



**DOVER SCHOOL  
DISTRICT**

## **DOVER SCHOOL BOARD – AGENDA**

|                   |                                        |
|-------------------|----------------------------------------|
| Meeting Type:     | Special Session #6                     |
| Meeting Location: | Media Center (Rm 306) McConnell Center |
| Meeting Date:     | Tuesday, January 7, 2020               |
| Meeting Time:     | 6:00 P.M.                              |

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM (Limited to Agenda Items Only)**
- F. RESEARCH REQUEST – An Examination of a High School Unified Physical Education Program**
- G. RESOLUTIONS**
  - 1. Transfer Funds to the School Curriculum and Capital Reserve Funds**
- H. BUDGET PRESENTATION**
- I. 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.*

# University of New Hampshire

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

23-Dec-2019

Grenier, Michelle A  
Kinesiology  
New Hamps Hall Rm 213  
Durham, NH 03824-2534

**IRB #:** 8167

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

**Approval Date:** 16-Dec-2019

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study.

**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](mailto: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



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 PE.

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 (Cervantes, Lieberman, Magnesio, & Wood, 2013). 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 (De Bortoli et al., 2010).

**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 PE program.
- To identify the PE teacher's, paraprofessional's, classroom and special education teacher's perspectives on the Unified PE Program.
- To observe an established Unified PE program first-hand.

### **Setting**

Mr. Matthew Patey, doctoral student, will conduct this study at two Unified PE classes at Dover High School in Dover, NH under the supervision of Dr. Michelle Grenier (UNH) and Dr. Ali Brian (UofSC). Mr. Patey, Dr. Grenier and Ms. Mary J. Hippert (PE teacher at Dover HS) will actively recruit students-both with and without disabilities, paraprofessionals, classroom and special education teachers from the school. The PE teacher and the school principal (see letter of approval) has granted approval for the study. Mr. Patey and Dr. Grenier seeks permission to interview 1 physical education teacher, 3 paraprofessionals, 1 special education teacher, 1 classroom teacher, and 24 students with and without disabilities in the Unified PE class.

Ms. Hippert teaches Dover's Unified PE course, and also 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 PE classes contain both students with and without disabilities. The classes meet from 9:05-10:25, 10:30-11:10, and 11:15-12:25 on Green Days and 10:30-11:10, and 11:15-12:25 on White Days, with each day alternating on "Green" and "White" days. See Table 1 for details of the data collection schedule for each day in the school.

Students without disabilities act as "mentors" or peer supports to students with disabilities who are "mentees". There are 10 "mentors" and 15 "mentees" in each class. 15 of the "mentees" attend both White and Green days on the schedule. 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, Centronuclear Myopathy, Scoliosis, Traumatic Brain Injury, Visual Spatial

1 Impairment. All students have the capacity to respond to commands and participate in the class. All students  
2 are also able to engage in conversation and comprehend questions posed to them as well as the responses  
3 provided by peers and teachers. Paraprofessionals, on occasion accompany their students in Unified PE  
4 class.

5 Mentees (students with disabilities) work toward achieving lifelong personal wellness habits by  
6 fitness training and learning positive health skills daily. Mentors (students without disabilities) practice  
7 develop mentoring skills by helping classmates in the development of habits of healthy living through  
8 modeling, verbal cueing and active engagement in the class. The PE teacher conducts training for partnered  
9 peers, informally at the beginning of each semester through a series of conversations between the teacher  
10 and students. Training address types of appropriate behaviors, social, verbal and visual cues to facilitate  
11 communication. The curriculum for the program follows a typical PE and wellness curriculum that includes  
12 cooperative games, dance, and fitness instruction.

13

## 14 **DATA COLLECTION**

15 **Daily Journal.** Reflective journal entries. Mr. Patey will record his thoughts and feelings on the classroom  
16 instruction and the interactions between the “mentors” and “mentees,” paraprofessionals and the PE teacher,  
17 as well as the entirety of the research process (e.g., how students respond to my presence). Mr. Patey will  
18 record his reflective thoughts after each class in a daily journal. Mr. Patey will only include those students  
19 who have consented to the research in the daily journals. Mr. Patey will write daily journals in a Microsoft  
20 word document and he will upload each document to the **UNH Box**, in a shared folder. Only research  
21 personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared  
22 folder.

