



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #3
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, March 9, 2020
Meeting Time:	7:00 pm

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. AGENDA APPROVAL**
- E. CITIZENS' FORUM**
- F. APPROVAL OF MINUTES**
 - 1. Budget Workshop #3, February 3, 2020
 - 2. Joint Barrington/Dover Meeting, February 10, 2020
 - 3. Regular Session # 2, February 10, 2020
- G. CONSENT AGENDA**
 - 1. **Correspondence:** None
 - 2. **Resignations/Retirements:**
 - 3. **Leaves of Absence:**
 - a. Samantha Sannella / English Teacher / DHS
 - 4. **Job Shares:**
 - a. Betsy Breen / Kristen Dunham / HSS
 - b. Jillian Cote / Kerry Siebersma / HSS
 - 5. **Nominations:**
 - a. Superintendent
 - b. Business Administrator
 - c. Paraprofessional
 - 6. **Extended Travel (Student Trips):**
 - a. Final Approval - DHS Art Department Trip to Camp Centerstage, Livermore, ME - April 17, 2020
 - b. DHS Trip to Italy
 - 7. **Donations:** March Donations
- H. STUDENT REPORT:**
- I. POLICY – CHANGES – PROPOSALS:**
 - 1. DAF1 – Allowability, First Reading
 - 2. DAF2 – Cash Management, First Reading
 - 3. DAF6 – Inventory Management, First Reading
 - 4. DAF7 – District Travel, First Reading
 - 5. DAF8 – Accountability and Certifications, First Reading
 - 6. DAF10 – Grant Management Reconciliation, First Reading



DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Regular Session #3
Meeting Location:	Media Center (Rm 306) McConnell Center
Meeting Date:	Monday, March 9, 2020
Meeting Time:	7:00 pm

7. DAF11 – Subrecipient Monitoring, First Reading
8. EBCA – Crisis Prevention & Emergency Response Plans, First Reading

J. POLICY ADOPTION:

1. EBCB – Fire and All Hazard Drills
2. IHCD – Advanced College Placement
3. Dover School District Philosophy of Education

K. RESOLUTIONS:

1. Dover Adult Learning Center Funding Resolution

L. OLD BUSINESS:

1. FY21 Budget Adjustments

M. NEW BUSINESS:

1. Wireless Microphones Bid Award
2. Short-term Leave Associated with COVID-19 Quarantine
3. Condition of Accounts

N. SUBMISSION AND PAYMENT OF BILLS

O. SUPERINTENDENT’S REPORT

P. COMMITTEE REPORTS

Q. SCHOOL BOARD MATTERS OF INTEREST

R. ADJOURNMENT

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

Citizens shall identify themselves by name and address for the record; address comments to the presiding officer and the Board as a body and not individual members. Citizen’s Forum will ensure citizens have the opportunity to speak to all other items on a meeting agenda and/or matters pertaining to the business of the School Board. At workshop meetings and special sessions, 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.

21 February 2020

Dear Members of the School Board,

I would like to request a Leave of Absence for the 20-21 school year. I am expecting my second child in July and it would be the best choice for me and my family to spend a year at home with the new baby and my daughter, who will be turning two at the start of next school year. We considered this decision long and hard and concluded that this will be the best course of action for our family's well-being. A new addition is both wonderful and stressful, with so much happening in the first year. Having a year to stay home with my young family would be as much for my children's benefit as my own as this is time that I can cherish with them. I feel fortunate to have this an option and hope that you will consider my request favorably.

Sincerely,

Samantha

Samantha Sannella, M.Ed.

English Teacher

Dover High School

HORNE STREET ELEMENTARY SCHOOL

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

Brittany Granfield, Dean of Students
b.granfield@dover.k12.nh.us



Dover, New Hampshire 03820-4365
Tel. (603) 516-6756 Fax (603) 516-6766

Visit our website at;
<http://www.hss.dover.k12.nh.us/>

February 20, 2020

Dear Dr. Harbron,

This letter is to let you know that I am in full support of the 2020-2021 job share proposal developed by Betsy Breen and Kristen Dunham. I have had the pleasure of working closely with both Mrs. Breen and Mrs. Dunham and have found them to be passionate educators, who have built strong relationships with our staff, our students and our families.

Both Betsy and Kristen have similar philosophies about teaching and learning, strong communication skills and exemplar work ethics. They are a gift to our HSS community, and I look forward to being able to support them in their job share endeavor.

Thank you so much for your consideration at this time.

Sincerely,

Patty Driscoll
Principal, Horne Street School

Job Sharing Proposal- Betsy Breen and Kristen Dunham

We wish to propose a job share elementary teaching position with a 50/50 split at Horne Street Elementary School for the 2020-2021 school year. Mrs. Betsy Breen and Mrs. Kristen Dunham have worked collaboratively as colleagues for the past seven years. Mrs. Breen has taught second grade for the past 11 years and has recently looped to third grade for the 2019-2020 school year. Mrs. Dunham has worked as a fourth grade teacher for the past seven years, and has been enjoying being a new mother to her son, Noah, during a leave of absence for the 2019-2020 school year. We will work closely with Mrs. Patty Driscoll, principal of Horne Street School, to determine what grade level would best fit the needs of the students for the 2020-2021 school year. If we are accepted for a job sharing situation, Mrs. Breen will teach Monday, Tuesday, while Mrs. Dunham will teach Thursday and Friday. Wednesdays would be alternated each week between the two teachers. Our goal is to keep consistency in the classroom routines. Mrs. Dunham will be responsible for planning and teaching new concepts in math and reading. Mrs. Breen will be responsible for planning and teaching new concepts in writing, science, and social studies. A daily communication log will be used as well as regularly scheduled telephone calls, emails, and personal contact to ensure smooth transitions for the students.

We understand that an elementary job share is a big commitment and its success depends on the partnership between the two candidates. This job share proposal is not something that we have entered into lightly. We have spent several hours meeting outside of school to discuss and share our teaching philosophies and expectations. Mrs. Breen, having been in a job share position for the past two years, has been candid with Mrs. Dunham about the successes and challenges of the position, and both teachers entered into the initial conversation of a job share with the understanding that the teachers had to be the right "fit." We truly believe that we are strong candidates to continue a job share position, as we have been colleagues for the past seven years, and have also worked closely together as union representatives for Horne Street School in the recent past. As building representatives we have had to collaborate, cooperate, and communicate with each other extensively outside of the school day, and we have supported each other throughout our tenure as union representatives. We have entered into the possibility of a job share with open and honest communication, and are able to say without reservation, that we trust each other both personally and professionally. We understand that a job share is a true partnership, and that we will put in the necessary work to ensure the success of our students.

Throughout the proposal we have outlined the main ideas of the benefits for the students, the school, and teachers involved, as determined by both our extensive research and Mrs. Breen's experience with job sharing. We have also broken down how we will run our classroom together and keep consistency. We are dedicated teachers, eager to work together. We feel our strengths will complement each other and are confident we will be successful in working closely together to maintain a stable and consistent partnership and classroom community that will provide a beneficial situation for all involved. Our main focus will continue to be supporting student growth and achievement in all areas. Thank you for your consideration of this proposal.

Yours truly,
Betsy Breen and Kristen Dunham

In addition to our proposal outlined above, we offer an alternative job share schedule.

September through January:

Mrs. Breen would work Monday, Tuesday, Wednesday

Mrs. Dunham would work Thursday, Friday

February through June:

Mrs. Breen would work Monday, Tuesday

Mrs. Dunham would work Wednesday, Thursday, Friday

*We will both attend the first two days of school in order to develop routines and expectations together, and so that students see us as equals. We will both attend Open House, conferences, and special school events.

Advantages for Students

- Energy and enthusiasm level of teachers is much higher.
- Wealth of ideas provides an enriched classroom.
- Teachers have their own individual areas of strength (children benefit from both).
- Children are exposed to two points of view and two different styles.
- Similar philosophies concerning classroom expectations and standards of behavior.
- Complementary teaching styles and management systems.
- A "fresh face" stimulates pupils.
- Enhanced student assessment – able to compare with another professional.
- Students that need extra adult support each day, have two more adults they can depend on.

Advantages for the School

- Two sources for ideas and opinions with regard to staff and school matters.
- More time can be used outside of the school day to help come up with fresh ideas.
- Two professional opinions on a child's progress are available to parents and staff.
- Combined teaching experience of two professionals.
- Make it possible to incorporate a broader range of expertise within a single position.
- Reduced tendency toward burnout.
- Less need for substitutes- we will act as each other's sub, providing consistency to students

Advantages for Teachers

- A new challenge
- A happier and more positive outlook towards the job.
- An opportunity for professional and personal growth.
- A better balance between professional and personal lives with young children at home.
- Necessary appointments can be scheduled for days off.
- Keeping up-to-date with current trends in teaching.
- Collegial support.
- Professional Development opportunities to learn from another colleague.

Advantages for Parents

- Two teachers to bounce ideas off of.
- Two people monitoring to make sure a student does not fall through the cracks.
- More flexibility in times to meet when two schedules can be consulted.

Job Share Proposal Nuts and Bolts
Mrs. Betsy Breen and Mrs. Kristen Dunham

Communication:

We will be communicating with each other on a frequent basis to discuss all aspects of teaching including planning, student needs and progress, parent communication, and school events. Professional days will be attended by both partners, and staff meetings will be attended by each partner on a rotating basis. We will be keeping a professional journal and contacting each other by phone and in person regularly. We will dedicate as much time as needed outside of the classroom to establish and maintain a consistent and collaborative classroom environment where all students can thrive and be successful.

Curriculum Planning:

We will plan the year's curriculum together. We plan to meet extensively over the summer to plan the year's big picture, set up our classroom, and make sure our expectations/routines are established. Consistent educational goals for the students will be kept through cooperative planning. Daily planning will be the individual responsibility of each teacher and will be available in case of illness. We will each be responsible to plan for certain areas. Mrs. Dunham will plan for mathematics and reading each week. Mrs. Breen will plan for writing and science/social studies. The daily schedule will be made together. We will create a shared folder in Google where all of our classroom documents will be saved and accessible for each partner, and we will use one template for our weekly plans. We will work closely together to navigate and understand any new curriculum and will rely on each other's strengths to support one another both within and outside of the classroom.

Parent Meetings/Communication and Report Cards:

We will keep records of student progress. Report cards will be written in consultation with each other. Both teachers will hold formal and informal meetings with parents as necessary, but will both be in attendance at official conferences in December. Parents will have an opportunity to meet both teachers at the beginning of the school year. We will divide the class in half for report cards to fill out behavior areas, and swap to check to make sure we are in agreement. Each teacher will fill out their academic area of expertise on the report card. All email correspondence to parents and other staff will be sent to and from both teachers.

Classroom Management:

We will work closely together to develop common management techniques. We have had extensive conversations about our teaching philosophies, expectations and styles and feel that we hold similar beliefs. Horne Street School also follows a Responsive Classroom approach and has adopted a school wide system to support common expectations for all students. Grade levels at Horne Street also work closely together as teams and we believe that the established school environment is one that is collaborative by nature. We will have common signals and routines in the classroom. Consistent behavioral expectations for the children will be established. We will confer on strategies used to develop appropriate behavior plans and strategies for individual students. We believe our classroom procedures, routines and expectations are closely aligned. We are entering into this job share proposal

with the understanding and expectation that we will meet as many times as needed beyond the school day to ensure the success of our students and establish a consistent classroom environment.

