE OF ADOPTION: APRIL 9, 2018	PAGE 1 OF 1

MEAL CHARGING POLICY

First Reading

It is the responsibility of students, guardians, or parents of students, to ensure that their child's lunch account is adequately funded or that the child has a daily cash payment if they intend to participate in the National School Breakfast or Lunch Program.

The District will provide access to applications for Free and Reduced Price meals. Application forms will be sent home with all students at the beginning of each school year, posted on the District's website and available from each school's main office. Applications are accepted and processed throughout the school year.

The parent or guardian of each student must receive and acknowledge receipt of the policy/procedure. The Food Service Department will notify students verbally in all schools when their account reaches a balance of \$10.00 or less so their account can be replenished. The District's Business Office will notify students' parents or guardians if their child's account goes into a negative balance by sending home a monthly letter noting their child's negative balance.

If the account is not replenished after written notification, a regular meal will be provided to all students regardless of their account balance at the time of service. The student's account will be charged for the meal. All students will have access to a healthy school lunch. No student will be subject to different treatment from the standard school lunch meal or school cafeteria procedures. The District may claim the meal as a reimbursable meal through the National School Lunch Program as all students will have access to all 5 food components and which meet the meal pattern regulations. During this time, students will not be permitted to make a la carte purchases on account.

The federal program may not incur debt and food service debt must be recovered annually. Any student debt at the end of each school year must be transferred from the food service account to the school's general fund and at which time will become debt belonging to the school district. At the end of each fiscal year, the District's general fund shall transfer to the Food Service account an amount equal to the total of outstanding student accounts receivable as of June 30th. The District will continue to attempt to collect the debt from the various households and any payment received will be returned to the general fund.

At any time during the school year, balances that reach \$40.00, upon the decision of the Superintendent of Schools, may be assigned to a collection agency.

DOVER SCHOOL DISTRICT	POLICY CODE: EFD
DATE OF ADOPTION: APRIL 9, 2018	PAGE 2 OF 1

~~The Department of Education or the State Board of Education, upon request of the local school board, may provide communication assistance to school districts and parents of school children regarding the school meal payment policy.~~

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION: January 2, 2018	PAGE 1 OF 6

**BYLAWS OF THE
DOVER SCHOOL BOARD
CITY OF DOVER, NEW HAMPSHIRE**

Second Reading

ARTICLE I: Name

Section 1. The name of the School Board shall be the Dover School Board.

ARTICLE II: Members

Section 1. The School Board shall be composed of seven members in accordance with Section C4.2 of the City Charter.

ARTICLE III: Officers

Section 1. The officers of the School Board shall be a chairperson, a vice-chairperson, and a secretary. These officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by this School Board.

Section 2. Officers shall serve a one-year term. Officers shall be elected in accordance with Section C4-2 of the City Charter.

Section 3. These officers shall be elected as prescribed in Article IV, Section C4-3, of the City Charter.

Section 4. Any officer may be removed from his/her office by a majority vote of the School Board at any regularly scheduled, monthly, public meeting.

ARTICLE IV: Meetings

Section 1. All meetings of the School Board shall be held in the rooms designated by the School Board or the chairperson. The School Board shall meet for organization on the day stipulated by Section C4.3 of the Charter.

Section 2. The School Board shall hold its regular monthly meeting on the second Monday of each month. Changes may be made in this schedule due to conflicts with holidays. Regular meetings shall begin at 7 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

The School Board shall meet on the fourth Monday of each month in workshop session if there is business to be conducted. Workshop sessions shall begin at 6:30 p.m. and end no later than 10 p.m. unless otherwise determined by a two-thirds vote of the members present.

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION: January 2, 2018	PAGE 2 OF 6

Nonpublic sessions may be held consistent with the provisions of RSA 91-A:3. The contents of these meetings shall conform to governing state law, RSA 91-A.

Section 3. Additional meetings shall be called by the chairperson at any time or upon written request of three members. Each call for an additional meeting shall distinctly specify the purpose for which the meeting is called. No other than such specific matters shall be considered at such special meetings except for emergency in accordance with RSA 91-A. At least twenty-four hours notice shall be given for such special meetings.

Section 4. A majority of the members of the School Board shall constitute a quorum.

Section 5. The meetings of the School Board shall be called to order promptly on the hour and then should proceed as follows:

- A. CALL TO ORDER
- B. ROLL CALL
- C. PLEDGE OF ALLEGIANCE
- D. ~~CITIZEN'S FORUM~~ **AGENDA APPROVAL**
- E. ~~AGENDA APPROVAL~~ **CITIZENS' FORUM**
- F. APPROVAL OF MINUTES
- G. CONSENT AGENDA
- H. STUDENT REPORT
- I. POLICIES-CHANGES-PROPOSALS
- J. POLICY ADOPTION
- K. RESOLUTIONS
- L. OLD BUSINESS
- M. NEW BUSINESS
- N. SUBMISSION AND PAYMENT OF BILLS
- O. SUPERINTENDENT'S REPORT
- P. COMMITTEE REPORTS, INCLUDING LEGISLATIVE UPDATE
- Q. SCHOOL BOARD MATTERS OF INTEREST
- R. ADJOURNMENT

Section 6. The following shall appear on all meeting agendas, except nonpublic meetings.

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

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

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION: January 2, 2018	PAGE 3 OF 6

~~comments to five (5) minutes beginning after the obligatory statement of name and address by the citizen.~~

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

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

Section 7. All items for the agenda from School Board members shall be submitted in writing to the Superintendent's office before noon on the Tuesday preceding the regular meeting. The chairperson shall determine the order of the agenda for each meeting.

Section 8. The School Board shall be comprised of seven members. Every member present, when a question is put, shall vote for or against the same, unless he or she abstains.

Section 9. The ayes and nays upon all questions of appropriations of money shall be called and entered upon the minutes and on all other questions at the request of any member.

Section 10. The Dover School Board shall act in accordance with the New Hampshire "Right to Know Law" (RSA 91-A) as amended.

Section 11. The following paragraph is to appear on all regular meeting agenda:

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

Section 12. A notice of the time and place of each meeting shall be posted in two appropriate public places and/or shall be printed in a newspaper of general circulation in Dover, at least twenty-four hours, excluding Sundays and legal holidays, prior to such meetings.

ARTICLE V: Workshop Session

Section 1. The Workshop Session shall be defined as a non-policy making meeting of the entire School Board. Said Workshop Session shall assemble for purposes of discussion on topics to prepare the School Board for understanding and action at a subsequent policy-making meeting.

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION: January 2, 2018	PAGE 4 OF 6

Section 2. The secretary shall see that proper minutes of the proceedings are kept on file in the office of the School Board.

ARTICLE VI: Power and Duties of the School Board

Section 1. The Dover School Board shall be the governing body of the Dover School District and derives its authority from State laws and Department of Education Rules.

Section 2. The Dover School Board recognizes its duty to provide, at district expense, elementary and secondary education to all pupils who reside in the district, consistent with the provisions of RSA 189:1-a. the Dover School Board further recognizes its additional powers and duties within the scope of this statute.

Section 3. The School Board is legally responsible for the establishment of school policies and programs, the determining of the budgetary requirements of the schools, the election of regular employees of the district, and the evaluation of the results obtained. The School Board shall take final action upon recommendation of the Superintendent where the election or assignment of personnel or a change of policy and/or program is involved.

Section 4. The secretary shall keep a full and accurate record of attendance and proceedings of all meetings of the School Board and shall have the care and custody of all records, papers, and communications relative to the School Board.

Section 5. The School Board shall have the oversight of the financial condition of the School District and shall cause to have prepared and presented a financial statement each month.

Section 6. A payroll summary ledger and/or vendor check register will be issued for signature to the Chairperson or Vice-Chairperson on a weekly basis. The School Board shall be presented a manifest of all general fund expenditures for the preceding month, and this shall be issued to the Board for a majority signature of all members present.

Section 7. The School Board shall take action on all matters which pertain to the administration of the schools which calls for the investigation of violations of the regulations of the School Board, complaints made by staff, parents, or pupils, and complaints against staff, provided such complaints cannot be investigated and satisfactorily resolved by the Superintendent of Schools.

Section 8. The Board shall serve as the governing body of School Administrative Unit #11; a School District established under the laws of the State of New Hampshire. The Board shall provide all Superintendent services as described in RSA 194-C:4.

ARTICLE VII: Subcommittees

The School Board shall have the following standing subcommittee:

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION: January 2, 2018	PAGE 5 OF 6

The Discipline Committee

Section 1: Any subcommittee shall be made up of three (3) members of the School Board, who shall be appointed by the Chairperson and approved by the School Board at the first regular meeting of each calendar year. A quorum of the subcommittee shall be a simple majority of its members. A vacancy in a subcommittee shall be filled by the Chairperson for the remainder of the term. Each subcommittee shall elect a chair from its membership. Meetings shall be scheduled by the subcommittee chair as deemed necessary.

Section 2: The School Board may form ad hoc subcommittees on an as needed basis by vote of the School Board.

ARTICLE VIII: Liaisons

Section 1. For the purpose of gathering information on matters of interest to the School Board and reporting back to the School Board, the School Board may designate a member to serve as a liaison to the Dover City Council and New Hampshire School Board Association or other committees, as needed:

Section 2. A liaison shall be appointed by the Chairperson and approved by the Board during any regular meeting.

Section 3. The School Board may designate a liaison to any Workgroup established pursuant to Article IX of these Rules.

ARTICLE IX: Workgroups

Section 1. The School Board may direct the Superintendent to organize Workgroups comprised of School District Staff on issues of importance to the School Board. The Superintendent shall report to the School Board on the work of such Workgroups as requested by the School Board.

ARTICLE X: Parliamentary Authority

Section 1. General rules of parliamentary procedure are used for every Board meeting. Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda.

ARTICLE XI: Amendment of Bylaws

Section 1. These bylaws can be amended at any regular meeting of the School Board by a two-thirds vote, provided that the amendment has been submitted in writing to the entire membership at the preceding regular meeting. For sixty days following the inauguration these bylaws can be amended at any meeting of the School Board by a majority vote, provided that the amendment has been submitted in writing to the entire membership at the preceding meeting.

DOVER SCHOOL DISTRICT	POLICY CODE: BA
DATE OF ADOPTION: January 2, 2018	PAGE 6 OF 6

ARTICLE XII: Student Representative to Dover School Board

Section 1. The student representative is responsible for presenting current student issues to the School Board. The student representative shall represent his/her constituents in the same manner as a regular School Board official.

Section 2. Eligible students must be entering the tenth, eleventh, or twelfth grade; they will be required to fill an application which will be reviewed by the student council advisors and administrative staff. Finalists will be selected and will be allowed to run in a general election concurrent with the class elections. The student body as a whole will be responsible in voting the student representative. The term of the elected student representative shall run from the meeting following the student council election.

Section 3. The student representative shall be a non-voting member of the School Board. RSA 189:1,C.

Amended: March 12, 2001
 May 14, 2001
 January 7, 2002
 January 13, 2003
 February 2, 2004
 February 14, 2005
 January 3, 2006
 January 8, 2007
 January 7, 2008
 January 12, 2009
 March 8, 2010
 February 13, 2012
 February 10, 2014
 April 13, 2015
 January 11, 2016
 January 2, 2018



SCHOOL ADMINISTRATIVE UNIT FIFTY SIX
Rollinsford School District – Somersworth School District



51 West High Street
Somersworth, NH 03878
(603) 692-4450 • Fax (603) 692-9100

ASSISTANT SUPERINTENDENT
Lori Lane

SUPERINTENDENT
Dr. Robert Gadomski

BUSINESS ADMINISTRATOR
Katie Krauss

DIRECTOR STUDENT SERVICES
Pam MacDonald

SPECIAL EDUCATION LIAISON
Tom Hayward

February 22, 2019

William R. Harbron
SAU#11
McConnell Center, 61 Locust St.
Suite 409
Dover, NH 03820-4132

Dear Superintendent William R. Harbron,

The Somersworth School District has formed a committee to study the feasibility of withdrawal from SAU #56. The committee is gathering information pertaining to future options of obtaining SAU services elsewhere, for both Somersworth and Rollinsford.