23

24 **Observations and Fieldnotes.** Classes meet two or three times a week depending on the block schedule  
25 rotation. Mr. Patey will conduct participant observations and fieldnotes upon each visit to the site (see Table  
26 1 for details of observation schedule). Mr. Patey will conduct these observations daily, for 2 weeks, in the

gymnasium, in effort to glean the essence of student socialization, affect, and school culture, which will help inform prompts and questions for one-on-one and focus group interview questions (Creswell & Poth, 2017; Patton, 2015). Mr. Patey will take fieldnotes, which will include initial analysis of any emergent phenomena, the contexts of focus group and one-on-one interviews and preliminary observations about interviewees' responses, including their emotional state, body language, and other nonverbal cues (i.e., the contexts and settings of interviews) (Creswell & Poth, 2017; Patton, 2015). Mr. Patey will only include participants (both students and adults) who consent to the research in observations and fieldnotes. Mr. Patey will write observations and field notes in a Microsoft word document and he will upload each document to the UNH Box, in a shared folder. Only research personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared folder.

**Lieberman-Brian Inclusion Rating Scale for Physical Education.** Researchers can use the Lieberman-Brian Inclusion Rating Scale for Physical Education (LIRSPE) instrument to assess the extent to which teachers perform the behaviors and establish an environment thought to elicit students' feelings of being included within their physical education classes (Lieberman, Brian, & Grenier, 2019). Results from the LIRSPE will inform participant interview questions. Mr. Patey will observe Ms. Hippert and complete the LIRSPE scale during Ms Hippert's Unified PE class (Appendix A – LIRSPE Scale) on day 4 of week 1, during the PE 1 class which is held from 11:15-12:35pm. Mr. Patey will assign each participant with an ID# and all data associated with them will be de-identified, with only the research personnel (Matthew Patey, Michelle Grenier, and Ali Brian) will have access. Mr. Patey will upload the LIRSPE to the UNH Box, in a shared folder. Only research personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared folder.

**Exit Slip. Students will complete** the exit slip after a PE lesson. Students will be asked to indicate: *to what extent they felt included, enjoyed the PE lesson, and engaged in the PE lesson* using a 5-point Likert scale (Appendix B – Exit Slip). This will take place during the last 5 minutes of class on day 4 of week 1, during

the PE 1 class which is held from 11:15-12: 35pm. Mr. Patey will handout the exit slip to each student during the last 5 minutes of their class. Students will work through the exit slip along with Mr. Patey. As in, Mr. Patey will read the first question, which is “*To what extent did you feel included in class today?*” and then Mr. Patey will explain what each ‘face’ represents on the exit slip. For example, the ‘sad face’ means ‘very not included’ as in you felt you were not included in today’s lesson. Mr. Patey will continue this protocol for each of the three questions on the exit slip. Mr. Patey will assign each participant with an ID# and all data associated with them will be de-identified, with only the research personnel (Matthew Patey, Michelle Grenier, and Ali Brian) will have access. Mr. Patey will upload the exit slips to the UNH Box, in a shared folder. Only research personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared folder.

**Sociograms.** Sociograms can illustrate the social networks among students (Wasserman & Faust, 1994) (Appendix C – Sociogram). After speaking with the PE teacher of the Unified PE program (MJ Hippern) about the sociogram data collection method, she mentioned that she has implemented a similar activity with her Unified Wellness class, where students outlined their friend group in school. Students will complete sociograms on day 2 of week 1, during the last 15 minutes of the Advisory/Flex PE class, which is held from 10:30-11:10am. Advisory/Flex PE class is a class where students can sign up for extra time in PE, the first 20 students who sign up can participate in the class. Mr. Patey will supply communication aids (paraprofessional, iPad, computer) to any student who requires them. Dr. Grenier will be there to oversee Mr. Patey during this point in the research. Specifically, Mr. Patey will ask students to identify their friend group in the school; these relationships will show relationships between students (Wasserman & Faust, 1994). Students, during the last 10 – 15 minutes of class will sit down fill out a blank version of the sociogram sheet. Mr. Patey will demonstrate how to complete the sociogram to all students, by filling out a blank copy about himself in front of the students. After the demonstration, Mr. Patey will ask students to complete the sociogram before the end of class, Mr. Patey and Dr. Grenier will be present to answer any questions or clarify any issues. Mr. Patey will collect all the completed sociograms and conference with Ms.