Special School Events/Meetings/Workshops/Snow Days:

Both teachers will rotate attending staff meetings. In order to best support our students and continued growth as educators, we will both attend professional development days. We will work out amongst each other how to evenly distribute any additional days that may be attended by either partner. We understand that we will only be paid for 94 days of the year each. We will keep a journal that will mark when each of us works an extra day, or misses a day, to see where we need to cover each other. If there is a snow day, the person that missed the snow day, will make it up at the end of the year even if it is not on their specific work day. We will both attend the first two days of school in order to develop routines and expectations together, and so that students see us as equals. We will both attend Open House, conferences, and special school events.

Insurance:

Neither teacher would require the school insurance. Mrs. Breen and Mrs. Dunham both have insurance outside of the Dover School Department.

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

LIBBY SIMMONS
Business Administrator
l.simmons@dover.k12.nh.us



CHRISTINE BOSTON, Ed.D.
Assistant Superintendent of Student Services
c.boston@dover.k12.nh.us

PAULA GLYNN
Assistant Superintendent of Teaching and Learning
p.glynn@dover.k12.nh.us

THE DOVER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT #11
McCONNELL CENTER
61 LOCUST STREET SUITE 409
DOVER, NEW HAMPSHIRE 03820-4132
TEL (603) 516-6800
FAX (603) 516-6809

February 19, 2020

Dear Dr. Harbron,

I am forwarding this request for a job share between two special education teachers at Horne Street School as well as a letter of support from Horne Street School Principal Patricia Driscoll.

Jillian Cote is a special educator at Horne Street School and has been a credit to the district for many years. She is currently on a one-year maternity leave. Her long-term replacement during this leave is Kerry Siebersma. Both teachers have done an exemplary job in communicating and collaborating for the benefit of our students. I am very pleased to support this request for a job share between them as I feel they are uniquely positioned to enhance the opportunities of our students while finding a work life balance for their families.

This situation is unique in that As Mrs. Siebersma is currently under a "One Year Only" position. As such, a job share request would need to be made pending her nomination for a permanent position (following the posting, application and hire) before the job share proposal may be fully approved. I am hoping at this time that the Board may be able to provide a tentative approval, based on the nomination of Mrs. Siebersma. If Mrs. Siebersma is nominated, that nomination would become the final approval of this job-share request. If Mrs. Siebersma is not nominated, the proposal would become void and Mrs. Cote would remain a full-time teacher.

Please let me know if you have questions about their request, or if I can provide additional information in support of their request.

Sincerely,

Christine Boston Ed.D.
Assistant Superintendent Student Services

Dover School District Mission Statement
Empowering all Learners

HORNE STREET ELEMENTARY SCHOOL

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

Brittany Granfield, Dean of Students
b.granfield@dover.k12.nh.us



Dover, New Hampshire 03820-4365
Tel. (603) 516-6756 Fax (603) 516-6766

Visit our website at;
<http://www.hss.dover.k12.nh.us/>

February 19, 2020

Dear Dr. Harbron,

This letter is to let you know that I am in full support of the 2020-2021 job share proposal developed by Jillian Cote and Kerry Siebersma. I have had the pleasure of working closely with both Mrs. Cote and Mrs. Siebersma and have found them to be passionate educators, who have built strong relationships with our staff, our students and our families.

Both Jillian and Kerry have similar philosophies about teaching and learning, strong communication skills and exemplar work ethics. They are a gift to our HSS community, and I look forward to being able to support them in their job share endeavor.

As Mrs. Siebersma is currently under a "One Year Only" position, this job share request would need to be made pending her nomination for a permanent position (following the posting, application and hire) before the job share proposal may be fully approved. I am hoping at this time that the Board may be able to provide a tentative approval, based on the nomination of Mrs. Siebersma. If Mrs. Siebersma is nominated, that nomination would become the final approval of this job-share request. If Mrs. Siebersma is not nominated, the proposal would become void and Mrs. Cote would remain a full-time teacher.

Thank you so much for your consideration at this time.

Sincerely,

Patty Driscoll
Principal, Horne Street School

Special Education Job Share Proposal

Overview

Jillian Cote and Kerry Siebersma would like to propose a job share for special education case manager position with a 50/50 split at Horne Street School for the 2020-2021 school year. Both Jillian and Kerry are currently employed and hold a position at Horne Street School, with Kerry filling a long term substitute position while Jillian is on family leave. We have had the unique opportunity of working in a model that had similarities to a job share. When Jillian originally went out on maternity leave in the spring of 2019, Kerry came in as her long term substitute. Prior to this transition, we met several times to discuss each of the students IEPs, goals and objectives, extended school year services, ABA support, routines and procedures for emergencies, lesson planning including how plans aligned with goals, progress monitoring on each student and any daily concerns or issues that needed addressing. We successfully transitioned students from a classroom run by Jillian to a classroom run by both of us to a classroom run by Kerry. All daily routines, posted visuals, reward systems, instruction model and classroom expectations were seamlessly transitioned from one teacher to another. This year as Kerry continued to be the Kindergarten/ 1st grade case manager, the classroom was set up and run using the original model as we both share not only the same teaching methodology and philosophy, but also our approach in the case management role with the same philosophy and guiding principles.

We share fundamental principles such as strong relationships with families, open communication for both achievements and next steps, organization systems that ensure all students are having all needs met and goals and objectives are being evaluated and assessed, and role in meeting students unique, individual learning goals. We believe that working together in a job share model will maximize our individual strengths and complement one another. Our years of experience combined with similar teaching styles and philosophies will create highly effective instruction and special education services to the students at Horne Street School.

We are both greatly invested in Horne Street School as educators, parents and members of this community and are 100% committed to making this job share a positive experience for HSS. We are enthusiastic about this model and envision it being beneficial for students, teachers, administration and families. It will allow us to provide the highest quality instruction and effectively fulfill the many responsibilities involved in special education.

We plan to continually keep our students and their families as our number one priority and we are excited about the potential positive changes a job share could bring in better serving our population.

Thank you for your time in reviewing this request and we hope that you will consider this proposal for the 2020-2021 school year.

Details

Schedule

Teacher A works Monday, Tuesday and Wednesday a.m.

Teacher B works Wednesday p.m., Thursday and Friday.

We feel this schedule will be best for teachers and students and provide the most consistency with instruction and services.

Communication

We are aware that student needs arise at any time throughout the week, which may require us to be flexible with scheduling and be accessible to team members and administration on any given day. We are committed to meeting the needs of students and their families, even on days that we are not scheduled to be at school.

We will be communicating with each other in a number of ways. Scheduled co-planning time will happen every Wednesday during our overlap. Weekly team meeting will address larger special education issues. Daily reports will be kept in a daily communication journal. Unexpected events will be communicate through emails and texting as well as phone calls.

We both agree that communication and flexibility will be imperative in order for this model to be successful and plan to work together to be in constant communication via text and phone call and be available should situations arise.

Curriculum Planning

We understand that this model will require an extensive amount of collaboration and careful planning together. We would plan to meet during the summer, front load planning, and work together the first week of school. This will allow us to transition new students and first graders into their classrooms and routines as well as begin implementation of the curriculum. We would like to have plans completed a month in advance. Curriculum will be developed and implemented around student's individual goals and objectives.

Splitting Caseload/IEP Meetings/Progress reports

We are flexible about how this may be divided and anticipate that changes will be made throughout the year. We have a goal of both case managers being knowledgeable and familiar with the entire caseload, including all IEPs, goals and schedules. We will divide the caseload evenly with classroom placement in mind (we would like to have one case manager for each classroom). In order to maintain an equal work load, we will also consider dates of student triennial evaluations and alternate incoming referrals. With a smaller group of students, each case manager will have a stronger focus on each student, a deeper connection with families, and effectively fulfill all case management responsibilities including paperwork requirements, testing, reports, communication and meetings. While either case manager would be able to step in to problem solve, facilitate a meeting, or handle a situation at school we would have a special focus with our "group" of students, parents and teachers.

In addition to reviewing all student files and IEPs prior to the start of school, both case managers will have access to the entire caseload in NHEISIS. This will allow either educator to address needs that arise with knowledge of student files and access to NHEISIS.

Classroom Management

We share a genuine vision of what effective classroom management looks like. Horne Street School follows a Responsive Classroom Approach and has adopted common signals and routines in the classroom. Our special education classrooms can have some extra structure provided into the management process as a few of our students have BCBA services or behavior plans that govern what their individual plan might be.

Special School Events/Meetings/Snow Days

Both Kerry and Jillian will attend the first week of school, teacher workshop days, faculty meetings, transition meetings and special education case manager meetings. Snow days will be calculated and shared 50/50 at the end of the school year.

Insurance

Only one teacher would need school insurance- Jillian Cote

Advantages of Job Sharing

For Students

- ✦ Enthusiastic, energetic and focused teachers with two sets of skills, talents and experience.
- ✦ Two educators collaborating to plan and deliver instruction will lead to sharing of new ideas and methods of delivery as well as learning activities to increase student engagement.
- ✦ Job share model encourages student flexibility in working with a number of adults while maintaining consistency in teaching style, daily schedule/expectations and classroom management.
- ✦ More eyes on students, multiple perspectives and increased awareness of student functioning, progress and areas of concern. With two teachers attending to students and sharing observations, students needs will be better met and reduce the risk of anyone falling through the cracks.
- Improved case management services due to smaller case load and increased attention to each students file, IEP and unique individual needs in and out of the classroom.

For the School and Teachers

- ✦ Two special educators are better than one. Teachers and staff will have access to more resources for collaboration, sharing of idea, and questions. Having multiple perspectives will be beneficial for all.
- ✦ Increased support for classroom teachers and specialists. One primary case manager for each classroom- higher quality collaboration and time with each student's case manager. The smaller case load will allow for increased focus and attention to student needs on a more detailed, intense level than before.
- ✦ Improved staff morale as a result of more manageable caseloads and flexible schedule. Enthusiastic case managers with more creativity, focus, and energy. This will optimize instruction and student learning.
- Potential for reducing the need for substitute teachers. If one CM needs to be absent, we will attempt to cover each other as best we can with the goal of providing consistency for students. Any absences covered by case managers will be tracked and made up in order to maintain a 50/50 share.

For Parents

- ✦ A deeper connection with primary case manager with a smaller case load.
- ✦ Benefits of improved instruction with two enthusiastic and energetic teachers.
- ✦ Although each student and family will have a single, primary case manager as their contact, families will have access to both special educators for questions, ideas and concerns.
- ✦ A case manager who is able to complete all responsibilities in an effective manner and confidently work to meet the needs of their child.

For Job Sharing CMs

- ✦ Increased energy, creativity and balance between work and personal life.
 - ✦ Less burn out and improved performance in all areas.
 - ✦ More balance and competency in fulfilling the many roles and responsibilities involved in special education.
 - ✦ Smaller, more manageable caseloads will improve services.
 - ✦ Team model allows for greater professional dialogue, sharing of ideas, broadening skills together.
- Job sharing will provide a team approach that will maximize our individual strengths and complement our talents to improve instruction and service delivery for students, parents and teachers.**

The FY2021 agreement between SAU 11 and Dr. William Harbron shall include the following:

Term: 3 years with a 2 year extension

Salary: \$147,290 in FY21 and subsequent years to be negotiated

Professional Development: in year 3, \$2,000

Sick Leave increased to 20 days from 18

Vacation Leave: 25 days up front versus accruing the days (can cumulate 25 days to be used within 4 months of the year following the year earned increased from 20 days)

Health Insurance: 95% Consumer Driven Health Plan (cheaper plans) and \$5,000 buyout if insurance is not taken.

Retirement reimbursement: 60% reimbursement (increased from 50%)

In witness whereof, the parties have executed this Agreement this _____ day _____ of _____, 2019.