To that end I am writing to inquire if you would ask your SAU board if there is any interest in having future conversations of allowing either Somersworth or Rollinsford to obtain central office services from your SAU. At this early point in the process, the committee is simply gauging interest.

I look forward to feedback from your board. Thank you for your time and assistance in this matter.

Sincerely,

Robert Gadomski
Superintendent SAU #56

**MEMORANDUM
FROM THE
SUPERINTENDENT OF SCHOOLS**

TO: School Board

FROM: William R. Harbron

SUBJECT: DTU Agreement Changes

DATE: April 8, 2019

The School Board and the Dover Teachers' Union reached a tentative agreement on March 29, 2019. The costs (including all associated benefits) to this Agreement and changes to this Bargaining Agreement are listed below:

FY20 Estimated cost of increase (steps, longevity & associated benefits)	\$ 1,364,745
Reduction in steps to 19 and a 1.0% COLA	
FY20 Estimated cost for ESY/Curriculum increase	\$ 100,360
FY20 Estimated cost for Athletic Coach increase	\$ 8,899
Total Estimated Cost for FY20	\$ 1,474,004
Currently in FY20 Budget (steps, longevity & associated benefits)	\$ 529,134
Currently in FY20 Budget (Curriculum – ESY would begin FY21)	\$ 62,098
Total Adjusted increase for FY20	\$ 882,772
FY21 Estimated Cost of increase (steps, longevity & associated benefits)	\$ 1,493,619
Reduction in steps to 17 and a 1.50% COLA	
FY21 Estimated cost for ESY/Curriculum increase	\$ 100,360
FY21 Estimated cost for Athletic Coach increase	\$ 14,101
Total Estimated Cost for FY21	\$ 1,608,088
FY22 Estimated Cost of increase (steps, longevity & associated benefits)	\$ 1,663,087
Reduction in steps 15 and a 2.0% COLA	
FY22 Estimated cost for ESY/Curriculum increase	\$ 100,360
FY22 Estimated cost for Athletic Coach increase	\$ 18,690
Total Estimated Cost for FY22	\$ 1,782,137
Total 3-Year Estimated Cost	\$ 4,864,221

Other Information:

- There are currently 329 FTEs in the Dover School District. 91 are at the top step.

- Minimum salary change, NOT including longevity (Year 1, \$672, Year 2, \$1,017, Year 3, \$1,377), Maximum salary change (Year 1, \$7,047, Year 2, \$8,458, Year 3, \$11,066)
Median salary change (Year 1, \$2,719, Year 2, \$3,373, Year 3, \$3,321)
- This is a 3-year Agreement.

Dover School Board/ Dover Teachers Union
2018-2019 Negotiations

Tentative Agreements

Deletions are noted with ~~striketrough~~. Additions are noted in **bold**.

Article I.A.

The Dover School Board recognizes the Dover Teachers' Union, NEA-New Hampshire, NEA, as the exclusive representative of all full-time, part-time and job-sharing teachers including classroom teachers, ~~guidance~~ **school counselor**, nurses, librarians/media specialists, curriculum advisors, special education teachers ~~and coordinators~~, speech and language therapists, learning disabilities professionals, physical and occupational therapists, social workers, reading specialists, athletic trainers, behavior specialists, career assessors, family services facilitators, intervention specialists, math coordinators, literacy facilitators, psychologists, social skills counselors, therapeutic counselors, and federal projects personnel, excluding the Superintendent, Assistant Superintendent, Business Administrator, High School Principals, Deans, Assistant High School Principals, Middle School Principals, Assistant Middle School Principals, Elementary School Principals, Curriculum Coordinators, Athletic Director, ~~Vocational Career~~ **Technical Education** Director, Special Education Director, Supervisors, and Administrators, social workers who are funded by federal grants awarded to the school district but not employed by the school district, and other positions excluded by RSA 273-A.

.....
Article III.A.

A "grievance" shall mean a complaint by a teacher or a group of teachers that there has been an alleged violation of a term or provision of this Agreement. Provided the notice required by RSA 189:14-a is given, the non-renewal of a teacher's contract is not grievable under this Agreement; however, the teacher may pursue all rights afford by RSA 189:14-a and RSA 189:14-b. A grievance must be initiated within twenty (20) school days after the grievant knew or should have known of its occurrence. Grievances related to events during the school year shall be initiated no later than ten (10) ~~calendar~~ **business** days after the last day of student attendance.

.....
Article IV.A.2.

"The work year for teachers shall consist of **up to one hundred eighty four (184) working days.** ~~seventy seven (177) student days plus a maximum of seven (7) days for the purpose of orientation, conference day, and/or any other day on which teacher attendance is required.~~ The District shall allow teachers in grades ~~K-6~~ **pre-K through 8** to spend one full non-student day performing parent conferences and shall schedule no other mandatory activities that day.

.....

Article IV.E

1. The School Board will not change existing preparation period allowances and practices in the Middle School, **High School, Career Technical Center, and Bellamy Academy** unless such changes result from changes in the overall school schedule. ~~However all teachers who currently have preparation time in their schedules will have at least one (1) preparation period equal to one (1) class period (or an equivalent arrangement) under any new school schedule.~~ **Preparation periods shall only be provided to teachers who have instructional responsibilities. The Superintendent or his/her designee shall determine annually which teachers have instructional responsibilities. Preparation periods at the Middle School, High School, Career Technical Center, and Bellamy Academy shall equal one (1) class period (or an equivalent arrangement) under any new school schedule.**

3. The District shall not require or request that a probationary teacher substitute for another teacher during her/his preparation period during her/his first three years of employment by the District.

4. Preparation periods should be used primarily for preparing classroom lessons/units and meeting with colleagues for common planning and development of classroom lessons/units. Teachers may be required to use their preparation periods for tasks necessary to the performance of their jobs, including, but not limited to, IEP meetings, curriculum work, assessment analysis, and professional learning communities.

.....

Article IV.F

1. Teachers may be required to remain after the end of the regular workday, without additional compensation, no more than two (2) days per month, except up to three (3) inclusive, in September, to a maximum of twelve (12) days per year for the purpose of attending faculty or other professional meetings involving total staff. Such meetings shall **start within ten (10) minutes of the contractual end time and** run for no more than sixty (60) minutes.

5. Teachers shall be required to devote two (2) planning periods and/or meetings per month to Professional Learning Communities.

.....

Article IV(I). School Calendar

1. The school calendar shall be established by the School Board and made available to the Union and the general public eight (8) months in advance of the school year affected. No changes in the school calendar shall be made without **written** agreement between the Union and the School Board. School shall not be in session on the Wednesday preceding Thanksgiving.
2. **In the event that the District eliminates one student day from the school calendar, teachers shall be given a work day on their last contract day of the school year to complete end-of-year tasks. In the event that the District eliminates more than one student day from the school calendar, the District shall meet and confer with the DTU regarding the teachers' remaining contract days, but at least one day shall be used as a work day to complete end-**

of-year tasks. The Union's preferences regarding the use of any additional days shall be given due consideration.

.....

Article IV.Q Class Size

In accordance with NH Admin. Code Ed. 306.17 and District Policy, the District shall aspire to maintain class sizes as follows:

- Grades K-2: Twenty (20) students or fewer
 - Grades 3-5: Twenty-five (25) students or fewer
 - Grades 6-12: Thirty (30) students or fewer
-

Article V.A. Basic Salary Schedules

The salaries and differentials of teachers are as agreed to ~~below and also as set forth in Appendix A, which is attached hereto and made part of this Agreement. The parties agree that notwithstanding the provision of Article V.E, employees will not advance one step on the salary schedule in the 2014-2015 contract year.~~

~~Effective upon approval by the Dover City Council of the associated cost items, a committee shall be established to study the teachers' compensation/health insurance package and to recommend comprehensive adjustment to the step scale and health insurance benefits (compensation package) that seeks to adjust Dover teachers' salaries/benefits with comparable school districts. It is anticipated that the duration of the comprehensive package will be between three (3) and five (5) years. The School Board shall hire a facilitator to assist the committee in its efforts. The committee shall be comprised of five union members and five district members. The facilitator shall serve as chair of the committee and shall be a non-voting member. Any recommendations of the committee must be approved by a majority vote of the committee, with ratification by union membership and the Dover School Board. In the event the Parties are unable to come to agreement on such compensation package, the parties agree to bring to the Dover City Council and Union Membership (for ratification) a salary package for the 2015-2016 contract year equal to 1.5% COLA adjustment to the scale plus steps for eligible employees.~~

Teachers shall notify the District in writing by December 1st if they anticipate earning a salary track change in the first or second semester of the next school year. Track changes shall be awarded either at the beginning of the contract year or on the first day of the third academic quarter. To receive the track change, the teacher must provide evidence of the completed course work (an official or unofficial record) one (1) week prior to the first day of the contract year or one (1) week prior to the first day of the third academic quarter. If an unofficial transcript or grade report is provided, an official transcript or grade report must be provided by the teacher within thirty (30) days of submitting the unofficial transcript or grade report. If evidence of a salary track change is not provided by one (1) week prior to the first day of the third academic quarter, teachers must re-submit notification by December 1st that they anticipate earning a salary track change during the next contract year.

.....

Article V.F.

Article V.F Agricultural Contracts

~~Summer pay for high school agricultural contracts will be computed on twelve percent (12%) of the teacher's base salary in the appropriate degree and step experience levels of the contract as provided in Appendix A.~~

.....

Article V.G- ~~Summer Curriculum Study Compensation~~ Summer/ Extra Duty Pay

1. Extended School Year

All teachers participating in the District's Extended School Year program shall receive their hourly per diem rate for the duration of the program. The per diem rate shall equal his/her annual salary divided by the number of contract days (184) divided by 7.25 hours.

2. Curriculum Work

All teachers performing approved curriculum development work for the District shall be paid an hourly rate based on the per diem rate set by Step 1 of the Bachelor's track on the Salary Scale (Appendix A). The per diem hourly rate shall equal the salary established in Step 1 of the Bachelor's scale as set forth in Appendix A, divided by the number of contract days (184), divided by 7.25 hours. All teachers engaged in summer curriculum study and curricular development, and those teachers providing summer instruction for students shall receive \$23.50/hour in 2008-2009 and thereafter.

3. Trainings

All teachers participating in training for the District during the summer shall receive \$13.50 per hour. All other teachers providing compensable services or participating in training for the District during the summer shall receive \$13.00/hour.

4. Other Assignments

Any teacher assigned extra responsibility, such as chairperson, will be paid an extra stipend.

.....

Article V.H Academic Coordinators and Team Leaders

All Academic Coordinators and Team Leaders shall be paid an annual stipend as follows:

Department Curriculum-Academic Coordinator	\$2500 + \$75/teacher \$1700 + \$60/teacher (1-9)
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	+ \$115/teacher (10+ teachers)
Team Leader Coordinator	\$1275

Feedback by Academic Coordinators **and Team Leaders** shall be limited to curriculum and/or curriculum implementation.

~~A stipend of \$30 per paraprofessional employee schedule by a bargaining unit member will be paid to the bargaining unit member who determines paraprofessional's schedule. Stipends under this section shall be paid in the first pay period in June, upon successful completion of duties.~~

By October 15, the District shall inform the DTU President of the names of employees receiving stipends under this section and the amounts of the stipends. Any changes or additions to stipends under this section shall be communicated to the DTU President within ten business days of the change taking effect. The parties will establish a committee to make recommendations for job descriptions under this section.

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Article V.K Longevity

The School Board will provide longevity compensation based upon service within the District as follows:

Upon completion of 10 years	561	\$1000
Upon completion of 15 years	617	\$1250
Upon completion of 20 years	702	\$1500
Upon completion of 25 years	785	\$1750
Upon completion of 30 years	870	\$2000
Upon completion of 35 years	954	\$2250
Upon Completion of 40 years		\$2500

.....