Hippern, and identify over-arching categories of the students recorded on the sociograms. Categories will be: (1) Student participates in Unified PE; (2) Student does not participate in Unified PE, (3) Student with disabilities; and (4) Student without disabilities. Mr. Patey will remove all names and replace each with the appropriate aforementioned categories and a number. For example, Mr. Patey would record a student who participates in Unified PE and does have a disability as 'P-UPE\_WD\_01'). Mr. Patey will record student relationships as one way or two way. One-way (directional) relationship occurs when one student included another student into their sociogram but was not on theirs, and a two-way (nondirectional) relationship occurs when both students included each other in their sociogram (Wasserman & Faust, 1994). Mr. Patey will record all sociograms into an excel spreadsheet and analyzed to determine their relationships. Having students identify their friend group can offer insight on how they perceive their peers in Unified PE. Do mentors perceive mentees as being in their friend group? And vice versa. Only students who have consented to research will complete the sociogram, and no identifying details (e.g., last name of student) for any student will be kept by the researcher. Mr. Patey will assign each participant with an ID# and all data associated with them will be de-identified, with only the research personnel (Matthew Patey, Michelle Grenier, and Ali Brian) will have access. Mr. Patey will scan and upload the de-identified sociograms to the UNH Box, in a shared folder, then destroy the hardcopies. Only research personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared folder.

**Interviewing:** Ethnographic interviewing allows for the exploration of the meaning that people ascribe to actions and happenings in their cultural worlds (Roulston, 2010). Mr. Patey and Dr. Grenier will both adopt this interviewing technique across all interviewing activities. Mr. Patey and Dr. Grenier will both be present and conduct all one-on-one semi-structured interviews and focus group interviews.

**Focus group interviews** will be a mix of students with and without disabilities. Mr. Patey and Dr. Grenier will aim to understand students' perceptions and experiences with regard to Unified PE. There will be 6 focus group interview sessions consisting of 4 students each session, 2 students with disabilities and 2 students without disabilities, with a total of 24 students participating. Participants who have parental



consent and have assented or have consent for themselves, if over the age of 18 years old will be randomly selected for focus group interview sessions. Taking part in focus group interviews is completely voluntary, and if a student agrees to participate but later decides they do not want to participate, they are free to make that choice before, during, or even after the focus group interview has concluded. Mr. Patey will not use and destroy any data from any who student who decides to withdraw from participating. Mr. Patey and Dr. Grenier will conduct all focus group interviews, which will be audio recorded and last approximately 10-20 minutes in length. Paraprofessionals are welcome to join their students, if needed. Focus group interviews will take place in the gymnasium during Advisory/Flex PE class, which is a class consisting of several learning stations set up throughout the gymnasium and students work and rotate through each station for the duration of class. Ms. Hipperrn suggests that focus group interviews be a learning station for select students to rotate into. Focus group interviews will take place during the Advisory/Flex PE class from 10:30-11:10am on days 3, 4, and 5 of week 1 and day 1, 2, and 3 of week 2. See Table 1 for details of the focus group interviewing schedule. Interview protocol for focus group interviews (Appendix D — Focus Group Guide). Mr. Patey will assign each participant with an ID# and all data associated with them will be de-identified, with only the research personnel (Matthew Patey, Michelle Grenier, and Ali Brian) will have access. Mr. Patey will transcribe the interview recordings. Mr. Patey will transcribe all focus group interviews and assign each interviewee a pseudonym which will be used in place of their ID numbers when reporting findings and any direct participant quotation. Then he will securely upload the deidentified transcriptions to UNH Box, in a shared folder, and destroy the audio recordings. Only research personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared folder.