Amanda L. Russell, School Board Chair

William R. Harbron, Superintendent



DOVER SCHOOL DISTRICT

SAU 11

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

Empowering all Learners

To: Dover School Board

From: William R. Harbron, Superintendent

Date: March 9, 2020

Re: Nomination of Business Administrator

It is with pleasure that I nominate Michael Limanni for the position of Business Administrator for the Dover School District. Mr. Limanni's start date will be March 30, 2020 with a prorated salary of \$30,923.18 for the 2019-2020 year. Mr. Limanni will be offered a two-year contract beginning July 1, 2020 with a salary of \$120,000.00 for the 2020-2021 year.

Mr. Limanni has been the Business Administrator at the Newfound School District located in Bristol, NH since 2013. Prior to that he was employed in the Dover School District as Business Administrator beginning in 2011.

During his time in the Newfound district, Mr. Limanni worked with the NH Department of Revenue and the NH Attorney General's office to bring the district into compliance with state statutes. He has extensive experience in software currently used by the Dover School District including, but not limited to Infinite Visions, Infinite Campus and Veritime Time and Leave Management.

References for Mr. Limanni were excellent, and I am certain he will be a positive addition to the Dover School District.

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

TO: **DOVER SCHOOL BOARD**

DATE: March 9, 2020

MEMORANDUM: Nomination and Election of Paraprofessionals

In accordance with Chapter 189, Section 39 of the New Hampshire School laws of 1963, I hereby nominate the following persons for the designated positions for the 2019-2020 school year.

NAME	POSITION	SCHOOL	REPLACING	SALARY	TRACK
Wotton, Molly	Paraprofessional	Dover Middle School	Robert Snowman	\$14.38/hr	C2, Step 2

Dover High School
Art Department
March 4, 2020

Dr. Harbron
Superintendent of Schools
Dover, NH 03820

Dear Dr. Harbron and School Board Members:

I am writing you to request final approval for the Art Club camping trip to Livermore, ME. We will be visiting two museums: the Bates College Museum of Art and Bowdoin College Museum of Art. We are excited about visiting the museums and have been looking forward to it. This trip is the perfect combination of art and bonding as a group. We will leave at noon on Friday, April 17th and will return on Sunday, April 19th.

In this packet I have included an itinerary. I have lists of both students and chaperones attending the trip. All chaperones have attended prior trips and are either employees of the school or have had the proper background check and finger printing done. I will provide the high school with the students' permission slips and emergency contact information. There will be a 1 to 4 chaperone to student ratio.

I have done my best to provide you with any information I thought you would need or want. Please contact me if there is anything else you require to grant us final approval. You can call me at work at 516-6965 or at home at 953-4810 or email me at francine.kontos@dover.k12.nh.us.

Sincerely,

Francine Kontos
Art Teacher
World Arts Club Advisor
Dover High School

Itinerary for World Arts Club Camping Trip
Friday, April 17, 2020

April 17, 18 and 19, 2020

12:00pm	Meet at Dover High School parking lot. Load cars and leave.
1:00pm	Bathroom break and snacks.
3:00pm	Arrive at Camp Centerstage and set up camp.
4:00pm	Hike
6:00pm	Community meal
8:30pm	Campfire
11:30pm	Cabin check.

Saturday, April 18, 2020

9:00am	Breakfast.
10:00am	Depart for Bates College Art Museum
10:30	Arrive and visit Bates College Art Museum
12:30pm-1:30pm	Lunch
1:30pm	Leave Lewiston
2:00pm	Return to camp and create site specific work
6:00pm	Community dinner.
8:30pm	Campfire
11:30pm	Cabin check.

Sunday, April 19, 2020

7:30-9:00am	Breakfast and break down camp.
9:00am	Head for home.
10:30	Bathroom break and snacks.
12:00 noon	Arrive back at Dover High School.

Chaperones for Art Club Camping:

1. Francine Kontos
2. Theophyne Kontos
3. Stephanie Dematteo
4. John Dematteo

Students attending:

1. Aidan Allen
2. Iain Brough
3. Shamus Delay
4. Belle Giguere
5. Caroline Hanna
6. Anastasia Jackson
7. Sullivan Kimball
8. Jordan Miller
9. Charlotte Nason
10. Emma Nevins
11. Zach Norris
12. Jack Rickman
13. Declan Sieks
14. Suchanna Subedi



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



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

25 ALUMNI DRIVE
DOVER, NEW HAMPSHIRE 03820-4365
(603) 516-6900 Fax (603) 516-6926
www.dover.k12.nh.us/DHS

LOUISE PARADIS
Director of Career Technical Education
l.paradis@dover.k12.nh.us

EMILY SHERMAN
Dean of Instruction
e.sherman@dover.k12.nh.us

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

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

March 5, 2020

Dear Dover School Board Members,

This letter is being written in support of the World Language Department's request to provide an opportunity for Latin students to travel to Italy (Florence, Siena, Naples, Rome, and Pompeii). The original submittal in November was missed and the current listed date of April 24, 2020 to May 2, 2020 has already been canceled by the travel company. Options will be discussed with School Board. The World Language Department has run this trip several times, with the last trip being in April 2018. 12 students will be attending this trip.

Thank you for your consideration.

Sincerely,

Peter Driscoll
Dover High School Principal



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



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

25 ALUMNI DRIVE
DOVER, NEW HAMPSHIRE 03820-4365
(603) 516-6900 Fax (603) 516-6926
www.dover.k12.nh.us/DHS

LOUISE PARADIS
Director of Career Technical Education
l.paradis@dover.k12.nh.us

EMILY SHERMAN
Dean of Instruction
e.sherman@dover.k12.nh.us

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

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

November 8, 2019

Dear Mr. Driscoll and Dr. Harbron,

The World Language Department requests your permission to submit a proposal for extended travel to Italy during April vacation of 2020.

The dates are scheduled for April 24-May 2, 2020. For more details, please see the attached documents.

Twenty-one Latin students traveled to Italy on this same trip in April of 2018. This was a successful trip, and the company, WorldStrides did a great job with all details. This would be my 5th trip with Worldstrides. There are currently 12 Latin students signed up for this trip.

Thank you for considering this request.

Respectfully,

Jennifer Connelly
Academic Coordinator
Latin Teacher
World Language Department
(603) 516-6872
j.connelly@dover.k12.nh.us

DOVER HIGH SCHOOL
AND
REGIONAL CAREER TECHNICAL CENTER

2019 - 2020

~~2017-2018~~ FIELD TRIP REQUEST

Date: Nov 8 2019

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

Teacher Requesting the Trip: Jennifer Connelly

Destination of Field Trip: Italy

Date of Field Trip: Apr 24 - May 2, 2020 Time of Departure: 1:30 pm Time of Return: 7 pm

Number of Students: 12 Cost Per Student: ~~\$4411~~ - \$4652 (depends on sign up)

Number of Adults Going: 2 Method of Transportation: bus + airplane

LIST ALL CHAPERONES: J. Connelly, T. LaHaise

Chaperones who are not employees of the district must fill out a Volunteer Service Form two weeks prior to the field trip.

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

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

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

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

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

What is the educational purpose of the field trip?

To experience international travel

What instructional classroom preparations will be done prior to the field trip?

Readings, map identification, itinerary planning

What follow-up classroom activities will take place after the field trip?

Sharing of pictures, stories, and information

Approval of Appropriate Administrator (AC, CTC Director): [Signature]

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

☒ Trip Approved

☐ Trip Disapproved

Reason for Denial: [Signature]

Principal's Signature: [Signature]

Date: 11/8/19

Extended Travel Proposal

Jennifer Connelly
Latin Teacher
World Language Department
Dover High School

Rome, Florence, Sorrento Italy during April vacation of 2020

1. Statements of the educational value of the proposed travel and the relationship to current program or course offerings.

We will visit Florence, Siena, Naples, Sorrento, Rome, and Pompeii. Only students who are currently studying Latin or have studied up through Latin III are allowed on the trip. Studying the city of Rome and the town of Pompeii and relating their historical implications to our culture today are essential elements of the Latin curriculum. Students from the first level to the AP course will have the opportunity to witness, observe, and experience the ancient Roman culture, along with Italian language (modern Latin). This is experiential learning at its best.

Through this direct-contact adventure, Dover High School students will become global learners. They will return to Dover with a better understanding of another country, its culture and history and eternal language, as well as an appreciation of their own. This total immersion experience is a classroom without walls. *Please see attached: World Language Department "Vision Statement."*

2. If a travel agency is utilized, evidence of a performance bond or other security for deposits from the agency is required.

Yes, Worldstrides International Discovery is the travel agency. The cancellation Protection Plus Program is \$225. Please see attached. *2*

3. Inclusive dates of trip.

During the 2020 Spring Recess (April vacation) for 9 days. We would leave Friday, April 24, and return May 2, 2020.

- During the trip students are not allowed to leave the hotel after the group has returned in the evening. This is generally at 10:00 p.m.
- The buddy system is strictly enforced. Students will be in groups of three or more during all free time.

When the tour guide is speaking, all students will listen quietly and attentively. Students are expected to participate in all events.

7. Permission forms to be reviewed and signed by parents.

See attached documents: *"Sample consent letter for a child traveling out of country without either parent."*

Attachment 7

8. Statement of source and nature of insurance coverage.

See attached documents.

Attachment 8

9. Decision and opinion of the Principal and Superintendent.

See attached documents.

10. Release from duty of any staff member.

None. The trip will take place during Spring Recess.

11. Cost to the District.

None.

12. Disclosure of financial benefit to trip leader and chaperones.

The trip leader and chaperone will receive air and bus transportation (in Italy), breakfast and dinner, and multiple-occupancy hotel accommodations.

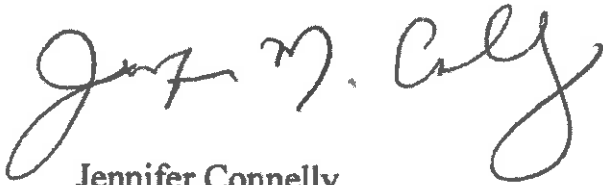
Finally, accordance with Policy Code IJOAA which states, *"The sponsoring organization is required to arrange fundraising opportunities to minimize the financial burden to participants..."* (Pg. 1, Para. 5)

1. By opening the trip 16 months in advance, students and families have more time to pay for the trip. Final payment is due in February 2020 for students who choose EZ Pay. Most students pay for the trip through gifts and jobs.
2. Discounted price of the trip by Worldstrides is \$600.

3. Scholarship: Worldstrides provides grants to students meeting financial criteria who apply. Whether or which students apply is unknown, due to confidentiality policy. *Please see attachment #12.*

Thank you for considering this proposal.

Respectfully,

A handwritten signature in black ink, appearing to read "Jennifer Connelly". The signature is fluid and cursive, with the first name "Jennifer" written in a larger, more prominent script than the last name "Connelly".

Jennifer Connelly

Latin Teacher

World Language Department

Dover High School

World Language Department

Mission and Vision Statement

The World Language Department shares the philosophy of the National Standards for Foreign Language Learning in the 21st Century which calls for a future in which students are well-versed in English and at least one other language, modern or classical.

- Dover students will have the opportunity to specialize in at least one language: French, Latin, or Spanish. They will learn to communicate in this/these language(s) and develop the 21st century skills of cross-cultural competence, global awareness, multiple literacies, critical thinking, problem solving, collaboration, flexibility, adaptability, and mutual responsibility.
- Dover students will develop respect of other peoples and their customs, histories, and perspectives by exploring their language and culture.
- Dover students will improve their competency in the English language by comparing and contrasting structure and vocabulary of another language.
- Dover students will develop stronger reading, writing, listening, and speaking skills through their investigation of non-English literature and media.