Article V.L Severance Pay

All teachers retiring from the District who have a minimum of ten (10) years of service in the District, teachers leaving the District who have a minimum of ten (10) years of service in the District, as well as teachers who have a minimum of ten (10) years of service in the District and pass away while in the District's active employment, shall receive severance pay in the amount of thirty (30) percent of all their accumulated sick leave at their current per diem rate. All retiring teachers, as well as teachers leaving who must have a minimum of

ten (10) years of service in Dover, shall receive severance pay in the amount of thirty (30) percent of all their accumulated sick leave at their current per diem rate. Teachers must submit in writing, their irrevocable intent to retire or resign, by November 15th of the last school year of employment or severance pay may be delayed one year for budgetary purposes.

Notwithstanding, teachers may withdraw their intent to retire prior to April 15th in the event that there are significant and demonstrable changes in life/financial circumstances such as, but not limited to, the death of a spouse, unanticipated responsibility for dependents, illness of a family member, loss of a family member's income, loss of assets due to investment losses, or a reduction in benefits provided by the New Hampshire Retirement System.

.....

Article V.M. Retirement

All retiring teachers, as well as teachers leaving who must have a minimum of ten (10) years of service in Dover, shall receive severance pay in the amount of thirty (30) percent of all their accumulated sick leave at their current per diem rate. Teachers must submit in writing, their irrevocable intent to retire or resign, by November 15th of the last school year of employment or severance pay may be delayed one year for budgetary purposes. Notwithstanding, teachers may withdraw their intent to retire prior to April 15th in the event that there are significant and demonstrable changes in life/financial circumstances such as, but not limited to, the death of a spouse, unanticipated responsibility for dependents, illness of a family member, loss of a family member's income, loss of assets due to investment losses, or a reduction in benefits provided by the New Hampshire Retirement System.

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Article VI.A. Health Insurance

1. ~~Effective September 1, 2017, †~~ The School Board agrees to pay the premiums in the SchoolCare Health Program or another health program providing equivalent or improved benefits, coverages, and services as follows: **97% of the SchoolCare Yellow Plan with Choice Fund.**
2. ~~2017-2018 School Year: 98% of the SchoolCare Yellow Plan with Choice Fund.~~
3. ~~2018-2019 School Year: 87% of the SchoolCare Yellow Plan with Choice Fund.~~
4. The teacher's contribution will be paid by the individual teachers through payroll deductions.
5. The School Board agrees to submit retired teachers' payments for the health insurance coverage at the school district group rate until said retirees attain the age of sixty-five (65) per the conditions of Form R-60.
6. In any year that at least fifteen percent (15%) of the bargaining unit declines health insurance coverage, each member so declining shall receive a lump sum payment of two thousand dollars (\$2,000) on or before December 15th of the school year. The calculation of the percentage of members declining coverage for the next contract year shall be determined as of May 15.
7. The parties agree that all employee health and dental contributions shall be made in accordance with and pursuant to Internal Revenue Service Regulation 125.

8. The School Board shall establish a Section 125 Flexible Spending Account that covers qualified medical and dependent care expenses.

.....

Article VII.A. Sick Leave

1. Each teacher will be allowed up to 15 sick days with full pay annually of which 5 may be used for the care of a sick family member and shall accumulate such sick days to a maximum of ~~155~~ **160** days.

.....

Article VII.F. Juror or Witness Leave

Teachers on jury duty shall be entitled to pay differential and continued benefits while fulfilling jury duty. **An employee who is called for service on a jury, or who is called as a witness on behalf of the District in a civil or criminal case, will be granted paid leave for the period of time he/she is unable to report to work for this reason. Application for the leave shall be made as far in advance as possible and submitted with a copy of the subpoena or notice of jury duty. Where applicable, the employee shall pay over to the Dover School Board and City of Dover any money paid for jury duty.**

An employee who is a victim of a crime may leave work so that the employee may attend court or other legal or investigative proceedings associated with the prosecution of that crime. The employee must use his or her personal and/or emergency leave for any absences related to the prosecution of the crime. An employee may not use sick time for this purpose. If an employee lacks sufficient paid leave to cover the absence, the employee will be granted unpaid leave.

.....

Article VII.I. Family Leave

~~3. A male teacher may be entitled, upon request, to leave to begin at any time between the birth of a child to his wife and one (1) school year thereafter. A non-child bearing teacher may be entitled, upon request, to unpaid family leave for up to one (1) school year following the birth of that teacher's child. The non-child bearing teacher must submit the leave request at least thirty (30) days in advance and must notify the Superintendent of his/her intent to return to his/her prior position or equivalent by March 15 preceding the beginning of the school year.~~

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Article VII.O Sabbaticals

A teacher with more than seven (7) years' teaching experience in the Dover School District may qualify for a year-long unpaid sabbatical. Application for sabbatical leave must be submitted to the Superintendent by November 15 of the school year prior to the year in which the teacher intends to take sabbatical. The application must contain a statement of what the teacher intends to do with his/her sabbatical leave and how that leave benefits the District. All sabbatical leaves are subject to approval by the Superintendent, with consideration given to the following conditions:

1. No more than two (2) sabbatical leaves will be granted in any given school year.
2. No more than one (1) sabbatical per year will be granted to personnel in a single department.
3. Seniority, as well as benefit to the District, will be considered in determining which sabbatical requests will be granted.

The teacher shall not seek employment in another School District or School Administrative Unit in the State of New Hampshire during the sabbatical. If a teacher engages in such employment during the sabbatical, the District is under no obligation to return that teacher to his or her position.

The Superintendent's decision shall be final. Article III.C of this Agreement shall not apply to this Section.

Following completion of a sabbatical leave, the teacher will return to the same or equivalent position for which he/she is certified. The teacher will receive credit for one year of service to the District. The teacher shall notify the District by March 15 of the year in which he or she takes the sabbatical of his/her intention to return the following school year.

.....

Article VIII.A. Payroll Dues Deduction

4. Any teacher desiring to have the School Board discontinue deductions that the teacher has previously authorized must make such authorization in writing to the Superintendent of Schools, to the NEA-NH, and to the Dover Teachers Union **President** ~~sixty (60) days prior to the September 1 by July 1~~ of any subsequent membership year.

6. ~~Any teacher who does not voluntarily and individually authorize the School Board to deduct dues or who has not presented proof of payment of dues to the Superintendent of Schools by October 1 of each year, shall have an amount determined by the Union, but not to exceed Union dues deducted from their paycheck each pay period. In lieu of agency fee payments to the Union, a non-member may elect to have his/her agency fee transmitted monthly to the Dover Teachers' Union treasurer who shall deposit said monies into the Dover Teachers' Union James R. Cavanaugh Memorial Scholarship Fund. The Union agrees to defend and hold the Board harmless from any claims arising from the enforcement of this provision.~~

.....

Article VIII.F. Information

If the agenda of a public School Board meeting has been prepared twenty-four (24) hours in advance of such School Board meeting, it shall be **emailed to the Union President**. ~~Mailed to the President of the Union at the President's school address. If school is not in session, it shall be mailed to the home address of the Union President.~~

.....

Article IX.A. Assignments.

1. Reasonable efforts will be made to notify teachers of their class and/or subject assignments and room assignments for the forthcoming year not later than ~~August 15~~ **August 1st**.
 2. In the event that changes in such schedules and/or assignments are proposed after ~~August 15~~ **August 1st**, any teacher so affected shall be notified promptly in writing. Upon request of the teacher, changes shall be promptly reviewed between the Superintendent and the teacher. The teacher, at the teacher's option, may have a representative of the Union present at said meeting.
 3. New teachers will be notified of assignments as soon as possible but in no event later than ~~September 1~~ **August 15th**. If a vacancy occurs four (4) weeks prior to the opening of school or a current vacancy continues to exist, teachers hired for said vacancies will be notified of their assignment no later than the first day of employment.
-

Article IX.B Involuntary Transfers **and Reassignments**

1. Notice of an involuntary transfer or reassignment shall be given to teachers in writing as soon as practicable and, only in cases of emergency, not later than the first day of school.
2. When an involuntary transfer or reassignment is necessary, a teacher's area of competence, grade level experience, major and minor field of study, length of service in the Dover School District, length of service in the particular school building, the needs of the Dover School District and other relevant factors shall be considered in determining which teacher is to be transferred or reassigned. Teachers with less than five (5) years' seniority may be transferred without regard to seniority. When teachers with more than five (5) years' seniority are involved, then the least senior **employee** may be transferred first. Transfers within the school building will be excluded from this section. All transfers will be for sound educational reasons.
3. The Superintendent will meet with a teacher who is to be transferred **or reassigned** and advise the teacher of the transfer **or reassignment**. Said meeting will take place only after the current Principal has first discussed the transfer **or reassignment** with the teacher.

4. A list of position openings shall be posted in each school building and made available to all teachers being involuntarily transferred or reassigned. Such teachers may request the positions, in order of preference, to which they desire to be transferred. **This preference will be given consideration.**
 5. Teachers being involuntarily transferred or reassigned from their present position shall have preference, all other factors being equal, over those seeking voluntary transfer or reassignment in regard to **vacant positions.**~~choose among those positions which are vacant.~~ A teacher being involuntarily transferred or reassigned shall be placed only in a position for which the teacher is certified.
 6. **Whenever involuntarily transferred or reassigned, a teacher may resign without penalty by giving written notice to the Superintendent within ten (10) business days of receipt of written notice of the involuntary transfer.**
 7. **The final decision regarding assignment shall rest with the Superintendent, subject to the requirements of paragraphs 1-5 above. Involuntary transfer and/or reassignment decisions shall not be arbitrary and capricious.**
-

Article IX.C Voluntary Transfers

1. Teachers who desire a change in grade and/or subject assignment or who desire to transfer to another building may file a written statement of such desire with the Superintendent not later than April 25 preceding the school year for which the change is desired. Such statement shall include the grade and/or subject to which the teacher desires to be transferred, in order of preference.
 2. If more than one teacher desires a transfer to the same vacant position, length of service shall be a factor considered in determining transfers.
 3. ~~Before a teacher is assigned or transferred to a particular different school, the Principal of the school in question will recommend the assignment or transfer to the Superintendent.~~
 4. ~~Notice of transfer will be given to the teacher as soon as practicable and under normal circumstances not later than July 25.~~
 3. **Teachers who have requested a transfer may submit a letter of interest to the Superintendent for a particular vacant position that matches the teacher's desired preferences. The teacher need not submit a formal application. Upon receipt of a letter of interest, the Superintendent will schedule an interview with the teacher for the vacant position, assuming that the teacher is qualified for the position as determined by the Superintendent.**
-

Article IX.D. Vacancies

1. A list of known vacancies in teaching positions for the following school year will be posted **online and conspicuously in each school building by April 15 and a copy sent to the Union President within 5 school days of the District's decision to fill the vacancy, or 5 business days if the decision is made during the summer vacation.** ~~During the months of July and August, written notices of any such vacancy will be sent to the Union President's home as well as being conspicuously posted when teachers pick up their summer paychecks.~~ The listing will include school, grade, subject(s) and other relevant information, to the extent known, of new positions and/or openings occasioned by the retirement/resignation of personnel.
 2. Teachers desiring to be considered for such positions will submit a letter **of interest** to the Superintendent within ten (10) calendar days of the posting date.
 3. **Teachers currently employed in the District will not have to apply for a vacant position, and will be granted an interview for any vacant position for which he/she is qualified, as determined by the Superintendent.**
-

Article IX.E Promotions.