**One-on-one semi-structured interviews** will include 1 classroom teacher of students who participate in Unified PE, 1 special education teacher of students who participate in Unified PE, 1 PE teacher of the Unified PE program (MJ Hipperrn), 3 paraprofessionals of students with disabilities who participate in Unified PE. Mr. Patey will obtain a list from Ms. Hipperrn, of teachers and paraprofessionals who have students who participate in Unified PE. Mr. Patey will then randomly assign each name a number under each category of participant (classroom teacher, special education teacher, and paraprofessional), and

1 then approach each name, sequentially, asking if they would be willing to participate in a one-on-one semi-  
2 structured interview. Mr. Patey and Dr. Grenier will conduct all one-on-one semi-structured interviews in a  
3 quiet and convenient location (Fontana & Frey, 2005) such as the library, the individual's office, or  
4 classroom, and at a time which is convenient for them. Taking part in one-on-one semi-structured interviews  
5 is completely voluntary, and if a participant agrees to participate but later decide they do not want to  
6 participate they are free to make that choice before, during, or even after the interview has concluded. Mr.  
7 Patey will not use and destroy any data from any adult who decides to withdraw from participating.  
8 Example interview protocol for classroom teachers, special education teachers, paraprofessionals, and the  
9 PE teacher of the Unified PE program (Appendix E – Adult Interview Guide). All interviews will be audio  
10 recorded and will last approximately 20-30 minutes. Mr. Patey will transcribe the interview recordings and  
11 give interviewees copies to ensure accuracy via member checks. Mr. Patey will transcribe all one-on-one  
12 semi structured interviews, and assign pseudonyms to all interviewees, then he will securely upload the  
13 deidentified transcriptions to UNH Box, in a shared folder, and destroy the audio recordings. Only research  
14 personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared  
15 folder.

Table 1. *Data Collection Detailed Schedule.*

**(Week 1)**

| Green Day   |                                      | White Day   |                                                        | Green Day   |                             | White Day   |                                                                  | Green Day   |                             |
|-------------|--------------------------------------|-------------|--------------------------------------------------------|-------------|-----------------------------|-------------|------------------------------------------------------------------|-------------|-----------------------------|
| 9:05-10:25  | Observation 1 of PE 1 class          | 7:40-9*     | Interview 1 PE Teacher of UPE (MJ)                     | 9:05-10:25  | Observation 4 of PE 1 class | 8-10*       | Interview 2 Paraprofessional<br><br>Interview 3 Paraprofessional | 9:05-10:25  | Observation 7 of PE 1 class |
| 10:30-11:10 | Observation 1 of Advisory/Flex class | 10:30-11:10 | Observation 2 of Advisory/Flex class<br><br>Sociograms | 10:30-11:10 | Focus group 1 with students | 10:30-11:10 | Focus group 2 with students                                      | 10:30-11:10 | Focus group 3 with students |
| 11:15-12:35 | Observation 2 of PE 1 class          | 11:15-12:35 | Observation 3 of PE 1 class                            | 11:15-12:35 | Observation 5 of PE 1 class | 11:15-12:35 | Observation 6 of PE 1 class<br><br>LIRSPE scale & Exit slip      | 11:15-12:35 | Observation 8 of PE 1 class |

**(Week 2)**

| White Day   |                                                                   | Green Day   |                              | White Day   |                                       | Green Day   |                                   | White Day   |                                   |
|-------------|-------------------------------------------------------------------|-------------|------------------------------|-------------|---------------------------------------|-------------|-----------------------------------|-------------|-----------------------------------|
| 7:40-10*    | Interview 4 Classroom Teacher<br><br>Interview 5 Paraprofessional | 9:05-10:25  | Observation 10 of PE 1 class | 8-11        | Interview 6 Special Education Teacher | 9:05-10:25  | Observation 13 of PE 1 class      | 8-11        | Make up slot 2 for any interviews |
| 10:30-11:10 | Focus group 4 with students                                       | 10:30-11:10 | Focus group 5 with students  | 10:30-11:10 | Focus group 6 with students           | 10:30-11:10 | Make up slot 1 for any interviews | 10:30-11:10 | Make up slot 3 for any interviews |
| 11:15-12:35 | Observation 9 of PE 1 class                                       | 11:15-12:35 | Observation 11 of PE 1 class | 11:15-12:35 | Observation 12 of PE 1 class          | 11:15-12:35 | Observation 14 of PE 1 class      | 11:15-12:35 | Observation 15 of PE 1 class      |