#4. General Itinerary: Place or Places to be Visited:



Florence, Sorrento & Rome

educationaltravel.com/Connelly-9753

April 24 - May 02, 2020

Day 1 Start tour

Day 2 Ciao Florence

Meet your tour director and check into hotel

Day 3 Florence Landmarks

Florence guided sightseeing tour with Whisper headsets : Accademia visit, Baptistry Doors, Chiesa di Santa Croce, Duomo, Ponte Vecchio
LEAP Cucina Fiorentina!

Day 4 San Gimignano & Siena excursion

Tour director-led sightseeing of San Gimignano
Tuscan Farm Lunch
Travel to Siena
Siena Cathedral visit
Dinner on your own

Day 5 Florence--Sorrento

Travel to Naples by train
LEAP Patron of the Renaissance
Pompeii guided excursion
Travel to Sorrento

Day 6 Sorrento

Capri excursion
Dinner with entertainment

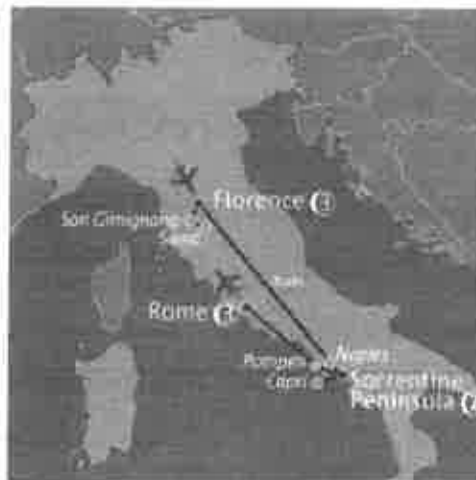
Day 7 Sorrento--Rome

Travel to Rome
Rome guided sightseeing tour : Forum Romanum visit, Arch of Constantine, Colosseum visit with Whisper headset
Rome city walk: Spanish Steps, Trevi Fountain, Pantheon, Piazza Navona

Day 8 Rome

Vatican City guided walking sightseeing tour with Whisper headsets:
Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit
Optional LEAP Caesar's Gladiators

Day 9 End tour



Attachment #2



CERTIFICATE OF LIABILITY INSURANCE

9/30/2020

DATE (MM/DD/YYYY)

10/30/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. IF SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	Lockton Companies 444 W. 47th Street, Suite 900 Kansas City MO 64112-1906 (816) 960-9000	CONTACT NAME: PHONE: FAX: E-MAIL: ADDRESS:	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURED	EXPLORICA, INC. DBA WORLDSTRIDES 218 W. WATER STREET, SUITE 400 CHARLOTTESVILLE VA 22901	INSURER A: Steadfast Insurance Company		26387
1432062		INSURER B: Zurich American Insurance Company		16535
		INSURER C: Crum and Forster Insurance Company		42471
		INSURER D: Federal Insurance Company		20281
		INSURER E:		
		INSURER F:		

COVERAGES CERTIFICATE NUMBER: 16385674 REVISION NUMBER: XXXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ANNUAL LIMIT USD, MM	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY ☒ CLAIMS-MADE ☒ OCCUR ☒ HIRED AUTOS ☒ NON-OWNED AUTOS GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PROJECT ☐ LOC OTHER:	Y N	BOL5329376	9/30/2019	9/30/2020	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (E&R) \$ 10,000,000 MED EXP (Per one person) \$ 10,000 PERSONAL & ADV INJURY \$ 10,000,000 GENERAL AGGREGATE \$ 10,000,000 PRODUCTS - COMP/OP AGG \$ 10,000,000
B	AUTOMOBILE LIABILITY ANY AUTO ☒ OWNED AUTOS ONLY ☐ HIRED AUTOS ONLY ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS ONLY	N N	FRA1071630	9/30/2019	9/30/2020	COMBINED SINGLE LIMIT (E&R accident) \$ 1,000,000 BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX
C	UMBRELLA LIAB ☒ OCCUR	N N	5821128279 (25M)	9/30/2019	9/30/2020	EACH OCCURRENCE \$ 40,000,000
D	EXCESS LIAB ☒ CLAIMS-MADE DED ☒ RETENTION \$ 10,000	N N	93635915 (15M XGS 25M)	9/30/2019	9/30/2020	AGGREGATE \$ 40,000,000 \$ XXXXXXXX
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N N/A	WC1071628	9/30/2019	9/30/2020	☒ PER STATUTE ☒ OTHER E1 EACH ACCIDENT \$ 1,000,000 E1 DISEASE - EA EMPLOYEE \$ 1,000,000 E1 DISEASE - POLICY LIMIT \$ 1,000,000
A	PROFESSIONAL LIABILITY	N N	BOL5329376	9/30/2019	9/30/2020	EACH CLAIM \$10,000,000 AGGREGATE \$10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
RE 4/24/20-5/2/20 DOVER HIGH SCHOOL IS ADDITIONAL INSURED ON GENERAL LIABILITY COVERAGE, AS REQUIRED BY WRITTEN CONTRACT AND SUBJECT TO THE TERMS AND CONDITIONS OF THE POLICY

CERTIFICATE HOLDER

16385674
DOVER HIGH SCHOOL
ATTN: JENNIFER CONNELLY
25 ALUMNI DR
DOVER NH 03820-4365

CANCELLATION See Attachment

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

© 1988-2016 ACORD CORPORATION. All rights reserved.

Attachment #2

Attachment Code: D535488 Certificate ID: 16385674

- a. The Limits of Insurance provided to the Named Insured in this policy; or
- b. The Limits of Insurance the Named Insured is required to provide in the Standard Tour or Trip Contract.

C. The Insurance provided to the additional Insured Common Trip Sponsor, Venue and Client does not apply to Bodily Injury, Property Damage, Personal injury, or any negligent act or negligent omission that results solely from the negligence of the additional Insured.

D. The additional Insured must see to it that:

- 1. The Company is notified as soon as practicable of an Occurrence, a negligent act or negligent omission or an offense that may result in a Claim or Suit;
- 2. The Company receives written notice of a Claim or Suit as soon as practicable; and
- 3. A request for defense and indemnity of the Claim or Suit will promptly be brought against any policy issued by any other insurer under which the additional Insured may be an insured in any capacity.

E. For the purpose of this endorsement only, Standard Tour or Trip Contract means a written contract or written agreement between the Named Insured and a Common Trip Sponsor, Venue and Client under which:

- 1. The Named Insured has agreed to directly provide or arrange any travel or tour services; or
- 2. The Common Trip Sponsor, Venue and Client has allowed the Named Insured to use or occupy premises with respect to performing travel or tour services.

F. For the purposes of this endorsement only, Common Trip Sponsor, Venue and Client means any of the following groups and/or organizations: universities, schools and school districts, governmental entities or agencies, corporate clients, church groups, senior citizen groups, alumni associations, parks, museums, theaters, convention halls, bus depots and terminals, sponsoring trade groups, including the directors and employees of such.

G. For the purpose of this endorsement only, Section II. EXCLUSIONS, paragraph X., item 1. does not apply to any individual or entity who would qualify as an additional insured under this endorsement with respect to Travel Agency Operations of the Named Insured.

All other terms, conditions, provisions and exclusions of this policy remain the same,

Attachment #2

Attachment Code: D535488 Certificate ID: 16385674

Additional Insured — Automatic Status for Common Trip Sponsors, Venues and Clients

Policy No.	eff. Date of Pol.	Exp Date of Pol.
EOL5329376	9/30/2019	9/30/2020

Additional Insured and Address:

DOVER HIGH SCHOOL
ATTN: JENNIFER CONNELLY

25 ALUMNI DR

DOVER, NH 03820-4365

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY

This endorsement modifies insurance provided under the:

Travel Agents and Tour Operators Professional Liability Policy

A. Section III. **PERSONS INSURED** is amended to include as an **Insured**:
F. Any Common Trip Sponsor, Venue and Client the Named Insured is required to add
as an additional Insured on this policy under a Standard Tour or Trip Contract.

B. The insurance provided to the additional Insured Common Trip Sponsor, Venue and Client applies only to Bodily Injury, Property Damage, Personal Injury, or negligent acts or negligent omissions covered under Section I. A. Coverages and the defense of Suits seeking Damages on account of such Bodily Injury, Property Damage, Personal Injury or any negligent act or negligent omission under Section I. B. Defense with respect to the Travel Agency Operations of the Named Insured.

However, regardless of the provisions of paragraphs A. above:

1. The Company will not extend any insurance coverage to any additional Insured Common Trip Sponsor, Venue and Client:

a. That is not provided to the Named Insured in this policy; or
b. That is broader coverage than the Named Insured is required to provide to the additional Insured Common Trip Sponsor, Venue and Client in the Standard Tour or Trip Contract.

2. The Company will not provide Limits of Insurance to any additional Insured Common Trip Sponsor, Venue and Client that exceeds the lower of:

Dover High School Overnight Field Trip Medical Form

"Must be Completed by Parent/Guardian for Any Student Attending the Trip"

Student Name: _____ Date of Birth: _____
Home Address: _____ Home Phone: _____
Parent/Guardian Name: _____ Cell# _____ Home# _____ Work# _____
Parent/Guardian Name: _____ Cell# _____ Home# _____ Work# _____

Emergency Alternate Contacts (List in order desired)

Alternate Contact #1 _____ Relationship _____ Number _____
Alternate Contact #2 _____ Relationship _____ Number _____

Medical Information "To be Completed by Parent/Guardian"

Physician: _____ Phone _____

☐ **Allergies (Please list and describe reaction below):**

☐ Food Allergy? _____

☐ EPI PEN Required? **

☐ Bee Sting Allergy? _____

☐ EPI PEN Required? **

☐ Drug Allergy? _____

****=MEDICAL ORDER FROM A PHYSICIAN IS REQUIRED**

☐ Seasonal Allergy? _____

TO ATTEND THIS FIELD TRIP- SEE MEDICATION ORDER

☐ Other Allergy? _____

FORM AND HAVE IT COMPLETED BY MD**

☐ Asthma? ** ☐ Medication as Needed **: _____ ☐ Medication Required EVERYDAY **: _____

☐ Diabetes? ** ☐ TYPE 1 ** ☐ TYPE 2 ** Notes: _____

☐ Eye Glasses? ☐ Contact Lenses? Notes: _____

☐ **Other Medical Conditions:**

☐ Seizures? ** ☐ Cardiac Concerns? ☐ Gastrointestinal? ☐ Other?

Explain: _____

Does Your Child Have Any Restrictions? (Explain) _____

Does Your Child Have Any Dietary Restrictions? (Explain) _____

Health Insurance Co: _____ Policy #: _____

DOVER HIGH SCHOOL AND ITS CHAPERONES WILL ATTEMPT TO CONTACT THE PARENTS OR GUARDIANS OF ANY SICK OR INJURED CHILD PRIOR TO SEEKING EMERGENCY TREATMENT. IN THE CASE THAT A PARENT OR GUARDIAN CANNOT BE REACHED, SUCH TREATMENT WILL BE ISSUED BY EITHER TRAINED PERSONNEL, A FIRST AID STATION, OR A TREATMENT FACILITY.

BY SIGNING BELOW, I HEREBY RELEASE DOVER HIGH SCHOOL AND ITS ASSIGNED CHAPERONES OF ANY RESPONSIBILITY IN THE EVENT OF ACCIDENT OR INJURY. PERMISSION IS GRANTED FOR TREATMENT OF THE ABOVE-NAMED PARTICIPANT BY A PHYSICIAN OR HOSPITAL IN THE EVENT OF A MEDICAL OR SURGICAL EMERGENCY.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

"INFORMATION WILL BE HELD HIGHLY CONFIDENTIAL AND SHARED ONLY WITH APPROPRIATE STAFF/CHAPERONES TO MAINTAIN SAFETY"

Dover High School - Overnight Field Trip Medication Order Form

Student Name: _____ Date of Birth: _____

List any Allergies & Reactions (Hives, Rash, Anaphylaxis, etc.): _____

Dear Parent/Guardian:

Your child will be participating in an overnight field trip. The School Nurse will not be in attendance on this trip; however, DHS Administration has designated chaperones to care for the health needs of your child. Please indicate below any current over-the-counter or prescription medication that your child will need on this trip. Please cross out OTC section if NO OTC meds are to be administered. If your child needs a prescription medication on this trip, your doctor must complete and sign the bottom section labeled "PRESCRIPTION MEDICATIONS." PLEASE NOTE: No student will receive any Over-The-Counter (OTC) medications unless this portion for OTC meds is completed and signed by a parent/guardian.