1. Promotional positions are defined as academic coordinators **and team leaders**, which require greater supervisory responsibility and authority.
 2. ~~Beginning in August 2014,~~ Academic coordinators **and team leaders** will be selected every two years prior to the start of the school year. During the months of July and August, if a vacancy occurs, written notices of any such vacancy will be posted in each school building and also sent to the Union President's home **email** address. No promotional vacancy will be filled except in an emergency within fifteen (15) days from the date the notice is posted in the schools or the giving of notification to the Union President.
 3. All qualified teachers will be given adequate opportunity bi-annually to ~~make application~~ **apply** for such position in writing. The ~~School Board~~ **Principal** agrees to give due weight to the professional background and attainments of all applications including their area of competence, major and/or minor fields of study, quality of teaching performance, and length of service in the Dover School System. The needs of the system will also be considered in the selection. ~~Appointments will be made as soon as possible. All applications will be interviewed by the Principal.~~ If, however, a vacancy occurs during the school year, the successful applicant shall forthwith be notified in writing, but the ~~School Board~~ **Principal** may postpone the actual assignment until the beginning of the school year.
 - ~~4. All current employees who ask for an interview shall be interviewed.~~
 4. If said candidate is not elected by the ~~School Board~~ **Principal**, the ~~vote~~ **decision** will not be reflected in the candidate's employment record.
-

Article X.5 Layoffs and Recall.

All specialists shall be laid off within their specialty area. Specialists as defined in this section shall mean:

Art
Music
Physical Education
Special Education
Speech and Language Therapists
Learning Disabilities Professionals
Physical Therapists
Occupational Therapists
Guidance
Social Workers
Librarians/Media Specialists
Nurses
Reading Specialists
STEM

Specialists for the purpose of this section shall be eligible for layoff and recall throughout grades 1-12 **pre-K through 12** based on their specialty certification. ~~Guidance School~~ counselors and social workers can only fill positions for which they are certified.

.....

ARTICLE XIV DURATION

1. **A. Except as provided in paragraph (b.) below, this Agreement shall be effective as of September 1, 2019 2017, and shall continue in effect until and including August 31, 2022 2019, unless a comprehensive successor/replacement agreement is reached, and ratified, in accordance with Article V (A). This Agreement shall not be extended orally, and it is expressly understood that it shall be automatically renewed and remain in full force and effect unless either notifies the other of its intent to terminate or modify the terms of this Agreement.**

B. The Board and the Union mutually understand and agree that the cost items set forth in the proposed 2019-2022 Agreement must be approved by the legislative body, the City Council, in order to be implemented in accordance with RSA 273-A. The parties further agree that in any given year, if the City Council does not fund, at minimum, the District's operating budget authorized by the Council for the previous year, reduced and increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, the District may choose not to implement the salary schedule for that year and shall compensate employees according to the previous year's salary schedule. For instance, if the legislative body does not provide funding for the 2019-20 operating budget equal to, at minimum, the District's operating budget authorized by the Council for 2018-19, reduced and increased, as the case may be, by debt service, contracts, and other obligations previously incurred or mandated by law, the District may choose not to implement the salary schedule for 2019-20 and shall compensate employees according to the 2018-19 salary schedule. If

the District does not implement the agreed-upon salary schedule in any year of the 2019-2022 Agreement, either party may reopen negotiations for the sole purpose of addressing cost items. Cost items other than the salary schedule shall be funded per the 2019-2022 Agreement until the Parties reach agreement regarding revised cost items in negotiations.

2. The School Board and the Union agree to begin negotiations for a successor Agreement no later than September 10, ~~2021~~ 2018, unless a comprehensive success/replacement agreement is reached, and ratified, in accordance with Article V (A).

Side Bar Agreement**Dover Teachers Union and Dover School District**

The Dover School District ("District") and the Dover Teachers Union ("DTU") seek to jointly study the safety concerns of DTU members regarding the behaviors of students and community members in school buildings and on school property. Therefore, the DTU and the District shall engage in a task force to study teacher safety issues. The Task Force shall consist of the Superintendent or his/her designee, at least one (1) School Board member, and one (1) DTU member from each school in the District. The Task Force shall meet not less than four (4) times in the 2019-2020 school year, and may meet more times if necessary. At the conclusion of the 2019-2020 school year, the Task Force shall make recommendations to the School Board. The Task Force's scope of inquiry shall include a review of the security of District facilities and a review of District policies and procedures pertaining to extreme student behaviors. The Task Force shall make recommendations regarding secure facilities which shall include all associated costs. The Task Force shall also make recommendations regarding existing and/or new policies to address student behaviors. This Agreement shall expire on June 30, 2020.

2019-20

1.00% 19 steps

EXP.	STEP	BA	BA+15	BA+30	MA	MA+15	MA+30
0	1	36,650	37,567	38,506	39,468	40,455	41,466
1	2	37,925	38,873	39,845	40,841	41,862	42,909
2	3	39,244	40,225	41,230	42,261	43,318	44,401
3	4	40,609	41,624	42,664	43,731	44,824	45,945
4	5	42,021	43,071	44,148	45,252	46,383	47,543
5,6	6	43,482	44,569	45,683	46,825	47,996	49,196
7	7	44,994	46,119	47,272	48,454	49,665	50,907
8	8	46,559	47,723	48,916	50,139	51,392	52,677
9	9	48,178	49,383	50,617	51,883	53,180	54,509
10	10	49,854	51,100	52,377	53,687	55,029	56,405
11	11	51,587	52,877	54,199	55,554	56,943	58,366
12	12	53,381	54,716	56,084	57,486	58,923	60,396
13	13	55,238	56,619	58,034	59,485	60,972	62,496
14	14	57,159	58,588	60,052	61,554	63,093	64,670
15	15	59,147	60,625	62,141	63,694	65,287	66,919
16	16	61,203	62,734	64,302	65,909	67,557	69,246
17	17	63,332	64,915	66,538	68,202	69,907	71,654
18	18	65,534	67,173	68,852	70,573	72,338	74,146
19+	19	67,813	69,509	71,246	73,028	74,853	76,725
19+	19	67,813	69,509	71,246	73,028	74,853	76,725

2020-21

1.50% 17 steps

EXP.	STEP	BA	BA+15	BA+30	MA	MA+15	MA+30
0	1	37,500	38,438	39,398	40,383	41,393	42,428
1	2	38,951	39,925	40,923	41,946	42,994	44,069
2	3	40,458	41,469	42,506	43,568	44,658	45,774
3	4	42,023	43,073	44,150	45,254	46,385	47,545
4	5	43,648	44,740	45,858	47,005	48,180	49,384
5	6	45,337	46,470	47,632	48,823	50,044	51,295
6,7	7	47,091	48,268	49,475	50,712	51,980	53,279
8	8	48,913	50,136	51,389	52,674	53,991	55,340
9	9	50,805	52,075	53,377	54,711	56,079	57,481
10	10	52,770	54,090	55,442	56,828	58,249	59,705
11	11	54,812	56,182	57,587	59,026	60,502	62,015
12	12	56,932	58,356	59,815	61,310	62,843	64,414
13	13	59,135	60,613	62,129	63,682	65,274	66,906
14	14	61,423	62,958	64,532	66,145	67,799	69,494
15	15	63,799	65,394	67,029	68,704	70,422	72,183
16	16	66,267	67,924	69,622	71,362	73,146	74,975
17	17	68,831	70,551	72,315	74,123	75,976	77,876
		68,831	70,551	72,315	74,123	75,976	77,876
		68,831	70,551	72,315	74,123	75,976	77,876
		68,831	70,551	72,315	74,123	75,976	77,876

2021-22
2.00% 15 steps

2.00% 15 steps

[illegible]

APPENDIX B EXTRACURRICULAR ATHLETICS and COCURRICULAR ACTIVITIES

All extracurricular athletics and cocurricular activities shall be calculated by % of Column A Step 1.

FOOTBALL

Varsity - Head Coach	5264	14.9%
Asst. Varsity Football Coach	3488	9.9%
Asst. Varsity Football Coach	3488	9.9%
Jr. Varsity Asst. Coach	3488	9.9%
Freshman Coach	3007	8.5%
Freshman Coach	3007	8.5%

BASKETBALL

Varsity - Head Coach – Boys	5264	14.9%
Varsity - Head Coach – Girls	5264	14.9%
Jr. Varsity – Boys	3488	9.9%
Jr. Varsity – Girls	3488	9.9%
Freshman Coach – Boys	3007	8.5%
Freshman Coach – Girls	3007	8.5%
Middle School - Head Coach – Boys	2616	7.4%
Middle School - Head Coach – Girls	2616	7.4%
Middle School - Asst. Coach – Boys	1504	4.3%
Middle School - Asst Coach – Girls	1504	4.3%

BASEBALL

Varsity - Head Coach – Boys	4059	11.5%
Junior Varsity Coach – Boys	2616	7.4%
Freshman	2098	6.0%

FIELD HOCKEY

Varsity - Head Coach – Girls	3458	9.8%
Jr. Varsity – Girls	2407	6.8%
Freshman Coach – Girls	1504	4.3%
Middle School - Head Coach – Girls	1504	4.3%

TRACK

Head Spring Track Coach	4059	11.5%
1st Asst. Coach	2407	6.8%
2nd Asst. Coach	2407	6.8%
Winter Track – Boys	4059	11.5%
Winter Track – Girls	4059	11.5%
Winter Track - Boys/Girls 1st Asst.	1895	5.4%
Middle School Head Coach Boys/Girls	2407	6.8%
Middle School Asst. Coach Boys/Girls	1504	4.3%

LACROSSE

Varsity	2886	8.2%
Jr. Varsity	1895	5.4%

SKI		
Varsity – Alpine	2345	6.7%
SOFTBALL		
Varsity High School – Girls	4059	11.5%
Jr. Vars. High School - Girls	2616	7.4%
Freshman	2098	6.0%
GOLF		
High School - Boys & Girls	1865	5.3%
TENNIS		
High School – Boys	2345	6.7%
High School - Girls	2345	6.7%
Middle School – Boys/Girls	1504	4.3%
CROSS COUNTRY		
High School - Boys/Girls	3127	8.9%
Middle School - Boys/Girls	1504	4.3%
CHEERLEADING		
Fall Cheerleading	4059	11.5%
Winter Cheerleading	4059	11.5%
Fall Cheerleading - Jr. Vars.	2407	6.8%
Winter Cheerleading - Jr. Vars.	2407	6.8%
Middle School - Head Coach	1504	4.3%
SOCCER		
High School – Boys	3458	9.8%
High School - Girls	3458	9.8%
Jr. Varsity - High School - Boys	2407	6.8%
Jr. Varsity - High School - Girls	2407	6.8%
Frosh - Boys	1895	5.4%
Frosh - Girls	1895	5.4%
Middle School - Boys	1895	5.4%
Middle School - Girls	1895	5.4%
ICE HOCKEY		
Head Coach (DHS)	4931	14.0%
Asst./J.V.	3007	8.5%
SWIMMING/DIVING		0.0%
Head Coach	1705	4.8%
		0.0%
CO-CURRICULAR ACTIVITIES		
CATEGORY I:	561	1.6%
CATEGORY II:	916	2.6%
CATEGORY III:	1827	5.2%
CATEGORY IV:	2460	7.0%



DOVER SCHOOL DISTRICT

SAU 11

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

Empowering all Learners

TO: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools
FROM: Libby M. Simmons, Business Administrator
DATE: April 8, 2019
RE: Approval of Bid Award - Bellamy Roof Replacement

On February 1, 2019, working collaboratively with Advanced Roof Management Associates, the District solicited a public bid requesting proposals to replace the roof at Bellamy Academy. Six vendors submitted a proposal on February 13th and those results are noted below:

	Vendor	Base Bid	Line Item Pricing
1	LGR1 Inc. 165 Chelmsford Street Lowell, MA 01851	\$ 129,000.00	\$ 700.00
2	Kevin W. Smith & Son, Inc. 580 Richville Road Standish, ME 04084	\$ 112,500.00	\$ 2,500.00
3	Viking Roofing, Inc. 10 Clinton Drive Hollis, NH 03049	\$ 119,970.20	\$ 1,713.00
4	The Melanson Company 5 Ferry Road Bow, NH 03304	\$ 105,500.00	\$ 1,200.00
5	Skyline Roofing Inc. 861 Page Street Manchester, NH 03109	\$ 81,000.00	\$ 1,400.00
6	Rockwell Roofing, Inc. 44 Pond Street Leominster, MA 01453	\$ 151,975.00	\$ 2,275.00

Advanced Roof Management Associates and Michael Brooks, Facilities Director, have assisted in the review of the bid results. I am requesting that the School Board proceed with an award to **Skyline Roofing, Inc.** in the total amount of **\$82,400**. The funding source for these services is through the School Facilities Capital Reserve Fund.