1

2 **1. Daily journal – Throughout research process:**

- 3 • Researchers thoughts and feelings on the classroom instruction and the interactions
- 4 between the “mentors” and “mentees,” paraprofessionals and the PE teacher, as well as
- 5 the entirety of the research process.
- 6

7 **2. Observations & Field notes – 15 classes total:**

- 8 • Daily observations of the Unified PE class.
- 9

10 **3. One-on-one semi-structured interviews – 6 total:**

- 11 • Unified PE teacher (1)
- 12 • Paraprofessionals (3)
- 13 • Classroom teacher (1)
- 14 • Special Education teacher (1)
- 15

16 **4. Focus group interviews – 6 focus groups total**

- 17 • Each focus group interview is comprised of 2 students with disabilities and 2 students
- 18 without disabilities
- 19

20 **5. Sociograms – 1 total:**

- 21 • Will be completed during the last 15 minutes of class.
- 22

23 **6. LIRSPE Scale and Exit slip– 1 total:**

- 24 • Exit slip will completed during the last 5 minutes of the Unified PE class that the LIRSPE
- 25 scale is being used.
- 26

27 **7. Make up slot for interviews – 3 total:**

- 28 • These time slots will be designated to any missed one-on-one interviews or focus group
- 29 interviews.
- 30

## **CONSENT and ASSENT**

Mr. Patey will obtain consent forms from the parents in order for their child to participate in research. Students over the age of 18 years will need to provide consent for their participation in research. Research activities for students consist of participating or being included in journal entries, observations and fieldnotes, sociograms, exit slip, and focus group interviews (with students with and without disabilities). Mr. Patey will obtain consent forms and completed by any adult who will be participating in one-on-one- semi- structured interviews (Unified PE teacher, paraprofessionals, classroom teacher, and a special education teacher). The PE teacher will have their own consent form, stating the addition of observing their teaching and using the LIRSPE scale. Mr. Patey will scan all consent forms and uploaded the deidentified documents to UNH Box, in a shared folder, and destroy all hardcopies. Only research personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared folder. See Appendix F - Student Parental Consent; Appendix G – 18+ Student Consent; Appendix H – Teacher Consent, and Appendix I – PE Teacher Consent.

Once authorized by the IRB, Mr. Patey will provide the PE teacher with the IRB-approved parental and students who are over the age of 18 consent forms with a request to send them home with students enrolled in the Unified PE classes. Ms. Hippert will hand out consent forms to the students, then she 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 state 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) will be sent home by the PE teacher. Because the PE 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 return a hard copy parent consent form or consent form for students over the age of 18, within five days or parents or students over the age of 18 will have the opportunity to return the consent form electronically. Students who do not have consent to participate in research will continue in the gymnasium with a walking or fitness activity as per the usual class structure. Mr. Patey will obtain assent from "mentees" through a verbal yes or a nod of the head prior to any research activity

(observations and field notes, sociograms, exit slip, focus group interviews), during Advisory/Flex PE class time. See Appendix J – Student Assent. Paraprofessionals will accompany the “mentees” and assist with communication, “mentors” will provide a verbal assent. Mr. Patey will have a checklist where he will record student assent daily before any research activities. Adults consenting to an interview will have hard copy of the consent form to fill out prior to being interviewed.