Over the Counter Medications (OTC) (To be Completed by Parent/Guardian)

Please mark which of the following medication you would like your child to receive if needed while on the field trip:

- ☐ Acetaminophen (Tylenol)
- ☐ Ibuprofen (Advil)
- ☐ Antacid (Tums)
- ☐ Diphenhydramine (Benadryl)- In case of allergic reaction
- ☐ Other* _____

(Dover High School will provide manufacture's recommended dosage, in pill form, of the medications listed above. Liquid forms and medication listed as "other" *must be provided by the parent.)

PARENT/GUARDIAN SIGNATURE (FOR OTC MEDS): _____ DATE: _____

****PRESCRIPTION MEDICATIONS** (TO BE COMPLETED BY PHYSICIAN) **** Requires the Original Labeled Container from the Pharmacy; Medications cannot be grouped into one prescription bottle, or placed into plastic baggies with the student's name on it, but must be in separate Prescription Bottles.

TO BE COMPLETED BY PHYSICIAN:

To be completed by Medication Designee as meds are given, and initialed:

Medication/Dose/Route:

				Mon	Tue	Wed	Thurs	Fri	Sat	Sun
1. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
2. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
3. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
4. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐
5. _____	☐ Daily ☐ PRN	☐ AM ☐ PM		☐	☐	☐	☐	☐	☐	☐

☐ May Self-Carry Inhaler

☐ May Self-Carry/Administer EPI PEN

☐ DHS HAS a copy of Asthma/Allergy/Seizure action plan

☐ Inhaler to be Kept with Adult

☐ EPI PEN to be Kept with Adult

☐ DHS DOES NOT have Asthma/Allergy/Seizure action plan

PHYSICIAN SIGNATURE (for Rx Meds): _____ DATE: _____

PARENT/GUARDIAN SIGNATURE (For Rx Meds): _____ DATE: _____

Office Use Only:

Medication Designee Print: _____ Date: _____

Medication Designee Signature: _____

Medications Designee Initials: _____

AUTHORIZATION FOR MEDICATION

HEALTH SERVICES
DOVER HIGH SCHOOL
25 Alumni Dr. Dover, N.H. 03820
Ph.516-6928 Fax 516-6926

PARENT AUTHORIZATION (To be completed by the parent)

Student's Name _____ Grade _____

I request that my child be assisted in taking medication(s) described below at school and on field trips by authorized persons. I agree that all medications will be brought to school in original containers with prescriptive labels. *Please Note:* For Prescription Medications the school may only accept a 30 day supply.

Date _____ Parent Signature _____

To be completed by the parent

Over the Counter Medications

Reason for medication _____

Name of Medication _____

Dose (Amount) _____

How soon can it be repeated? _____

Please check: ☐ School Year (or) ☐ Limited to _____ Days

Prescription Medication

Name of medication _____

I request prescription to be given according to physician's order.

Prescription Medications (To be completed by the physician)

Diagnosis for which medication is prescribed _____

Name of Medication _____

Dose _____

Time _____

If medication is prn describe indications _____

Frequency _____

Significant side effects _____

Other information _____

Please check: ☐ School Year (or) ☐ Limited to _____ Days

Date _____

Physician's Signature _____

Phone No _____

****All medication notes expire on the last day of each school year. New notes are required at the beginning of each school year.**

Asthma Action Plan



Dover High School Health Services
25 Alumni Drive
Dover, NH 03820
603-516-6928 phone
603-516-6926 fax
t.couimette@dover.k12.nh.us

Student's Name: _____

Grade: _____

Health Care Provider: _____

Phone: _____

Fax: _____

Parent/Guardian: _____

Home: _____

Cell: _____

Alternate Emergency Contact Name: _____

Phone: _____

Circle Known Asthma Triggers for this Student:

Colds Exercise Animals Dust Smoke Food Weather Fragrance Other: _____

Daily Maintenance Medications:

Dosage:

Frequency:

1. _____

2. _____

Please Take _____ Puffs of _____ Inhaler _____ Minutes Before PE/Gym Class

Personal Best Peak Flow Number _____

Monitoring Times _____

Rescue Medications:

Dosage:

Frequency:

1. _____

2. _____

☐ Student Has been instructed on self-administration and is capable of responsibly carrying his/her own inhaler during school hours. Student will notify nurse if used during school hours. Dover High School Nurse will not be responsible for medication effects or for ensuring that it is taken. Student will be responsible for taking his/her own inhaler on field trips.

☐ Student should not self-carry his/her inhaler. Inhaler should be kept in the Nurse's Office. Inhalers kept with the Nurse will be packed by the Nurse for field trips.

I give permission for the School Nurse to share information about my child's asthma with staff and faculty of Dover High School. I allow the School Nurse to communicate with my child's Health Care Provider regarding his/her asthma. I will notify the School Nurse of any medication/treatment changes.

Parent Signature: _____

Date: _____

Health Care Provider Signature: _____

Date: _____





FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

Name: _____ D.O.B.: _____

Allergy to: _____

Weight: _____ lbs. Asthma: ☐ Yes (higher risk for a severe reaction) ☐ No

PLACE
PICTURE
HERE

NOTE: Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. USE EPINEPHRINE.

Extremely reactive to the following foods: _____

THEREFORE:

☐ If checked, give epinephrine immediately for ANY symptoms if the allergen was likely eaten.

☐ If checked, give epinephrine immediately if the allergen was definitely eaten, even if no symptoms are noted.

FOR ANY OF THE FOLLOWING: SEVERE SYMPTOMS



LUNG

Short of breath,
wheezing,
repetitive cough



HEART

Pale, blue,
faint, weak
pulse, dizzy



THROAT

Tight, hoarse,
trouble
breathing/
swallowing



MOUTH

Significant
swelling of the
tongue and/or lips



SKIN

Many hives over
body, widespread
redness



GUT

Repetitive
vomiting, severe
diarrhea



OTHER

Feeling
something bad is
about to happen,
anxiety, confusion

OR A
COMBINATION
of symptoms
from different
body areas.

1. INJECT EPINEPHRINE IMMEDIATELY.

2. Call 911. Tell them the child is having anaphylaxis and may need epinephrine when they arrive.

• Consider giving additional medications following epinephrine:

- Antihistamine
- Inhaler (bronchodilator) if wheezing

• Lay the person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side.

• If symptoms do not improve, or symptoms return, more doses of epinephrine can be given about 5 minutes or more after the last dose.

• Alert emergency contacts.

• Transport them to ER even if symptoms resolve. Person should remain in ER for at least 4 hours because symptoms may return.

MILD SYMPTOMS



NOSE

Itchy/runny
nose,
sneezing



MOUTH

Itchy mouth



SKIN

A few hives,
mild itch



GUT

Mild nausea/
discomfort

FOR MILD SYMPTOMS FROM MORE THAN ONE
SYSTEM AREA, GIVE EPINEPHRINE.

FOR MILD SYMPTOMS FROM A SINGLE SYSTEM
AREA, FOLLOW THE DIRECTIONS BELOW:

1. Antihistamines may be given, if ordered by a healthcare provider.
2. Stay with the person; alert emergency contacts.
3. Watch closely for changes. If symptoms worsen, give epinephrine.

MEDICATIONS/DOSES

Epinephrine Brand: _____

Epinephrine Dose: ☐ 0.15 mg IM ☐ 0.3 mg IM

Antihistamine Brand or Generic: _____

Antihistamine Dose: _____

Other (e.g., inhaler-bronchodilator if wheezing): _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE

DATE

PHYSICIAN/HCP AUTHORIZATION SIGNATURE

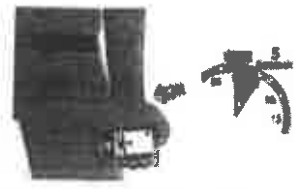
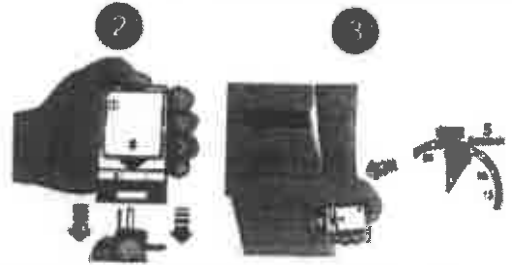
DATE

**FARE****FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN****EPIPEN® (EPINEPHRINE) AUTO-INJECTOR DIRECTIONS**

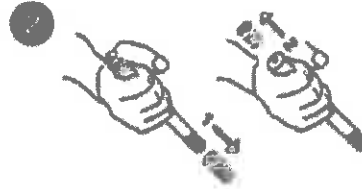
1. Remove the EpiPen Auto-Injector from the plastic carrying case.
2. Pull off the blue safety release cap.
3. Swing and firmly push orange tip against mid-outer thigh.
4. Hold for approximately 10 seconds.
5. Remove and massage the area for 10 seconds.

**AUVI-Q™ (EPINEPHRINE INJECTION, USP) DIRECTIONS**

1. Remove the outer case of Auvi-Q. This will automatically activate the voice instructions.
2. Pull off red safety guard.
3. Place black end against mid-outer thigh.
4. Press firmly and hold for 5 seconds.
5. Remove from thigh.

**ADRENALICK®/ADRENALICK® GENERIC DIRECTIONS**

1. Remove the outer case.
2. Remove grey caps labeled "1" and "2".
3. Place red rounded tip against mid-outer thigh.
4. Press down hard until needle penetrates.
5. Hold for 10 seconds. Remove from thigh.



OTHER DIRECTIONS/INFORMATION (may self-carry epinephrine, may self-administer epinephrine, etc.):

Treat someone before calling Emergency Contacts. The first signs of a reaction can be mild, but symptoms can get worse quickly.

EMERGENCY CONTACTS — CALL 911

RESCUE SQUAD: _____

DOCTOR: _____ PHONE: _____

PARENT/GUARDIAN: _____ PHONE: _____

OTHER EMERGENCY CONTACTS

NAME/RELATIONSHIP: _____

PHONE: _____

NAME/RELATIONSHIP: _____

PHONE: _____

PARENT/GUARDIAN AUTHORIZATION SIGNATURE _____

DATE _____

Attachment #5

Printable options: Basic Itinerary (?p=1&view=basic) | **Detailed Itinerary**



Florence, Sorrento & Rome

GROUP INFORMATION



Trip ID:
Connelly-9753

Departing From:
Boston

Departing:
April 24, 2020

Returning:
May 2, 2020

**Last day for this
Program Fee:**
October 28, 2019

▣ **YOU CAN SIGN UP AT:**
[**http://www.educationaltravel.com/Connelly-9753 \(/Connelly-9753\)**](http://www.educationaltravel.com/Connelly-9753 (/Connelly-9753))

PROGRAM ITINERARY (DETAILED)

Day 1 Start tour

Day 2 Ciao Florence

Meet your tour director and check into hotel

Day 3 Florence Landmarks

Florence guided sightseeing tour with Whisper headsets

Accademia visit, Baptistery Doors, Chiesa di Santa Croce, Duomo, Ponte Vecchio

★ LEAP Cucina Fiorentina!