*Peter R. Wotton
Director of Athletics and
Physical Education
(603) 516-6950*

Dover High School

D Athletics

School Telephone
(603) 515-6900
Fax (603) 516-8784
peter.wotton@dover.k12.nh.us

To: Dover School Board
From: Peter Wotton
Date: April 3, 2019
Re: Cooperative Girls Ice Hockey Request
Cc: Peter Driscoll
Dr. William Harbron

I am writing to request that the Dover School Board considers the attached Cooperative Girls Ice Hockey proposal that has recently been approved by the NHIAA Ice Hockey Committee (April 3, 2019), pending approval by the Dover School Board. The cooperative Girls Ice Hockey proposal asks for a three-school cooperative agreement between St. Thomas Aquinas High School, Winnacunnet High School and Dover High School. If approved by the Dover School Board the NHIAA Classification Committee and the NHIAA Executive Board would also need to approve the cooperative agreement.

As some of you may recall Dover High School and St. Thomas Aquinas High School participated in a cooperative Girls Ice Hockey arrangement from 2007-2008 school year to 2015-2016 school year. The dissolution of the team was a result of a low number of participants between the two schools, coupled with funding difficulties due to the low participation numbers.

Over the past two seasons Winnacunnet and St. Thomas have formed a cooperative Girls Ice Hockey Team, also with marginal participation numbers. As a result of large number of Girls Ice Hockey players graduating from each school (St. Thomas/Winnacunnet) their projected participation numbers are also too low to safely field a team next season.

As a result, the two schools reached out to Dover High School recently in hopes of securing a third school in a cooperative arrangement, thus increasing participation numbers. Over the course of the past few months I have spoken to a number of potential student-athletes and their families and have had sign-ups for potential players at Dover High School and Middle School. To date I expect up to 2 current eighth graders, 6 current ninth graders and 1 current eleventh grader to participate next season. Five of the girls have experience and actively participate in Ice Hockey at this time, two students have some experience but do not actively participate now while two players skate some and have enjoyed the sport but have not played in some time. To conclude I would reasonably expect to field 6 or 7 players from Dover High School next season.

I am asking that you consider approving a 3 year (minimum) cooperative Girls Ice Hockey team, as outlined on the attached document approved by the NHIAA Ice Hockey Committee, with St. Thomas Aquinas High School and Winnacunnet High School to be played out of the Dover Ice Arena. This approval would encompass the 2019-20; 2020-21 and 2021-22 school years.

**St. Thomas, Winnacunnet, Dover
CO-OPERATIVE GIRLS ICE HOCKEY TEAM
PROPOSAL
2019-20; 2020-21; 2021-22**

Saint Thomas Aquinas High School, Winnacunnet High School and Dover High School have reached an agreement to form a cooperative Girls Ice Hockey Team and are asking the New Hampshire Interscholastic Athletic Association (NHIAA) for its endorsement. The agreement will encompass the 2019-20, 2020-21, 2021-22 school years. The rationale to form this cooperative agreement rests with the number of girls ice hockey players each school has. As of April 3, 2019 Saint Thomas expects 6 or 7 participants, Winnacunnet expects 3 participants while Dover expects 6 to 7 for a total of 15-17 players. As a result of these numbers it is clear that the current coop with only St. Thomas and Winnacunnet High Schools would be able to adequately field a team with such low numbers.

As stated in the N.H.I.A.A. handbook By-Law Article III (classification) Section 10: Cooperative Teams: "A Cooperative team shall be defined as an athletic team, which allows two or three (but not more than three) schools to come together to form a team. The purpose of the Cooperative Team is to allow student athletes the opportunity to compete in NHIAA sanctioned athletics that they would otherwise not be able to compete in and to make athletic opportunities available for student athletes. A Cooperative Team would be consistent with the Association's dedication to fairness and competition and would provide opportunities for many students to participate in a wide variety of sports."

1. **Funding for the Sport:** This cooperative program will be divided by ratio between the schools on a per player basis. For example, if the sport costs \$15,000 the year and a total of 15 players play – each school will be responsible for \$1,000 per player. The entire budget including, ice time, officials, transportation, coaching stipends, and equipment, will be divided by the total number of players to find per player cost and then each school will be responsible for their own players' fees.

- **Dover** will fund the sport through a \$1,000 user fee to each student-athlete. All funds are to be deposited with the schools Student Activities Account (Green and White fund and distributed to St. Thomas at the close of the season).
- **Saint Thomas** will fund the sport through a \$600 user fee for each student-athlete and the remaining funding will come from the school's athletic budget which is raised through tuition costs associated with attending St. Thomas.
- **Winnacunnet** is fully funded by the school district.
- Each school will carry liability insurance that encompasses Ice Hockey as a District sponsored activity.

2. **Coaches Eligibility:** Saint Thomas will be responsible for maintaining all records for coaches including membership in N.H.I.A.A. coaches association, first aid, CPR, and coaches' education, and serve as the contact for any issues regarding this issue.

3. **Transportation Arrangements to Practices and Contests:** All practices and games will be at the Dover Ice Arena and players will be responsible for their own transportation to practices and home games. Transportation to away contests will be provided by Saint Thomas busses and the cost will be divided as stated in 1 above.

- Team members will not be dismissed early from school for practice sessions or games unless all other reasonable scheduling arrangements have been exhausted.

4. **Use of Facilities:** As stated in #3 all games and practices will take place at the Dover Ice Arena. The team will, generally, practice 3 times per week prior to the start of school and will play games as per the NHIAA schedule. All busses will depart for away games from the Dover Ice Arena. Team meetings will, on most occasions, take place at the Dover Ice Arena but may, on occasion, take place at either school.

5. **Procedures for Dissolution of the Agreement:** By June 30, 2021 a determination will be made by both schools to continue or dissolve the cooperative arrangement for an additional 2-year period. It is understood that neither school will dissolve the cooperative status unless at least one of the schools has 14 or more players.

6. **Administration of the Program:** Saint Thomas Aquinas High School will act as the administrator of the team. Each school will have their representative student athletes sign their Athletic Expectation Agreement (athletic contract) and abide by those policies laid out in each contract. Additionally, the coaching staff will gain approval of each schools Athletic Administrator specific team rules which will be germane to the program. The approval of specific team rules will take place prior to the programs first official meeting of the season.

- The Dover School Board will vote Monday April 8, 2019 on this matter.

St. Thomas Aquinas, Winnacunnet and Dover High Schools agree to the aforementioned stipulations through the 2021-22 school year.



DOVER SCHOOL DISTRICT SAU 11

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

Empowering all Learners

TO: Members Dover School Board
Dr. William R. Harbron, Superintendent of Schools
FROM: Libby M. Simmons, Business Administrator
DATE: April 8, 2019
RE: Condition of *School* Accounts, March 31, 2019

The monthly General Fund-FY2019 Condition of Accounts as of March 31, 2019 is attached for review.

As of March 31, 2019, the General Fund estimated fund balance is \$403,638.05. Highlights of the report are as follows:

- The estimated revenue deficit of \$104,199 will be offset with savings from wage and benefit accounts, as well as a freeze on non-essential spending on the expense side of the budget.
- Items that are not accounted for in the March report are food service debt and year-end payroll accrual and adjustment entries.
- A suggested use of potential year-end unexpended/unencumbered funds is to request a transfer into the school capital reserve accounts.

The quarterly Special Revenue Fund-FY2019 estimated fund balances as of March 31, 2019 are also attached for review.

As of March 31, 2019, the Special Revenue estimated fund balances are as follows:

Fund 2800 School Cafeteria Fund	\$ 225,802
Fund 3830 School Facilities Fund	\$ 179,523

Fund 282X Federal/State Grant Funds – Please see **NEW** attached report for activity of all open/active federal and state grants.

Fund 2950 Miscellaneous Special Revenue Funds – Please see **NEW** attached report for CTC programs.

GENERAL FUND - FY2019 CONDITION OF ACCOUNTS

REVENUE - ESTIMATED MARCH 31, 2019

Account Description	FY2019 Budget (Adjusted)	Received To Date 3/31/2019	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	Over/ (Under) Budget
Tuition - Regular From Parents	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition - Other NH Districts	\$ 55,792.00	\$ 38,395.37	\$ 22,621.63	\$ 61,017.00	\$ 5,225.00
Tuition - Barrington	\$ 2,426,806.00	\$ 1,814,086.76	\$ 580,821.24	\$ 2,394,908.00	\$ (31,898.00)
Tuition - Nottingham	\$ 1,170,017.00	\$ 689,180.53	\$ 515,336.47	\$ 1,204,517.00	\$ 34,500.00
Tuition - SPED Aides	\$ 270,000.00	\$ 185,107.05	\$ 91,265.95	\$ 276,373.00	\$ 6,373.00
Tuition - CTC - NH Districts	\$ 93,869.00	\$ 48,301.74	\$ 42,208.26	\$ 90,510.00	\$ (3,359.00)
Tuition - CTC - Out of State	\$ 69,000.00	\$ 27,648.14	\$ 26,256.86	\$ 53,905.00	\$ (15,095.00)
Tuition - Bellamy Academy	\$ 198,275.00	\$ 74,437.18	\$ 37,582.82	\$ 112,020.00	\$ (86,255.00)
Other Local Revenue - Districtwide	\$ 25,000.00	\$ 3,288.97	\$ 1,711.03	\$ 5,000.00	\$ (20,000.00)
State Adequate Education Grant	\$ 9,001,485.00	\$ 6,355,156.00	\$ 2,646,328.87	\$ 9,001,484.87	\$ (0.13)
State Kindergarten Program	\$ 295,149.00	\$ 207,279.00	\$ 87,870.80	\$ 295,149.80	\$ 0.80
School Building Aid	\$ 581,114.00	\$ 290,557.15	\$ 290,556.85	\$ 581,114.00	\$ -
Catastrophic/Special Education Aid	\$ 426,868.00	\$ 451,440.19	\$ -	\$ 451,440.19	\$ 24,572.19
CTC Tuition Aid	\$ 245,000.00	\$ 298,679.18	\$ -	\$ 298,679.18	\$ 53,679.18
CTC Transportation Aid	\$ 2,500.00	\$ 1,556.00	\$ -	\$ 1,556.00	\$ (944.00)
Indirect Cost Allocation	\$ 95,000.00	\$ 49,017.45	\$ 30,982.55	\$ 80,000.00	\$ (15,000.00)
ABE Allocation	\$ 39,011.00	\$ 24,597.77	\$ 14,413.23	\$ 39,011.00	\$ -
Impact Aid	\$ 6,000.00	\$ 7,789.33	\$ (1,789.33)	\$ 6,000.00	\$ -
Medicaid Distribution	\$ 600,000.00	\$ 433,601.29	\$ 116,398.71	\$ 550,000.00	\$ (50,000.00)
School - Transfer from Capital Reserves	\$ 342,996.00	\$ -	\$ 342,996.00	\$ 342,996.00	\$ -
Tuition - Preschool Program	\$ 12,000.00	\$ 9,282.00	\$ -	\$ 9,282.00	\$ (2,718.00)
Tuition - Summer School, Elementary	\$ 6,000.00	\$ 4,220.00	\$ -	\$ 4,220.00	\$ (1,780.00)
Athletic Transportation, DMS	\$ 15,000.00	\$ 9,146.20	\$ 5,853.80	\$ 15,000.00	\$ -
Tuition - Summer School, DHS	\$ 3,000.00	\$ 1,500.00	\$ -	\$ 1,500.00	\$ (1,500.00)
Athletic Transportation, DHS	\$ 50,000.00	\$ 36,849.64	\$ 13,150.36	\$ 50,000.00	\$ -
Total Non Tax Revenue	\$ 16,029,882.00	\$ 11,061,116.94	\$ 4,864,566.10	\$ 15,925,683.04	\$ (104,198.96)
State Wide Property Tax	\$ 6,945,209.00	\$ -	\$ 6,945,209.00	\$ 6,945,209.00	\$ -
Local Property Tax	\$ 37,509,752.00	\$ -	\$ 37,509,752.00	\$ 37,509,752.00	\$ -
Total Tax Revenue	\$ 44,454,961.00	\$ -	\$ 44,454,961.00	\$ 44,454,961.00	\$ -
Total Operating Revenue	\$ 60,484,843.00			\$ 60,380,644.04	\$ (104,198.96)