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 investigator will be Michelle Grenier, PhD an Associate Professor in the Department of Kinesiology, the rest of the research team will be comprised of Mr. Matthew Patey, PhD Candidate a graduate student in the Department of Physical Education, at the University of South Carolina, and Ali Brian, PhD an Associate Professor in the Department of Physical Education, at the University of South Carolina. 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. Mr. Patey is a third year PhD Candidate in the field of Adapted Physical Education, with 4 years of research experience utilizing qualitative methodologies. Dr. Brian has over 10 years of experience in the field of Adapted Physical Education research. Mr. Patey, Dr. Greiner, and Dr. Brian have all collaborated on research, presentations, a textbook, and manuscripts over the past 2 years, with Dr. Grenier and Dr. Brian’s relationship spanning almost a decade. Dr. Brian is Mr. Patey’s PhD supervisor and will be overseeing all components of the research venture, including project inception, interview protocol, methodology, data collection methods, data analysis, and manuscript writing. Dr. Grenier will be working with Mr. Patey in the data collection process and will be “on-site” during this time to help contact and coordinate individuals for semi-structured and focus group interviews. Dr. Grenier has a close connection to the school and is

familiar with the PE teachers and the Unified Program, her primary role will be to support and assist Mr. Patey with the data collection.

**DATA:** The journal; observation and fieldnotes; Lieberman-Brian Inclusion Scale for Physical Education; exit slips; sociograms; focus group interviews; and one-on-one semi-structured interviews will comprise the data for this research project. Mr. Patey will transcribe all audio recordings of focus group and one-on-one semi-structured interviews. Then the research team (i.e., Mr. Patey, Dr. Grenier, and Dr. Brian) will analyze all audio recordings of focus group and one-on-one semi-structured interviews in order to unveil the lived experiences of all participants. The research team will conduct an inductive thematic analysis to identify common threads that extend throughout the data. Each of the one-on-one semi-structured interviews will be audio recorded, transcribed and coded into categories (Strauss & Corbin, 1990). The research team will conduct a line-by-line analysis to reveal highlighted phrases for meaningful labels. The data analysis will compare phrases to determine whether they should be separate or placed within existing codes. Ultimately, the research team will analyze the data to generate themes and sub-themes that will describe participants' perspectives. Mr. Patey will assign each participant with an ID# and all data associated with them will be de-identified, with only the research personnel (Matthew Patey, Michelle Grenier, and Ali Brian) will have access. Mr. Patey will upload all data to UNH Box, in a shared folder. Only research personnel (Mr. Matthew Patey, Dr. Michelle Grenier, and Dr. Ali Brian) will have access to the UNH shared folder. All data will be kept completely 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. The research team will use pseudonyms for participants for any manuscripts resulting from the results. In addition, when describing the school while presenting the results, the school will be a "public high school in Northern New England". The research team will present findings only at a national or international level. Upon analyzing the data, all original documents will be de-identified and stored securely. When presenting data in research presentations, protection of the identity of participants, as well as the school, will be paramount.

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**Risks and Benefits:** The study presents minimal risks to all participants. Foreseeable risks may include the possibility of participants feeling of discomfort with being interviewed, and during the administration of the sociograms and exit slip. In the event a student expresses discomfort every effort will be made to minimize the discomfort through a discussion of the reason they may feel discomfort. Changes in the administration of interviewing, sociogram, and exit slip. If, after the conversation, the participant still feels a sense of discomfort: if a student – Mr. Patey or Dr. Grenier will be ask if they would like to stop and return to the gym to complete the walking and cooldown portion of the class; if an adult – they will be asked if they would like to stop the interview. Mr. Patey and Dr. Grenier will rely on their observations of the participants and feedback from support professionals to gauge students’ sense of well-being. Mr. Patey and Dr. Grenier will reinforce the statement that students are free to stop completing the sociogram and/or exit slip and return to the gymnasium at any time, and adults are free to request to end the interview at any time. There is also the potential risk that the adults’ responses may be linked back to them through the publication of the research.

The benefits of the research may be numerous. “Nothing about us, without us!” (Charlton, 2000) is the underlying theme of this research venture, and justification for focusing on the students’ perspectives on the Unified PE program. A benefit from this research is that results from this research will highlight students’ voice regarding their lived experiences in an inclusive PE program. There is underrepresentation of students’ perspectives in this area in empirical research. The research team hopes that this research advances inclusive PE programs similar to the one established Dover High School. Many students, including students with disabilities experience marginalization and isolating experiences in PE (Haeghele & 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 PE class. Potentially, students articulating their friendships garnered from participating in Unified PE may be a valuable for participants well-being.