Total Fee: * \$4,652.00

Program Quote Breakdown

The following fees apply to your full-paying participants:

Program Fee*	\$4,612.00
Ostia excursion*	\$36.00
Hadrian's Villa & Tivoli excursion*	\$64.00
Weekend Supplement (Departing)	\$45.00
Weekend Supplement (Returning)	\$45.00
** Earlyenrollment2020	\$ -150.00

Total Fee* \$4,652.00

OR 4 monthly payments of \$1,138.25

After initial payment of \$99.00

* Last day for this Program Fee is Oct 28, 2019.

** Only valid with voucher code Earlyenrollment2020

Additional Adult Fees

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

Adult Supplement	\$125.00
Twin Room Upgrade	\$315.00

Attachment #5

Reserve your Spot!

MyTrip ID: Connolly-9753

Registration deadline: October 28, 2019

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare and other transportation described in the itinerary
- Three college prep credits are included in the cost of your program. Please note that middle school students aren't eligible.
- Traveler Assistance, Medical Insurance & Travel Insurance
- Centrally located three- and four-star hotels
- Daily breakfast to start the day energized and ready to go
- Appetizing, hearty three-course dinner daily (lunch replacement where "dinner on your own" is noted)
- Full time, bilingual, WorldStrides tour director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- LEAP! Educational Program
- Entrances and transportation to sites and activities described in your itinerary
- Local Guide and Local Bus Driver tips
- 24/7 On Tour Emergency Support

Tour investment

Students (travelers under the age of 23): \$4,652

Adults (age 23 and over): \$5,092

Automatic monthly payment plan

Pay just \$99 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of October 28, 2019, your monthly payment would be just \$1,138.25.

Travel protection

Most WorldStrides travelers protect their investment with our Cancellation Protection Plus.

Enroll online,
by phone, or by mail



educationaltravel.com/Connolly-9753



1.800.771.5353



Mail in your paper application to:

WorldStrides Programs
Attn: Participant Services
2 Heritage Drive
Quincy, MA 02171



WorldStrides | 50

Attachment #6

**School Board Guidelines for Alcohol, Drugs, Body Art
And Standards of Behavior
For All Dover Students leaving the country.**

- 1. Students will NOT bring, consume, purchase, or ship home ALCOHOL while on a school sanctioned trip.**
- 2. Students will NOT bring, consume, purchase, or ship home illegal DRUGS or PIPES while on a school sanctioned trip.**
- 3. Students will NOT purchase BODY ART or PIERCING services while on a school sanctioned trip.**
- 4. Students will not purchase WEAPONS of any kind, such as knives, or swords, even if they are considered souvenirs while on a school sanctioned trip.**
- 5. Students will NOT purchase or wear any CLOTHING that portrays sex symbols or sex or alcohol related messages or makes comments about any group while on a school sanctioned trip.**

Student print:_____

Signature:_____

Parent/Guardian print:_____

Signature:_____

Attachment #6

World Language Department

Requirements to Travel to Italy

I understand that the requirements to go on the trip to Italy are:

1. I am studying Latin in 2019-2020.
2. I do not receive an ASI, ISS, or OSS beginning December 15, 2018.

I understand that if I receive an ISS or OSS for any reason that I will be dropped off the trip at my own expense. If I receive an ASI, I will be put on probation. A second ASI will result in a decision making meeting with a parent, Mr. Driscoll, Mrs. Connelly to determine if the student should attend. I understand that neither Worldstrides nor Dover High School has any responsibility to refund my money.

I understand that while on the trip all school rules are in force.

I have read and agree to the above requirements.

Student _____ signature _____ date _____

Parent _____ signature _____ date _____

CONSENT LETTER FOR
A CHILD TRAVELING OUT OF COUNTRY WITHOUT EITHER PARENT

.....

To whom it may concern:

I/We, _____ are the parents/guardians of _____, born on _____
at _____. He/she is carrying the following citizenship document:

☐ **Passport**

Number: _____ Issued on (date & place): _____

☐ **Other -- please specify**

Our child has our consent to travel with **Dover High School** to visit **Italy** for **9 days and 8 nights:**
April 24-May 2, 2020. Our child will be residing at the following hotel(s):

Hotel Name: **see itinerary**

City: **see itinerary**

Phone number: _____

Any question regarding this consent can be directed to us at:

Address: _____

Home phone number: _____

Work phone number: _____

Parent/guardian signature

Date

Parent/guardian signature

Date

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

PERMISSION/RELEASE STATEMENTS FOR FOREIGN OR EXTENDED TRAVEL

The undersigned _____,
 hereby grants permission for _____ to travel to
 _____ with _____ as chaperones, as part
 of a Dover School District extended travel program. The scheduled departure date is
 _____ and the scheduled return date is _____.

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

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

_____ day of _____, 20____

 Parent/Guardian Signature

 Parent/Guardian Signature

 Student Signature

LIABILITY RELEASE FORM

Student Name _____ Home Telephone _____
 Address _____ Zip Code/ _____
 Date of Birth _____ Place of Birth _____
 School Dover High School School Telephone 603-516-6872
 School Contact Person Jennifer Connelly Position Teacher, WL Dept
 Parents/Guardians Full Names _____
 Place/Times of Employment _____
 Employment Telephone Numbers () _____
 Person to contact in an emergency _____ Telephone () _____
 Address _____ Relationship _____
 Physician _____ Telephone _____

RELEASE

I, a participant in the excursion to Italy, April 20-28, 2018, sponsored by World Language Department, Dover High School and approved by the Dover School Board, agree to all the following conditions:

The Program organizer(s), group chaperones of Dover High School and the Dover School District shall not be liable for any damages or loss to my person or property arising from my participation in this program.

The Program organizer(s) and/or group chaperones may make reasonable changes in the dates, destinations, or itinerary for the mutual benefit and safety of group participants. In such event, they shall not be liable for any delay, loss or damage resulting there from. In the event of any illness, accident, or incapacity incurred by me, the group chaperone may consider my best interests in securing medical treatment, hospitalization, medication and/or return transportation at my own expense.

Any and all claims, obligations, suits in any liabilities whatsoever against the organizer(s), chaperones, and/or the School District are hereby waived and released.

I certify that I have read and understood this release and agree to abide by its provisions.

Student Signature

Date

Signature of Witness

Date

I certify that I am the parent or legal guardian of the student named above and that I have read the foregoing release. I allow my child to participate in this trip. I agree to every part of this release and hereby relinquish any claim that I may have against the program organizers, chaperones, and the School District, both on my behalf and in my capacity as legal representative, while my child is a participant in this program.

Parent Signature

Date

Signature of Witness

Date

HEALTH FORM

Name (Please, print.) _____

Address _____

Parents' name(s) _____

Phone number (home) _____

Mother (work) _____ Cell _____

Father (work) _____ Cell _____

Name and phone of emergency contact other than parents: (relationship)

Health Information:

Diet restrictions: _____

Allergies: _____

Treatment of allergies _____

Medications needed on the trip: _____

Other information: _____

Health Insurance:

Name of company: _____

Group number _____ ID number _____

Address _____

Contact phone _____

In case of emergency, I hereby give permission to ~~Amel M. Staphis~~, Jennifer Connelly to authorize medical treatment while on this trip to France.

Parent/guardian's signature _____ date _____



FLAG Scholarships:

Bringing International Travel within Reach

WorldStrides International Discovery believes that every child, regardless of background, should have access to the benefits of educational travel. To support this vision, more than \$1 million in FLAG Scholarship funding is available for qualifying families with an annual adjusted gross income (AGI) of up to \$85,000. Last year, thousands of families benefited from the FLAG scholarship program.

Families are invited to complete a confidential, simple application to receive travel assistance funds. Scholarships are available in amounts up to \$600. You must apply for the FLAG scholarship within 45 days of enrolling for a WorldStrides International Discovery program.

Steps for more information and to apply:

1. Call our Customer Service team at 1-800-468-5899.
2. Inform the representative that you are traveling on a WorldStrides International Discovery program.
3. If you are already enrolled, provide your Traveler ID Number.
4. If you are not yet enrolled, request an estimate of scholarship funds based on your International Discovery program.



www.educationaltravel.com

GIVE THE GIFT OF EDUCATION

Dear _____

I am planning to participate in an amazing educational program to (insert Destination), this (insert Spring/Summer) with my friends and classmates from (insert school name)! We'll spend a total of (insert number of days) days together in (insert Destination) learning really cool things about our country [or that country). Click on this link to view some of the awesome activities that are planned for us on our program:

In order to take part in this totally unique adventure, I need to raise \$ (insert price of trip). Please help me by sponsoring a portion of my trip. Any contribution you could make would bring me that much closer to this once-in-a-lifetime experience. Please send your contribution to me at (insert student/parent name, mailing address including state and zip code).

Please call or email me if you have any questions or want to hear more about this great learning opportunity.

Sincerely,

(Name of Student)

.....

Yes, I will sponsor (Name of Student) for:

____ \$15 ____ \$25 ____ \$50 ____ \$75 Other Amount \$ _____

Sponsor's Name (please print)

Please attach a check made payable to me: (insert student/parent name)

Mail # to me: (insert mailing address including state and zip code).

If you would like to talk to the trip organizer, please contact:

(insert teacher name, school, phone number, email address)

(Telephone # and/or email address if desired)

Donation Request List for Approval
March 9, 2020 School Board Meeting

School	Group Donating	Value	Items/Service	Purpose
DHS	Dover Pediatrics, PLLC	\$682.00	Monetary	Dover High School Food Pantry
HSS	HSS Parent Teacher Group	\$3,000.00	Monetary	To provide classroom teachers money to purchase books to update classroom libraries

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-1
DATE OF ADOPTION:	PAGE 1 OF 4

FIRST READING

ALLOWABILITY – FEDERAL GRANT FUNDS

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives and the specific terms and conditions of the grant award.

A. Cost Principles: Except whether otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

1. Be “necessary” and “reasonable” for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.

a. To determine whether a cost is “reasonable”, consideration shall be given to:

i. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;

ii. the restraints or requirements imposed by such factors as sound business practices, arm’s length bargaining, Federal, State, local, tribal and other laws and regulations;

iii. market prices for comparable goods or services for the geographic area;

iv. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and

v. whether the cost represents any significant deviation from the established practices or Board policy which may increase the expense. While Federal regulations do not provide specific descriptions of what satisfied the “necessary” element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need and can prove it.

b. When determining whether a cost is “necessary”, consideration may be given to whether:

i. the cost is needed for the proper and efficient performance of the grant program;

ii. the cost is identified in the approved budget or application;

iii. there is an educational benefit associated with the cost;

iv. the cost aligns with identified needs based on results and findings from a needs assessment; and/or

v. the cost addresses program goals and objectives and is based on program data.

c. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-1
DATE OF ADOPTION:	PAGE 2 OF 4

2. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
4. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
5. Be determined in accordance with generally accepted accounting principles.
6. Be representative of actual cost, net of all applicable credits or offsets.
The term "applicable credits" refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to/or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.
7. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.
8. Be adequately documented:
 - a. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;
 - b. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

B. Selected Items of Cost: The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

C. Cost Compliance: The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

D. Determining Whether A Cost is Direct or Indirect:

1. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-1
DATE OF ADOPTION:	PAGE 3 OF 4

2. “Indirect costs” are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity.
- b. Individuals involved can be specifically identified with the project or activity.
- c. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
- d. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by NHDOE or the pass-through entity (Federal funds subject to 2 C.F.R Part 200 pertaining to determining indirect cost allocation).