EXPENSES & ENCUMBRANCES - ESTIMATED MARCH 31, 2019

Account Description	FY2019 Budget (Adjusted)	Expenses to Date 3/31/2019	Encumbrances/ Antic. Exp 3/31/2019	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
(1100) Regular Education Programs	\$ 21,566,833.82	\$ 12,694,103.00	\$ 8,850,691.07	\$ 21,544,794.07	\$ (22,039.75)
(1200) Special Education Programs	\$ 11,769,991.34	\$ 7,402,622.70	\$ 4,263,032.97	\$ 11,665,655.67	\$ (104,335.67)
(1300) Career and Technical Education Programs	\$ 1,882,345.50	\$ 1,110,384.05	\$ 693,669.42	\$ 1,804,053.47	\$ (78,292.03)
(1400) Co-Curricular Activities and Athletics	\$ 656,857.49	\$ 450,025.53	\$ 152,761.49	\$ 602,787.02	\$ (54,070.47)
(1600) Adult/Continuing Education Programs	\$ 204,341.00	\$ 148,256.95	\$ 55,814.47	\$ 204,071.42	\$ (269.58)
(2100) Support Services - Students	\$ 4,051,750.76	\$ 2,423,598.72	\$ 1,576,450.55	\$ 4,000,049.27	\$ (51,701.49)
(2200) Support Services - Instructional Staff	\$ 1,123,628.72	\$ 656,440.92	\$ 407,611.08	\$ 1,064,052.00	\$ (59,576.72)
(2300) Support Services - General Admin.	\$ 1,446,885.04	\$ 1,059,231.19	\$ 368,057.11	\$ 1,427,288.30	\$ (19,596.74)
(2400) Support Services - School Admin.	\$ 2,806,338.55	\$ 1,952,527.69	\$ 787,571.33	\$ 2,740,099.02	\$ (66,239.53)
(2600) Support Services - Operation Maint/Plant	\$ 4,802,247.26	\$ 3,559,708.41	\$ 1,235,264.71	\$ 4,794,973.12	\$ (7,274.14)
(2700) Support Services - Student Transportation	\$ 2,723,045.00	\$ 1,679,396.33	\$ 1,073,968.67	\$ 2,753,365.00	\$ 30,320.00
(2800) Support Services - Centralized Services	\$ 1,322,067.40	\$ 943,335.72	\$ 279,625.72	\$ 1,222,961.44	\$ (99,105.96)
(2900) Support Services - Other	\$ 10,001.00	\$ 23,338.71	\$ 11,007.92	\$ 34,346.63	\$ 24,345.63
Fund Transfer to Special Revenue Funds	\$ 27,651.12	\$ 27,650.56	\$ -	\$ 27,650.56	\$ (0.56)
Fund Transfer to Capital Reserves	\$ 115,000.00	\$ -	\$ 115,000.00	\$ 115,000.00	\$ -
Total Operating Expenses	\$ 54,508,984.00	\$ 34,130,620.48	\$ 19,870,526.51	\$ 54,001,146.99	\$ (507,837.01)
School Debt - Principal Payments	\$ 1,891,205.00	\$ -	\$ 1,891,205.00	\$ 1,891,205.00	\$ -
School Debt - Interest Payments	\$ 4,084,654.00	\$ -	\$ 4,084,654.00	\$ 4,084,654.00	\$ -
Total Debt Service	\$ 5,975,859.00	\$ -	\$ 5,975,859.00	\$ 5,975,859.00	\$ -
Total Expenses, Encumbrances and Anticipated Expenses	\$ 60,484,843.00	\$ 34,130,620.48	\$ 25,846,385.51	\$ 59,977,005.99	\$ (507,837.01)
Estimated Operating Revenue over/(under) budget					\$ (104,198.96)
Estimated Net revenue/expenses, unexpended funds/(deficit)					\$ 403,638.05

As of March 31, 2019, estimated unexpended funds for FY2019 is \$403,638.05

**SPECIAL REVENUE FUNDS
ESTIMATED FUND BALANCES
MARCH 31, 2019**

School Cafeteria Fund #2800

Fund Balance:	
06/30/18 Total Fund Balance:	\$ 313,414
Revenue received through 3/31/2019:	\$ 915,861
(Expenditures through 3/31/2019):	\$ (1,267,159)
Subtotal	\$ (37,884)
Estimated Revenue through 6/30/2019:	\$ 568,158
(Reserve for Encumbrances through 6/30/2019):	\$ (304,472)
Estimated Fund Balance 6/30/2019:	\$ 225,802

School Facilities Fund #3830

Description	Field User Fees	Facilities	Facilities (Primex Claims)	Athletics	Parking Lots	Estimated Ending Fund Balance:
Fund Balances:						
06/30/2018 Total Fund Balance:	\$ 2,942	\$ 20,035	\$ -	\$ 17,009	\$ 144,476	\$ 184,462
Revenue through 3/31/2019:	\$ 5,000	\$ 59,189	\$ -	\$ 22,696	\$ 55,635	\$ 142,521
(Expenditures through 3/31/2019):	\$ -	\$ (60,662)	\$ -	\$ (26,014)	\$ (36,181)	\$ (122,856)
Subtotal	\$ 7,942	\$ 18,563	\$ -	\$ 13,691	\$ 163,930	\$ 204,127
Estimated Revenue through 3/31/2019:	\$ 500	\$ 9,000	\$ -	\$ 2,400	\$ -	\$ 11,900
(Reserved for Encumbrances through 3/31/2019):	\$ -	\$ (24,475)	\$ -	\$ (2,997)	\$ (9,032)	\$ (36,503)
Estimated Fund Balance 6/30/2019:	\$ 8,442	\$ 3,088	\$ -	\$ 13,094	\$ 154,898	\$ 179,523

PROJECT ACTIVITY REPORT FOR (OPEN/ACTIVE) FEDERAL & STATE PROJECTS AS OF MARCH 31, 2019

Project Manager	Project Number	Project Title	Fiscal Period	FY18 Estimated Budget	Actual Amount to Date	Unexpended Balance	Reimbursements	Cash Received	Cash Balance	Total Disbursements & Reimbursements	Unexpended Balance	% of Funds Reimbursed
2821 Paula Glynn	90078	TITLE I, PART A	7/25/18-8/31/19	\$ 915,134.07	\$ 762,512.03	\$ 152,622.04	\$ 337,014.43	\$ 418,515.29	\$ 488,619.78	\$ 713,084.51	\$ 713,084.51	78%
	Pending	TITLE I, PART D	10/30/18-9/30/19	\$ 72,702.75	\$ 71,777.34	\$ 925.41	\$ -	\$ -	\$ 72,702.75	\$ -	\$ -	0%
		Total		\$ 987,836.82	\$ 834,289.37	\$ 153,597.45	\$ 337,014.43	\$ 418,515.29	\$ 571,322.53	\$ 713,084.51	\$ 713,084.51	78%
2822 Paula Glynn	94819	TITLE II, PART A	8/11/17-9/30/19	\$ 208,082.31	\$ 201,936.64	\$ 6,145.67	\$ 3,237.83	\$ 180,548.88	\$ 28,543.45	\$ 188,658.32	\$ 188,658.32	89%
	90187	TITLE II, PART A	8/23/18-9/30/20	\$ 187,064.09	\$ 186,874.86	\$ 189.23	\$ 53,332.81	\$ 75,879.09	\$ 111,185.00	\$ 140,463.17	\$ 140,463.17	75%
	80923	TITLE III, ESOL	9/7/17-9/30/19	\$ 22,286.94	\$ 16,134.34	\$ 6,152.60	\$ -	\$ 9,752.19	\$ 12,834.75	\$ 9,752.19	\$ 9,752.19	44%
	80903	TITLE II, IMMIGRANT CHILDREN & YOUTH	6/20/18-9/30/19	\$ 3,611.46	\$ 2,458.19	\$ 1,153.27	\$ -	\$ -	\$ 3,611.46	\$ -	\$ -	0%
	90181	TITLE III, ESOL	8/30/18-9/30/20	\$ 23,475.19	\$ 14,800.20	\$ 8,674.99	\$ -	\$ 688.95	\$ 22,786.24	\$ 688.95	\$ 688.95	3%
	Pending	TITLE IV, PART A	8/30/18-9/30/19	\$ 88,934.07	\$ -	\$ 88,934.07	\$ -	\$ -	\$ 88,934.07	\$ -	\$ -	0%
		Total		\$ 534,454.06	\$ 422,202.23	\$ 112,251.83	\$ 56,070.64	\$ 286,997.99	\$ 267,594.97	\$ 337,568.63	\$ 337,568.63	63%
2823 Lisa Danley	93119	Vocational	7/1/18-8/21/19	\$ 128,144.67	\$ 128,144.67	\$ -	\$ 23,784.18	\$ 64,657.73	\$ 61,486.94	\$ 94,944.87	\$ 94,944.87	75%
	93189	PERKINS IV PROGRAM IMPROVEMENT	9/24/18-9/30/19	\$ 41,500.00	\$ -	\$ 41,500.00	\$ -	\$ -	\$ 41,500.00	\$ -	\$ -	0%
	93285	PERKINS MATH IN CTE	7/1/18-6/30/19	\$ 169,291.87	\$ 168,291.87	\$ 1,000.00	\$ 23,821.91	\$ 124,882.56	\$ 44,409.31	\$ 160,443.63	\$ 160,443.63	95%
		Total		\$ 336,936.54	\$ 336,936.54	\$ -	\$ 47,606.09	\$ 189,540.29	\$ 147,396.25	\$ 255,388.50	\$ 255,388.50	76%
2824 Deanna Strand	97009	Adult Basic Education	7/1/18-6/30/19	\$ 375,294.66	\$ 375,294.66	\$ -	\$ 78,748.22	\$ 186,351.81	\$ 188,942.85	\$ 291,396.39	\$ 291,396.39	70%
	97604	ADULT BASIC EDUCATION	7/1/18-6/30/19	\$ 29,830.72	\$ 29,830.72	\$ -	\$ 12,458.15	\$ 3,460.18	\$ 26,370.54	\$ 17,101.35	\$ 17,101.35	57%
	97422	ADULT DIPLOMA PROGRAM	7/1/18-6/30/19	\$ 64,789.00	\$ 64,789.00	\$ -	\$ 14,808.98	\$ 25,576.81	\$ 39,212.39	\$ 43,585.65	\$ 43,585.65	67%
	97411	ADULT LEARNER SERVICES	7/1/18-6/30/19	\$ 83,794.13	\$ 83,794.13	\$ -	\$ 54,992.23	\$ 21,245.07	\$ 34,082.44	\$ 76,237.30	\$ 76,237.30	91%
	97109	ENGLISH AS A SECOND LANGUAGE	7/1/18-6/30/19	\$ 226,149.71	\$ 226,149.71	\$ -	\$ 134,343.31	\$ 118,557.22	\$ 107,592.49	\$ 181,866.85	\$ 181,866.85	80%
	97701	INTEGRATED EDUCATION & TRAINING	7/1/18-6/30/19	\$ 13,922.11	\$ 13,922.11	\$ -	\$ 988.05	\$ 3,630.73	\$ 10,281.38	\$ 4,855.98	\$ 4,855.98	35%
	97501	INTEGRATED EL/CIVICS EDUCATION	7/1/18-6/30/19	\$ 14,445.57	\$ 14,445.57	\$ -	\$ 7,035.11	\$ 4,405.18	\$ 10,040.39	\$ 13,123.70	\$ 13,123.70	91%
		Total		\$ 804,225.90	\$ 804,225.90	\$ -	\$ 303,362.05	\$ 391,693.42	\$ 416,532.48	\$ 626,167.32	\$ 626,167.32	77%
2826 Christine Boston	82595	Special Education	7/1/17-9/30/19	\$ 851,203.85	\$ 851,203.85	\$ -	\$ 3,720.02	\$ 808,733.86	\$ 83,001.78	\$ 813,453.88	\$ 813,453.88	91%
	92626	IDEA/PRESCHOOL	7/1/18-6/30/20	\$ 85,714.89	\$ 85,714.89	\$ -	\$ 267,851.46	\$ 487,156.24	\$ 408,558.85	\$ 825,868.63	\$ 825,868.63	92%
		Total		\$ 1,706,918.74	\$ 1,706,918.74	\$ -	\$ 2,243,571.98	\$ 1,295,358.31	\$ 491,560.43	\$ 1,639,320.51	\$ 1,639,320.51	93%
		Total Federal Grants - Fiscal Year 2018-2019:		\$ 4,454,383.08	\$ 4,131,286.13	\$ 323,096.95	\$ 918,154.89	\$ 2,559,978.40	\$ 1,894,406.86	\$ 3,573,529.47	\$ 3,573,529.47	80%