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



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12 **C. A copy of the certificate of completion of the [UNH Web-based training on the ethical use and](#)**  
13 **[treatment of human subjects in research](#).** Applications missing this certificate will not be processed.

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

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

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

18 **G. Other pertinent documentation** (e.g., faculty/project advisor letter for student research, letters from  
19 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 Michelle Grenier Position Associate professor Today's Date 9/25/2019

UNH ID # (if student) \_\_\_\_\_ Dept/Center/Institute Department of Kinesiology

Campus/Home Address: 124 Main St.

Email Address(es) Michelle.grenier@unh.edu Day Phone 603-862-1835

Research Project Title An Examination of a High School Unified Physical Education Program

Anticipated Project Start Date\*\* October 2019 Anticipated End Date November 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 \_\_\_\_\_

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

Research site(s): State where project will take Dover High School

Compensation: Indicate the amount and form of compensation, if any (e.g., cash, course credit, drawing, mileage, none)

Use of recruitment materials (i.e., flyers, emails, letters, advertisements) ☒ Observation

Questionnaire ☒ Administration of tests, inventories, self-reports, measuring instruments, etc.

☐ s or surveys ☒ In-person ☐ Phone ☐ Mail ☐ Email ☐ Web ☐ Recording

☒ Interviews ☒ In-person ☐ Phone ☐ Web (e.g., Zoom/Skype) ☒ (audio/video/photography)

☒ Focus groups ☐ Medical procedures

Other (please explain): Journal entries ☐ Use of existing/secondary data (e.g., medical records, agency data)

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.

1

## Faculty

Undergraduate  
StudentGraduate  
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.

1

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Faculty Advisor Signature (required for student projects)

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PRINT Faculty Advisor's Name

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

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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.

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Name

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Position

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Address, Phone Number, and Email Address

*Send your completed application to UNH Research Integrity Services (RIS) via email to [research.integrity@unh.edu](mailto:research.integrity@unh.edu), Melissa McGee ([Melissa.McGee@unh.edu](mailto:Melissa.McGee@unh.edu)), or Julie Simpson ([Julie.simpson@unh.edu](mailto: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>*



## INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS IN RESEARCH

### Responsibilities of Directors of Research Studies Involving Human Subjects

University of New Hampshire (UNH) tenure-track faculty, lecturers, senior lecturers, visiting faculty with rank, research faculty with rank, clinical faculty with rank, and permanent staff may serve as directors of research studies (researcher) involving human subjects. Adjunct faculty, courtesy faculty (affiliate, affiliate research, and affiliate clinical), and graduate and undergraduate students must be sponsored by an individual who qualifies to serve as a project director.

- A. Researchers are responsible for complying with
  - I. UNH's Policy on the Use of Human Subjects in Research (<http://www.usnh.edu/olpm/UNH/VIII.Res/F.htm>),
  - II. UNH's Federalwide Assurance (FWA), and
  - III. Title 45, Code of Federal Regulations, Part 46: Protection of Human Subjects (45 CFR 46) (<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>).
- B. Researchers are responsible for gaining familiarity with, and adhering to, the ethical principles stated in *The Belmont Report* (<http://www.hhs.gov/ohrp/policy/belmont.html>).
- C. Researchers must submit all proposed research activities involving human subjects to the UNH Institutional Review Board (IRB) for review before commencing. Researchers must not involve human subjects in research activities until the researcher has received written, unconditional approval from the IRB for the study.
- D. Researchers are responsible for protecting the rights and welfare of human subjects in their research studies.
- E. Researchers are responsible for keeping co-researchers and all research staff informed about the nature and goals of the study, and the need to adhere to ethical and responsible practices.
- F. Researchers are responsible for adhering to the IRB-approved protocol and consent process, including providing a copy of the IRB-approved and signed informed consent document to each subject at the time of consent, unless the IRB has specifically waived this requirement. The researcher must retain all signed consent documents for at least 3 years after the end of the study.
- G. Researchers must request IRB approval for proposed changes in previously approved human subject research activities before initiating them, except where necessary to eliminate apparent immediate hazards to the subjects.