- E. Timely Obligation of Funds: Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following are examples of when funds are determined to be “obligated” under applicable regulation of the U.S. Department of Education:

When the obligation is for:

1. Acquisition of property – on the date which the District makes a binding written commitment to acquire the property.
2. Personal services by an employee of the District – when the services are performed.
3. Personal services by a contractor who is not an employee of the District – on the date which the District makes a binding written commitment to obtain the services.
4. Public utility services – when the District received the services.
5. Travel – when the travel is taken.
6. Rental of property – when the District uses the property.
7. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E – Cost Principles – on the first day of the project period.

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-1
DATE OF ADOPTION:	PAGE 4 OF 4

- F. Period of Performance: All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Award Notification (“GAN”). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period of carry over. For direct grants, the period of performance is generally identified in the GAN.

In the case of a State-administered grant, obligations under a grant may not be made until the grant funding period begins or all necessary materials are submitted to the granting agency, whichever is later. In the case of a direct grant, obligations may begin when the grant is substantially approved, unless an agreement exists with NHDOE or the pass-through entity to reimburse for pre-approval expenses.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than forty-five (45) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consistently, the District shall closely monitor grant spending throughout the grant cycle.

Statutory/Regulatory/Policy Cross References

2 CFR 200.302(b)(7)

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-2
DATE OF ADOPTION:	PAGE 1 OF 3

FIRST READING

CASH MANAGEMENT AND FUND CONTROL

ADMINISTRATION OF FEDERAL GRANT FUNDS

Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of NHDOE or other applicable pass-through-entity.

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the Superintendent shall implement internal controls in the area of cash management.

The District's payment methods shall minimize the time elapsing between the transfer of funds from the United States Treasury or the NHDOE (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic fund transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the NHDOE, grantor agency or other pass-through entity to request payment. The District shall request grant fund payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The Superintendent or Designee is authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested will be as close as is administratively feasible to the actual disbursement for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely payment to contractors in accordance with contract provisions.
- C. To the extent available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-2
DATE OF ADOPTION:	PAGE 2 OF 3

- D. The District shall account for the receipt, obligation and expenditure of funds.
- E. Advance payments shall be deposited and maintained in insured accounts whenever possible.
- F. Advance payments will be maintained in interest bearing accounts unless the following apply:
 - I. The District receives less than \$ 120,000 in Federal awards per year.
 - 2.The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 - 3.The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 - 4.A foreign government or banking system prohibits or precludes interest bearing accounts .
- G. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services Payment Management System ("PMS") through an electronic medium using either Automated Clearing House ("ACH") network or a Fedwire Funds Service payment. Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds.

SCHOOL DEPOSITS AND CASH HANDLING PROCEDURES

- A. School Deposits: With the exception of Food Service deposits, the School Business Office Designee shall bring all school deposits to the City of Dover Tax Collector on a daily basis.
- B. Food Service Deposits and Handling Procedures: When food service funds are received by the Food Service Cashier at Point of Sale, the funding amount is posted to the student's account and the funds are put into the cash register. The Food Service Director counts each till/register at the close of the day. The vending machines are also counted and brought with the daily deposit as a separate line item to other Food Service items. The Food Service Director brings the daily deposit to the School Business Office Designee where the funds are again counted, reconciled to the daily

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-2
DATE OF ADOPTION:	PAGE 3 OF 3

deposit record and a bank deposit is prepared. The School Business Office Designee brings the deposit to the bank on a daily basis.

Statutory/Regulatory/Policy Cross References

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-6
DATE OF ADOPTION:	PAGE 1 OF 2

FIRST READING

INVENTORY MANAGEMENT – EQUIPMENT AND SUPPLIES PURCHASED WITH FEDERAL FUNDS

Equipment and supplies acquired (“property” as used in this policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance thereof, the following minimum standards and controls shall apply to any equipment or pilferable items acquired in whole or in part under a Federal award such property is disposed in accordance with applicable laws, regulations and Board policies:

A. “Equipment” and “Pilferable Items” Defined: For purposes of this policy, “equipment” mean tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceed the lesser of \$5,000, or the capitalization level established by the District for financial statement purposes. “Pilferable items” are those items, regardless of cost, which may be easily lost or stolen, such as cell phones, tablets, graphing calculators, software, projectors, cameras and other video equipment, computer equipment and televisions.

B. Records: The Superintendent and/or Designee shall maintain records that include a description of property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

C. Inventory: No less than every two years, the Superintendent and/or Designee shall cause a physical inventory of all equipment and pilferable items must be taken and the results reconciled with the property records at least once every two years. Except as otherwise provided in this policy DAF-6, inventories shall be conducted consistent with District practice.

D. Control, Maintenance and Disposition: The Superintendent shall develop administrative procedures relative to property procured in whole or in part with Federal funds to:

1. prevent loss, damage, or theft of the property; any loss, damage, or theft must be investigated;
2. to maintain the property and keep it in good conditions; and
3. to ensure the highest possible return through proper sales procedures, in those instances where the District is authorized to sell the property.

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-6
DATE OF ADOPTION:	PAGE 2 OF 2

Statutory/Regulatory/Policy Cross References

2 CFR 200.313(d)

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-7
DATE OF ADOPTION:	PAGE 1 OF 1

FIRST READING

TRAVEL REIMBURSEMENT – FEDERAL FUNDS

The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, “travel costs” shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and district employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all district employees and school officials shall be determined by the Superintendent and/or Designee.

Travel costs shall be reimbursed on a mileage basis for travel using an employee’s personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the district’s non-federally funded activities, and in accordance with the district’s travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board or Board policy for other district travel reimbursements. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by Board policy, or, in the absence of such policy, the federal General Services Administration for federal employees for locale where incurred.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, for any costs that are charged directly to the federal award, the Superintendent and/or Designee shall maintain sufficient records to justify that:

- A. Participation of the individual is necessary to the federal award.
- B. The costs are reasonable and consistent with Board policy.

Statutory/Regulatory/Policy Cross References

2 CFR 200.474(B)

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-8
DATE OF ADOPTION:	PAGE 1 OF 1

FIRST READING

ACCOUNTABILITY AND CERTIFICATIONS – FEDERAL GRANT FUNDS

All fiscal transactions must be approved by the Superintendent and/or Designee who can attest that the expenditure is allowable and approved under the federal program. The Superintendent and/or Designee submits all required certifications.

Statutory/Regulatory/Policy Cross References

2 CFR 200.302

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-10
DATE OF ADOPTION:	PAGE 1 OF 1

FIRST READING

GRANT BUDGET RECONCILIATION

Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes. The system used by the District to establish budget estimates produces reasonable approximations of the activity actually performed. Any significant changes in the corresponding work activity are identified by the District and entered into the District's records in a timely manner.

The District's internal controls include a process to review after-the-fact interim charges made to a Federal award based on budget estimates and ensure that all necessary adjustments are made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.

Statutory/Regulatory/Policy Cross References

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-11
DATE OF ADOPTION:	PAGE 1 OF 3

FIRST READING

SUBRECIPIENT MONITORING – FEDERAL GRANT FUNDS

In the event the District disperses federal funds received through a federal award to other entities and assigns responsibilities to the outside entity to conduct a portion of the work, the District shall be responsible for determining, on a case-by-case basis, whether the agreement with such entity places the outside entity in the role of a subrecipient receiving a subaward of federal funding, or the role of a contractor.

If the District grants subawards of federal funding to other entities as subrecipients, the District shall be responsible for:

1. Evaluating the entity for risk of noncompliance to determine appropriate monitoring practices.
2. Monitoring the subrecipient entity's implementation to ensure compliance with federal, state and local laws, conditions of the federal funding award, and Board policies and administrative regulations.
3. Notifying the subrecipient entity of identified deficiencies found during the monitoring process and ensuring that identified deficiencies are corrected.
4. Documenting and retaining records on subrecipient identification, notification, evaluation, monitoring and corrective actions taken.

Definitions

For purposes of policies and procedures related to federal programs, the following definitions shall apply:

Contract – a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term as used here does not include a legal instrument, even if the entity considers it a contract, when the substance of the transaction meets the definition of a federal program award or subaward. (2 CFR 200.22)

Contractor – an entity that receives a contract, as defined in law and regulations, by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. (2 CFR 200.23)

Pass-through entity – a non-federal entity that provides a subaward to a subrecipient to carry out part of a federal program. The District serves as the pass-through entity in cases where it awards federal funding to a subrecipient as defined in this procedure. (2 CFR 200.74)

Subaward – an award provided by a pass-through entity to a subrecipient in order to carry out part of a federal award received by the pass-through entity. It does not

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-11
DATE OF ADOPTION:	PAGE 2 OF 3

include payments to a contractor or payments to an individual that is a beneficiary of a federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract. (2 CFR 200.92)

Subrecipient – a non-federal entity that receives a subaward to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency.) (2 CFR 200.93)

Subrecipient Versus Contractor

The District must determine, on a case-by-case basis, whether an entity receiving funds from the District as part of a federal funding program serves in a role of subrecipient or contractor. (2 CFR 200.330)

The Superintendent and/or Designee shall be responsible for analyzing the criteria listed in the chart below and evaluating the relationship with the entity based on the substance of the legal agreement, rather than the form of the agreement. The designee(s) may consult with the District solicitor in making such determination.

<u>Subrecipient</u>	<u>Contractor</u>
<u>Creates a Federal assistance relationship</u>	<u>Purpose is to obtain goods and services for the non-Federal entity's own use and creates a procurement relationship</u>
<u>Determines who is eligible to receive what Federal assistance</u>	<u>Provides the goods and services within normal business operations</u>
<u>Has its performance measured in relation to whether objectives of a Federal program were met</u>	<u>Provides similar goods or services to many different purchasers</u>
<u>Has responsibility for programmatic decision making</u>	<u>Normally operates in a competitive environment</u>
<u>Is responsible for adherence to applicable Federal program requirements specified in the Federal award; and</u>	<u>Provides goods or services that are ancillary to the operation of the Federal program; and</u>
<u>In accordance with its agreement, uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity (PTE)</u>	<u>Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons</u>

DOVER SCHOOL DISTRICT	POLICY CODE: DAF-11
DATE OF ADOPTION:	PAGE 3 OF 3

The District shall notify subrecipients that they have been identified as a subrecipient and that the funding qualifies as a subaward. The District shall provide the subrecipient with the following information as specified at 2 CFR Sec. 200.331(a) regarding the federal funding award, and any subsequent changes:

1) Federal Award Identification information, including:

- (i) Subrecipient name (which must match the name associated with its unique entity identifier);
- (ii) Subrecipient's unique entity identifier;
- (iii) Federal Award Identification Number (FAIN);
- (iv) Federal award date (see §200.39 federal award date) of award to the recipient by the federal agency;
- (v) Subaward period of performance start and end date;
- (vi) Amount of federal funds obligated by this action by the pass-through entity to the subrecipient;
- (vii) Total amount of federal funds obligated to the subrecipient by the pass-through entity including the current obligation;
- (viii) Total amount of the federal award committed to the subrecipient by the pass-through entity;
- (ix) Federal award project description, as required to be responsive to the Federal Funding Accountability and Transparency Act (FFATA);
- (x) Name of federal awarding agency, pass-through entity, and contact information for awarding official of the pass-through entity;
- (xi) CFDA Number and Name; the pass-through entity must identify the dollar amount made available under each federal award and the CFDA number at time of disbursement;
- (xii) Identification of whether the award is R&D; and
- (xiii) Indirect cost rate for the federal award (including if the de minimis rate is charged per §200.414 Indirect (F&A) costs).