PROJECT ACTIVITY REPORT FOR 2018-2019 SPECIAL REVENUE FUND (CTC PROGRAMS) AS OF MARCH 31, 2019

Field	Project Number	Project Title	Fiscal Period	FY18 Estimated Budget	Actual Amount to Date	Unexpended Balance	Reimbursements	Cash Received	Cash Balance	Total Disbursements & Reimbursements	Unexpended Balance	% of Funds Reimbursed
2850 Lisa Danley	07809	Building Trades	7/1/18-6/30/19	\$ 5,000.00	\$ 450.00	\$ 4,550.00	\$ 145.17	\$ 7,943.53	\$ 595.17	\$ 7,348.36	\$ 7,348.36	
	07815	COSMETOLOGY	7/1/18-6/30/19	\$ 10,000.00	\$ 378.88	\$ 9,621.12	\$ 6,797.12	\$ 12,826.82	\$ 7,176.01	\$ 5,750.81	\$ 5,750.81	
	07822	GOURMETS TABLE	7/1/18-6/30/19	\$ 10,000.00	\$ 682.39	\$ 9,317.61	\$ 1,843.16	\$ 7,274.03	\$ 2,525.55	\$ 4,748.48	\$ 4,748.48	
	07866	WELDING (NEW FY19)	7/1/18-6/30/19	\$ -	\$ -	\$ -	\$ -	\$ 13.67	\$ -	\$ 13.67	\$ 13.67	
	07867	SCHOOL STORE	7/1/18-6/30/19	\$ 10,000.00	\$ 1,998.05	\$ 8,001.95	\$ 7,853.58	\$ 19,184.88	\$ 9,849.63	\$ 9,335.25	\$ 9,335.25	
	07887	ANIMAL SCIENCE	7/1/18-6/30/19	\$ 5,000.00	\$ 916.98	\$ 4,083.02	\$ 4,085.59	\$ 5,671.03	\$ 5,002.55	\$ 668.48	\$ 668.48	
	07889	AUTO COLLISION	7/1/18-6/30/19	\$ 5,000.00	\$ -	\$ 5,000.00	\$ 5,256.39	\$ 6,718.83	\$ 5,256.39	\$ 1,463.54	\$ 1,463.54	
	07900	AUTO TECH	7/1/18-6/30/19	\$ 9,000.00	\$ 2,527.88	\$ 6,472.12	\$ 9,646.34	\$ 15,292.14	\$ 12,176.00	\$ 3,116.14	\$ 3,116.14	
		Total		\$ 54,000.00	\$ 6,985.10	\$ 47,014.90	\$ 34,839.35	\$ 75,026.03	\$ 42,581.30	\$ 32,444.73	\$ 32,444.73	
		Total Special Revenue Fund (CTC) - Fiscal Year 2018-2019:		\$ 54,000.00	\$ 6,985.10	\$ 47,014.90	\$ 35,628.35	\$ 75,026.03	\$ 42,581.30	\$ 32,444.73	\$ 32,444.73	



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, April 15, 2019

SUPERINTENDENT REPORT

The Superintendent's Board Report purpose is to: (1) inform the Board on my position and recommendations pertaining to Board meeting agenda items; (2) inform the Board of significant issues as they relate to the Board; and (3) inform the Board of informational items pertaining to the Dover School District.

BOARD AGENDA ITEMS

Research Request - An examination of the Correlation Between Administrator Special Education Knowledge their Support of Teachers and the Self-efficacy Level of Teachers of Special Needs Students – If the research request meets the established criteria of the Board Policy, I believe the research request should be given consideration. I am reluctant considering the time of the year and the number of items on the spring agenda. Time capacity of the participants must be considered.

Research Request – Ethics Training, Ethical Decision-Making, and Interdisciplinary Collaboration in Preservice Teacher Education and in Practice – If the research request meets the established criteria of the Board Policy, I believe the research request should be given consideration. I am reluctant considering the time of the year and the number of items on the spring agenda. Time capacity of the participants must be considered. It is noted that selected participants can elect not to complete the survey.

Research Request – An Examination of High School Unified Physical Education Program – If the research request meets the established criteria of the Board Policy, I believe the research request should be given consideration. I am reluctant considering the time of the year and the number of items on the spring agenda. Time capacity of the participants must be considered. It is noted that selected participants can elect not to complete the survey.

Resignations/Retirements – I recommend the Board approve the resignations and retirement withdrawal, as listed.

Leaves of Absence – I recommend the Board approve the leaves of absences as listed with the following noted: This is James Walker's request for a second concurrent leave of absence.

Job Shares - None

Nominations – None

Extended Trips - I recommend the Board approves the following extended trips:

- Final Approval – DMS 9th Grade to Washington, D.C., May 28 – June 1, 2019
- Final Approval – DHS Baseball to Cooperstown, April 20-21, 2019

Donations - I recommend the Board approve the April donations.

POLICY – CHANGES – PROPOSALS - ADOPTIONS

- Second Reading: BA – Bylaws of the Dover School Board – The Bylaw has been reviewed and adjustments made in the following areas:
 - ✓ Duplications removed pertaining to the five-minutes limit with the Public Forum



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- ✓ Adoption of the Agenda before the Public Forum
- First Reading: EFD – Meal Charging Policy

OLD BUSINESS

SAU #56 Obtainment of SAU Services

Keith Holt and I had the opportunity to meet with Dr. Robert Gadomski, Superintendent of SAU #56. Dr. Gadomski provided an overview of the SAU situation for Somersworth School District and the Rollinsford School District. Both Districts have formed study committees that examine the various options for the District. Rollinsford School District sends grades seven through twelve to Marshwood School District – approximately 300 students. Rollinsford School houses grades kindergarten through 6 which is less than 300 students. The Rollinsford Committee started their work on March 27. Rollinsford will require the support of a Business Office and a Superintendent. The Rollinsford District would have approximately \$185,000 available to invest in SAU services. The deadline for the Rollinsford District plan is March 2020.

NEW BUSINESS

DTU Teacher Agreement – I recommend the Board ratify the DTU Teacher Agreement with the condition that the City Council must provide the funding to support the financial obligations of the agreement.

Award of Bellamy Academy Roof Replacement – I recommend the Board award the contract for the Bellay Academy Roof Replacement to Skyline Roofing, Inc.

Cooperative Girls Ice Hockey Proposal Approval – I have spoken to Peter Wotton and am in support of the proposal. There will be no cost to the district.

Conditions of Account – I recommend the Board approve the conditions of accounts.

INFORMATIONAL:

Committee Work – District committee updates:

- **Curriculum Planning Council** – Update on K-12 Literacy (3/7/19) Math K-12 (4/4/19)
- **Data Committee** – Discussed the community dashboard and what will be presented to the board
- **Teaching and Learning Committee** – Discussed the profile of a graduate and the categories that graduates fall into

Center for Education Equity – The first planning session had approximately fifty participants consisting of students, teachers, administrators, parents, community members, board members and city councilors who participated. The second session was held Monday, April 8. A third date will be selected. The focus is to develop a long-term plan to address racism, bias, and prejudice in the Dover School District.

Action to Date: Starting December 2018 to current, the District has engaged in the following to start to address the issue of white privilege, racism, prejudice, and bias:



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- Winter 2018 – Superintendent attended a series of training on white privilege. See information that follows:

✓ Program Description

Leadership Learning Exchange for Equity

True equity for all Americans is hampered by multiple forms of discrimination, including systemic racism. Racism is not just about individual acts of meanness. It also includes those invisible systems that confer advantage on people who are white and can subsequently oppress people of color. These invisible systems have concrete results on the social, economic, and political health of the Granite State. But they are subtle and difficult to unravel and understand. Dismantling individual and systemic forms of racism is both a moral and economic imperative. Based on recent interviews with leaders of color in New Hampshire, we have a better understanding that racial equity can only be achieved when people who are considered white “do their own work” to better understand how the advantages they possess contribute to racial bias and discrimination. Therefore, the Endowment for Health has created a Leadership Learning Exchange for Equity to bring together leaders who are white to reflect, learn and act to address racial bias and discrimination. This work is being done in parallel to efforts with leaders of color in NH.

In the Leadership Learning Exchange for Equity, 25-30 participants engage over multiple sessions in constructive, reflective conversations focused on their capacity as leaders and community members to examine and understand racial bias and systemic racism. Opportunities are provided to reflect, learn, and act to address racism in a facilitated, safe, yet challenging environment. We explore the work of our “head, heart, and hands” that is necessary to become skilled allies and thoughtful leaders who better understand the complicated dynamics of systemic racism. We are working to be genuine partners with each other and colleagues of color to advance equitable outcomes in the Granite State. Our ultimate goal is for New Hampshire to be a place where everyone can reach their full potential.

- July 2018 – Current – Dover Leadership Team inclusive of Superintendent, Assistant Superintendents, Directors, Principals, and Deans participated in training on White Privilege, Racism, Prejudice Bias. Following the July half-day session, monthly 90 minutes sessions were held except for February 2019.
- February 19 – Leadership Team meeting with Phil Fogelman, Director of the ADL New England Region, and members of his team to learn of the services that can be provided by the ADL New England.
- March 18, April 8, and TBD – Center of Education Equity with the U.S. Department of Education provides facilities a three-day planning session to develop a long-term plan to address white privilege, racism, prejudice, and bias. The planning group included administrators, teachers, students, parents, community members, Dover School District board members, city councilors, and agency representatives. The following was communicated by Michelle Nutter on March 14, 2019:

For the meeting itself, I will be present along with my colleague, Dr. Daryl Williams, from CEE. Our plan for this first meeting is to have you and other stakeholders provide an update on the situation (whatever can be shared in the group, depending on the roles of attendees), and then do a visioning exercise with the attendees to identify



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what healing for Dover School District and its community will look like, feel like, sound like, etc. This will help us identify the over-arching goals for our work together. Once we have an agreed-upon shared vision, we will then move to a discussion of creating the road map to achieve the vision. Daryl and I will make recommendations based on research and best-practices in addressing and responding to acts of bias or actions that create mistrust and distrust. The suggested actions will be ones that the district takes, steps that CEE will take, and tasks that other partners will take.