- H. Researchers are responsible for reporting progress of approved research to the IRB as often as, and in the manner, prescribed by the approving IRB on the basis of risks to subjects. For studies approved at the Full Board review level and certain studies reviewed at the Expedited review level, this must be no less than once a year (365 days) from the last review date.
- I. Researchers must report to the IRB any injuries or unanticipated problems involving risks to subjects and others within one working day of occurrence.
- J. Researchers will not seek to obtain research credit for, or use data from, patient interventions that constitute the provision of emergency medical care without prior IRB approval. A physician may provide emergency medical care to a patient without prior IRB review and approval, to the extent permitted by law. However, such activities will not be considered research nor may the data be used in support of research.
- K. Researchers who collaborate with colleagues at other institutions/sites have additional responsibilities. Researchers will advise the IRB, Research Integrity Services, and appropriate officials of other institutions of the intent to engage human subjects in research studies for which the UNH FWA or any related Inter-Institutional Amendment or Non-institutional Investigator Agreement applies. Institutions in the collaboration must possess an OHRP-approved Assurance prior to the involvement of human subjects in a research study.



## RESOLUTION

### RE: TRANSFER FUNDS TO THE SCHOOL CURRICULUM AND FACILITIES CAPITAL RESERVE FUNDS

- WHEREAS: The Dover City Council established two capital reserve funds titled Curriculum and School Facilities; and
- WHEREAS: The Dover School Board has recognized an amount up to three hundred seventy-nine thousand, ninety-seven (\$379,097) dollars in an additional IDEA 2018-2019 grant allocation made available during the 2019-2020 fiscal year; and
- WHEREAS: The additional IDEA allocation has been approved by the NHDOE to offset wages and associated benefits in the 2019-2020 fiscal year, thereby making General Fund appropriations available for transfer into capital reserves; and

NOW, THEREFORE, BE IT RESOLVED THAT HEREIN IS A FORMAL REQUEST FROM THE DOVER SCHOOL BOARD TO THE MAYOR AND DOVER CITY COUNCIL THAT:

The City Council adopt a General Fund budget amendment to transfer an amount up to \$379,097 into the School Department Capital Reserve accounts as noted below and reduce appropriations from General Fund-Education as noted below:

| Account                                    | Description                                   | Budget Adjustment       |
|--------------------------------------------|-----------------------------------------------|-------------------------|
| 1000.2.600.05251.4918.00000.00.000.000.910 | Transfer to School Curriculum Capital Reserve | \$200,000.00            |
| 1000.2.600.05251.4918.00000.00.000.000.910 | Transfer to School Facilities Capital Reserve | \$179,097.00            |
|                                            |                                               | <b>\$379,097.00</b>     |
| 1000.2.630.01210.4110.00000.00.000.120.100 | SALARIES SPED DHS                             | -( \$235,746.00)        |
| 1000.2.630.01210.4211.00000.00.000.120.100 | MEDICAL INS SPED TEACHERS                     | -( \$79,686.00)         |
| 1000.2.630.01210.4212.00000.00.000.120.100 | DENTAL INS SPED TEACHERS                      | -( \$2,741.00)          |
| 1000.2.600.01100.4213.00000.00.000.140.100 | Life Insurance                                | -( \$432.00)            |
| 1000.2.600.01100.4214.00000.00.000.140.100 | Disability Insurance                          | -( \$495.00)            |
| 1000.2.630.01210.4220.00000.00.000.120.100 | FICA SPED DHS                                 | -( \$18,034.00)         |
| 1000.2.630.01210.4230.00000.00.000.120.100 | RETIREMENT SPED DHS                           | -( \$41,963.00)         |
|                                            |                                               | <b>-( \$379,097.00)</b> |

SUBMITTED BY:

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Amanda L. Russell, Chairperson

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Keith Holt, Vice Chairperson

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Kathleen Morrison, Secretary

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Rachel Burdin

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Carolyn Mebert

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Zachary Koehler

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Jessica Rozzo