We would like to have an initial action plan (including a rough time line) by the end of the meeting. This document will be useful in determining who is responsible for which tasks, at what times, etc. It will also allow CEE to create a Scope of Work and Contract for the training and technical assistance activities that we will provide for your district.

- Community Sessions – Two community sessions were held on Racism.
 - ✓ Racism – January 9, 2019 – Dover High School – Over 200 participants
 - ✓ Racism – February 16, 2019 – Wentworth Douglas Hospital – ten participants
 - ✓ The Adult Learning Center in partnership with NH Listens is holding a community conversation on April 17, 6-9 pm in Room 220 at the McConnell Center.
- Initiated conversations with the University of New Hampshire on the recruitment of educators from minority groups.
- Paraprofessional Training on White Privilege, Racism, Prejudice, and Bias – Full Day – March 22, 2019
- Formation of the Dover High School DREAM Team.
 - ✓ Held a full-day workshop on April 4th as a means of doing equity work, identity development, and facilitation training for the group. For this day we invited a student group from Oyster River High School who also has a student organization similar to DREAM called the Diverse Student Union (DSU)- Our two schools are looking to partner with some of this equity work.
 - ✓ On April 12th, 20 students will be attending the ADL Summit in Boston.
 - ✓ People and organizations that we have worked with this year include:
 - ACLU
 - UNH Office of Multicultural Affairs
 - Great Schools Partnership
 - NH Listens
 - UNH Students
 - Parents of color
 - NAACP (in progress)



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- Michele Holt-Shannon and Mo Nunez will be working with the Dover High School English Department and Social Studies Department on working with issues surrounding racism and white privilege.
- Michele Holt-Shannon and Mo Nunez will be offering after school sessions for Dover High School Faculty.

Professional Development Task Force – The first meeting of the Task Force was held on March 13, 2019. The Task Force began the initial work of reviewing the literature, developing values to guide professional learning, and defining professional learning. The second meeting of the Task Force was held on Wednesday, April 10th.

Suicide Prevention – On the District Webpage, the District has introduced information pertaining to suicide prevention as well as several hotlines to seek additional help and support.

I am also working with Suzanne Weete, Community Partners, to develop a community conversation about suicide and prevention. Suzanne Weete has reached out to date to several individuals that are interested in participating in the conversation.

Mid-Year Strategic Plan Reviews – The schools conducted a mid-year review of their first-year implementation plan for the Five-Year Strategic Plan. Attached are the forms used to capture what has been accomplished and what is targeted to be completed during the second semester.



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OBJECTIVE 1.1 – STUDENT VOICE	We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Compass team met to discuss schedule needs	Create new schedule that address student needs – academic, physical, SEL. Team meets on 3/6 initially.	June 2019
	Identify areas students have leadership roles	April 2019
	Identify areas of student leadership opportunity	June 2019
Compass team met to discuss curriculum maps, decided that curriculum committees are currently working on this. Need more info/direction from curriculum.		
OBJECTIVE 1.2 – STUDENT SUPPORT & WELLNESS	We will enhance support and wellness for all students through purposeful engagement in school and community based activities.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
	Identify current and potential community agencies to create partnerships, which benefit students.	April 2019
	Identify current and potential community agencies to create partnerships which benefit students.	June 2019
OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Staff working to identify best areas for SEL learning. K/UNH partnership, individual inquiries, etc.	Staff working to create continuity and coherence through the building around SEL/behavior, support.	Ongoing/June 2019
Compass team discussing staff needs. Staff meetings addressing current needs and concerns of staff.	Continue to learn and address staff needs to better support student needs.	Ongoing/June 2019
	Identify what resources are currently in place and work with community agencies to add what is needed to best support students.	April 2019



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	Identify areas within the school day to allow students opportunities for movement and social interaction. Identify areas to increase this opportunity.	
OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
	Identify opportunities students currently have to share their learning.	June 2019
Some staff have had Responsive Classroom Level 2 training on student voice and choice.	Continue to plan for PD funds for staff to attend responsive classroom training. Investigate having some PD on student voice and choice.	Ongoing/June 2019



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HORNE STREET SCHOOL

OBJECTIVE 1.1 – STUDENT VOICE	We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
	Finalize definitions of voice and choice	June, 2019
Development of voice and choice continuum	Refine voice and choice continuum	June, 2019
Creation of digital voice and choice binder	Refine digital voice and choice binder	June, 2019
Evaluation of current schedule	Development of 2019-2020 schedule that best supports student needs	June, 2019
Research of schedules to support student needs	Reallocation of current staffing resources	
	Identify areas for student voice and choice within 2019-2020 schedule	
Increase awareness of student leadership opportunities (small bites)	List of leadership opportunities for students	June, 2019
	Focus group- increasing understanding around how to teach at a higher Depth of Knowledge – how to foster student understanding of DOK (research and exploration level)	June, 2019
OBJECTIVE 1.2 – STUDENT SUPPORT & WELLNESS	We will enhance support and wellness for all students through purposeful engagement in school and community based activities.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Initial development of list/data base of current and potential student support and wellness agencies.	List/data base of current and potential student support and wellness agencies (shared with families, posted on website)	June, 2019
Ongoing – HSS publicizing community activities and events	Stick count of number of community activities and events publicized within HSS correspondences	June, 2019
OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE



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HORNE STREET SCHOOL

PEAS (Physical, Emotional, Academic, Social) conversation – defined for staff at HSS		October, 2018
Initial development of list/data base of current and potential student support and wellness agencies.	List/data base of current and potential student support and wellness agencies (shared with families, posted on website)	June, 2019
	Student Mental Health training (for staff)	June, 2019
	Stick count for number of times per day teachers provide for intentional movement and social breaks/interactions	June, 2019
	Focus group – develop a strategy bank for teachers to use to foster regulation skills and movement breaks (i.e. sensory pathway)	June, 2019
Development of PLCs (Professional Learning Communities) to provide structure for and foster professional conversations around student achievement.		January, 2019
OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
	Staff identify current number of assessments that provide for student voice and choice (stick count)	June, 2019
	Focus group – creating a visual for students to use to understand achievement (track growth and progress) and increase ownership over learning	June, 2019
	Kindergarten Teachers – UNH Outreach – identify areas for student voice and choice within play-based context	June, 2019



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WOODMAN PARK SCHOOL

OBJECTIVE 1.1 – STUDENT VOICE	We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
WPS Voice and Choice (current practices and ways to increase), December	Play Based Learning with Kindergarten/UNH, report out, April	April
WPS PBIS Green Team to brainstorm and pilot ways to increase student leadership roles, November		
OBJECTIVE 1.2 – STUDENT SUPPORT & WELLNESS	We will enhance support and wellness for all students through purposeful engagement in school and community based activities.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Family Conferences, November	Second Grade Report Out on Literacy Pilot, April	April
District PD, Dyslexia, January	WPS Community Collaboration: list and Evaluate, May	May
Monthly Family Events to determine family participation percentage, all year	Monthly Family Events to determine family participation percentage, all year	Each Month
Enrichment Mini-Clubs run by outside organizations, September-November	Enrichment Mini-Clubs run by outside organizations, February through May by UNH Hamel Scholars	Each Month
WPS Wellness Committee has weekly and monthly health activities for Staff, September through June	Engage with community agencies to offer community-based wellness activities to students, WPS Wellness Committee, April	April
OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Play Works Revisited and implemented, September	District PD: Social Emotional Learning, May	May
Zones of Regulation Training, September		
District PD: Social-Emotional Learning, October		



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WOODMAN PARK SCHOOL

Trauma Informed Care (Community Partners), January		
Classroom Movement Breaks, February		
OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
PBL: What it is and is not, October	District, ED CAMP on PBL and Engagement, March	March
DOK review, staff meeting, November	WPS Inquiry Question Final Report out by staff, May	May
	Each WPS grade level to complete one PBL unit, By June	June

OTHER AS IT RELATES TO THE STRATEGIC PLAN

Completed

- 1.3 After School Program can offer options that involve CTE opportunities, February
- 1.4 SILT: Poll Families on preferred forms of communication with WPS, September
- 1.4 WPS PTO Explore opportunities to have community members become guest speakers/judges for school lessons/events, October
- 1.5 WPS PTO to increase stakeholder attendance at PTO meeting/events, October
- 2.3 Learning Target Committee met September, October, November, December
- 2.5 Christy Prosser led an IT reflection staff activity, November

Targeted for Second Semester

- 1.3 Door decoration with staff's post-secondary school, March
- 1.3 SOCC after school program to tour the DHS CTC, May
- 1.3 After School Program SOCC can offer options that involve CTE opportunities, implemented, May
- 1.3 After School Enrichment Program, Mini-clubs can offer options that involve CTE opportunities, implemented, May
- 1.5 WPS PTO to increase stakeholder attendance at PTO meeting/events, reflection, May
- 2.3 Using data/screeners to drive instruction with student examples, March
- 2.3 Learning Target Committee to meet in February, March, April, May



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DOVER MIDDLE SCHOOL

OBJECTIVE 1.1 – STUDENT VOICE	We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Social/Emotional Advisory lessons added		
C3 framework- Implemented 1 st unit	2 nd C3 unit to be implemented by Social Studies classes	June 2019
Gallup Poll Administered	Professional development on engagement and Hope	June 2019
Restorative Justice PD for Admin	Professional Development for staff on restorative justice	April 2019
	Design Team to shadow students, visit schools and begin schedule creations using input from team and others	December 2019
Professional development on Learning Objectives	All teachers post and use learning objectives in daily or unit instruction	continuous
Professional Development on DOK	Teachers increase DOK in instruction	continuous
Implementation of Professional Conversations	Teachers will use PC time for increasing instructional DOK and creating assessment choices and rubrics as needed	June 2019
OBJECTIVE 1.2 – STUDENT SUPPORT & WELLNESS	We will enhance support and wellness for all students through purposeful engagement in school and community based activities.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Community meeting for after school programming- coordinator funding and transportation		
Data collection for after school program participation	Collect data on after school programs (to publish on webpage), analyze participation data and create survey for parent input	December 2019
OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
SOS programming in 7 th grade		
Research on new recess activities	New Recess game in spring (Gaga Ball)	May 2019
	Promoting movement and social interactions in the classroom	



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DOVER MIDDLE SCHOOL

2 events of Face to Face Conversations- New programming to meet the needs of the school community		
OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Increased Student choice in ENCORE		
	Design Team work on student schedule	December 2019



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DOVER HIGH SCHOOL

OBJECTIVE 1.1 – STUDENT VOICE	We will enhance student voice by creating a student-driven environment that allows all students to have meaningful input and choice into their learning program.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Student government has worked on use of spaces in the building	Student review of policies- parking, dress code	5/31/19
	Document examples of student choice and voice in lessons and use of project-based learning	5/31/19
OBJECTIVE 1.2 – STUDENT SUPPORT & WELLNESS	We will enhance support and wellness for all students through purposeful engagement in school and community based activities.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
Mental health speakers, programming, and professional development	Articulate website responsibilities	4/19/19
	Student Survey in Advisory	4/19/19
OBJECTIVE 2.1 – SOCIAL, EMOTIONAL, PHYSICAL	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE
LDAC Services	Advisory Committee/Flex	5/31/19
Collaboration with Community Partners	Wellness Fair	11/19
OBJECTIVE 2.2 – STUDENT ENGAGEMENT IN LEARNING	We will support the overall health and well-being of all students and staff.	
ACCOMPLISHED FIRST SEMESTER	TARGETS FOR SECOND SEMESTER	TARGET DATE



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DOVER HIGH SCHOOL

ELO Process updated in Program of Studies	Internally articulate ELO responsibility	5/31/19
ELOs piloted	Continue to support project-based learning and competency-based learning activities	6/15/19
	Focus groups on student voice and choice	5/31/19