Statutory/Regulatory/Policy Cross References

2 CFR 200.331(d)

DOVER SCHOOL DISTRICT	POLICY CODE: EBCA
DATE OF ADOPTION: FEBRUARY 11, 2019	PAGE 1 OF 2

FIRST READING

CRISIS PREVENTION AND EMERGENCY RESPONSE

The Board recognizes that schools are subject to a number of potentially dangerous events, such as natural disasters, industrial accidents, acts of terrorism, and other violent events. No school is immune from these events no matter the size or location. The Board is committed to the prevention of these events, to the extent possible, in the schools and at school-sponsored activities.

All-hazard and fire evacuation drills shall be conducted annually pursuant to Board policy EBCB ~~The Superintendent is responsible for ensuring that at least two times per year, the District conducts emergency response drills. The Superintendent will establish a relationship with local and state emergency (e.g., police, fire, ambulance, etc.). The Superintendent, or his/her designee, will serve as a coordinator/liaison with these authorities.~~

The Superintendent, in consultation with appropriate personnel, and in coordination with local emergency authorities, shall develop a District-wide Crisis Prevention and Response Plan, which must, at a minimum, include a site-specific Emergency Response Plan for each school. [NHSBA is aware that one of the toolkits/templates used by districts to prepare the site-specific plan uses "Operations" in the title in place of "Response". As "Response" is the term referenced in RSA 189:64, we recommend using that term, or "Response Operations".]

The Superintendent is responsible for ensuring that each Emergency Response Plan conforms with the requirements of RSA 189:64, as the same may be amended or replaced, and that each Emergency Response Plan addresses hazards including, but not limited to: acts of violence, threats, natural disasters, fire, hazardous materials, medical emergencies, and other hazards deemed necessary by the School Board or local emergency authorities. The emergency response plans will be based on and conform to the Incident Command System and the National Incident Management System.

The School Board directs the Superintendent to assure that each Emergency Response Plan is reviewed annually (in consultation with appropriate personnel, and in coordination with local emergency authorities), and is updated as necessary. If, after such review, the plan remains unchanged, then the Superintendent shall notify the Department of Education by September 1 that the plan is unchanged. If an Emergency Response Plan is update/revised, the Superintendent shall submit the updated Emergency Response Plan to the New Hampshire Department of Education no later than September 1.

The District Crisis and Response Plan will be updated annually to include each site-specific Emergency Response Plan as updated, and any other changes as deemed appropriate by the Superintendent.

The Superintendent will develop an administrative regulation that ensures the effective development and implementation of the district's plan.

Legal References:

- *RSA 189:64, Emergency Response Plans*
- *RSA 193-D, Safe School Zones*
- *RSA 193-F, Pupil Safety and Violence Prevention*
- *NH Code of Admin. Rule. Section Ed. 306.04(a)(2), Promoting School Safety*

DOVER SCHOOL DISTRICT	POLICY CODE: EBCB
DATE OF ADOPTION: 3/13/17	PAGE 1 OF 2

Second Reading

FIRE AND ALL HAZARD DRILLS

~~Fire drills will be scheduled by the building principal. Fire Drills should be conducted at least once per month while school is in session. Exceptions to the frequency of such drills may be granted pursuant to state law.~~

~~The purpose of a fire drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside. The building principal is responsible for creating fire drill routes and procedures, and for maintaining all documentation relative to fire drills.~~

Under rules of the New Hampshire Department of Safety each school is required to conduct a fire evacuation drill each month that school is in session. However, pursuant to RSA 189:64, I, at least four (4) such drills shall be all-hazard response drills, and at least one (1) of those must test emergency response to an armed assailant. The armed assailant drill may be discussion based. The scheduling, as well as the types and manner of drills and exercises for the all-hazard drills shall be determined by the building principal in consultation with the Superintendent, and local public safety, emergency management, and public health officials. The school may include students and first responders in all-hazard response drills or activities as deemed appropriate by the building principal and Superintendent. The remaining fire evacuation drills should be *for each building* by the building principal in coordination with the local fire department.

The purpose of such drills is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside. The evacuation routes and procedures shall be developed in collaboration with the same agencies identified above for scheduling, and in accordance with the District's annual Crisis Prevention and Emergency Response Plan. Records of such drills shall be kept in accordance with that Plan, Board policy EH.

Legal Reference:

NH Code of Administrative Rules, Section SAF-C 6008.04, 6008.05, State Fire Code, Building Safety

Appendix: [EBCB-R](#) Fire Exit Drills in Educational Occupancies

Revised: February 2008

DOVER SCHOOL DISTRICT	POLICY CODE: EBCB
DATE OF ADOPTION: 3/13/17	PAGE 2 OF 2

Reviewed: April 2004

Revised: July 1998, January 2006

DOVER SCHOOL DISTRICT	POLICY CODE: IHCD
DATE OF ADOPTION: MARCH 12, 2018	Page 1 of 2

Second Reading

ADVANCED COLLEGE PLACEMENT

A. Advanced Course Work/Advanced Placement Courses

Any student who is recommended ~~capable~~ of and wishes to do advanced course work or take advanced placement classes while in high school should be permitted to do so. School district administrators and guidance school counselors will aid ~~provide assistance to~~ students who wish to enroll in such courses. If advanced course work or advanced placement courses are not available within the School District, administrators or guidance school counselors are instructed to assist students in identifying alternative means of taking such classes. This may include taking courses through the Dual and Concurrent Enrollment Program, ~~at a different public school, or a private school,~~ through distance education courses, or other suitable means.

Any student whose eligibility for taking advanced course work is recommended by his/her counselor may enroll in a course. Credit may be earned ~~given~~, provided the course comports with applicable District policies and state standards. The District will not be responsible for any tuition, fees, or other associated costs incurred by the student for enrollment in such courses.

B. STEM Dual and Concurrent Enrollment Program

High School and Career Technical Education Center qualified students in grades 10, 11 and 12 may participate in the Dual and Concurrent Enrollment Program, through which a student may earn both High School and College credits by enrolling in STEM (science technology, engineering, and mathematics) and STEM-related courses designated by the Community College System of New Hampshire ("CCSNH").

The Superintendent or his/her designee shall be responsible for coordinating any agreements with CCSNH, and other measures necessary to implement and maintain the Dual and Concurrent Enrollment Program within the District. The Superintendent shall also designate a point of contact for the program who can provide for student counseling, support services, course scheduling, managing course forms and student registration, program evaluation, course transferability, and assisting with online courses. The Superintendent or his/her designee shall establish regulations for the program which, among other things, will:

1. Require compliance with measurable educational standards and criteria approved by the CCSNH;
2. Require that courses meet the same standard of quality and rigor as courses offered on campus by CCSNH;
3. Require that program and courses comply with the standards for

DOVER SCHOOL DISTRICT	POLICY CODE: IHCD
DATE OF ADOPTION: MARCH 12, 2018	Page 2 of 2

- accreditation and program development established by the National Alliance for Concurrent Enrollment Partnerships;
4. **Provide** ~~Establish~~ criteria for student eligibility to participate in the program **as established by CCSNH;**
 5. **Provide** ~~Establish~~ standards for course content **as established by CCSNH;**
 6. **Provide** ~~Establish~~ standards for faculty approval **as established by CCSNH;**
 7. Establish program coordination and communication requirements;
 8. Address tuition, fees, textbooks and materials, course grading policy, data collection, maintenance, and security, revenue and expenditure reporting, and a process for renewal of the agreement;
 9. Require annual notification to high school students and their parents of Dual and Concurrent Enrollment opportunities.

Legal References:

RSA 188-E:25 through RSA 188-E:28
Ed 306.141(a)(6), Advanced Course Work

Revised: July 1998, November 1999, October 2005, May 2008, May 2014, September 2017, and December 2017

Statutory References:

New Hampshire Code of Administrative Rules, Section Ed. 306:14(g) Advanced Course Work



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Philosophy of Education

Introduction

Education is a human endeavor. For our school district to empower all learners, we require a community of adults who are committed to continuous learning, and who embrace their own leadership capacities. The leaders of a school district extend beyond the school board and the administration. Every school community member leads as they make decisions that affect student learning and achievement. As a collective body, we must all come together with a common focus on student success.

Today's world is ever-changing, demanding a shift in how our students think and apply knowledge. The exponential rate of technological progress has significant implications for our students. We use innovative strategies which intentionally prepare our students for life experiences and careers that are continually evolving. Educators facilitate student learning rather than deliver facts and information. We create productive learning environments in which students can develop the academic, social, and emotional skills needed to succeed in life. The focus of learning is designed for students to be successful in the dynamic environments in which they will live and thrive.

Learning Philosophy

The Dover School District believes that education can be the most powerful mechanism of social change. We strive for all members of our community to be empowered learners who experience meaningful relationships and derive fulfillment and joy from learning. We celebrate the individual differences young people bring to an educational environment. All learners must embrace a mindset of continual growth and learning to effectively navigate a constantly evolving world of technology, economics, politics, and social justice. Producing meaningful high-quality work, developing a sense of self, and engaging with the larger community results in educational excellence.

We believe that.....

- High achievement is possible for all students.
- Educators, families, and the community are critical partners in ensuring students reach their full potential.
- Mutual discovery, creation, and application of knowledge is the focus of the learning process.
- Expanding the learning environment to use time, space, people, and the greater community is a catalyst for deepening understanding and knowledge.
- Learning designs are intentionally scaffolded and built on relevance and meaning, and explicitly connect to real world application.
- Learners vary in the subjects and topics they find interesting, in the pace at which they learn, and the types of materials they find engaging.
- Student-driven learning increases student engagement.
- Deep learning occurs when knowledge is constructed and applied to novel situations.
- The process of learning, discovering, and conveying information is as important as the result; questions hold the same value as answers.
- Intentionally developing and fostering the New Hampshire Work Study Practices of communication, creativity, collaboration, and self-direction is essential in the classroom and beyond.
- Embedded, transparent, authentic assessment, and feedback are essential for responsive instruction and student growth.
- Students must define personal goals, monitor progress, and engage in feedback with peers and others through a timely cycle of reflection.
- It is essential to develop the ability to responsibly navigate an evolving digital world.
- To increase student learning and achievement there must be consistent analysis of data by educators to inform best instructional practices.
- The success of each student is the collective responsibility of all educators.
- In order to ensure student success, educators must engage in purposeful, relevant, and enriching professional development.

We engage in practices that.....

- Create an emotionally and physically safe learning community through the establishment of school and classroom norms and relationships.
- Establish collegial relationships that foster trust, resulting in the creation of intentional mechanisms for identifying and sharing innovation.
- Support educator collaboration and interdependence driven by professional learning communities.
- Seek out, review, evaluate and incorporate evidence-based methods.
- Encourage educators to be courageous innovators by learning from mistakes and successes, leading to an environment of continuous learning and improvement.
- Involve higher-order cognitive and interdisciplinary processes to reach a deep understanding of content and issues in a contemporary world.
- Are authentic, challenging, student-centered, and focused on local and global impact.
- Meet the needs of diverse learners through a variety of instructional strategies.
- Align standards, curriculum, and assessments to design instructional programs.
- Reduce achievement gaps linked to poverty, disability, and minority status by analyzing data to establish clear and specific student achievement goals.
- Continually improve and increase student proficiency in literacy and math.
- Leverage and integrate digital tools to support and enhance learning.
- Support educators' growth in effective and innovative instruction through ongoing feedback and support.
- Use time, resources, and structures wisely, to facilitate student and educator learning.

Dover's Educational Models

Sound, effective educational best practices share certain strategic characteristics. To that end, Dover has identified evidence-based models that we believe must be incorporated in our educators' approach to teaching and learning.

1. Competency-Based Education – Competency-Based Education (CBE) is a system that addresses the diverse needs of all our students through partnerships between educators and students.

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

[Source: Aurora Institute, 2019](#)

2. Inquiry-Based Learning – A model of learning that starts by posing questions, problems or scenarios. This is different from traditional learning which generally relies on the educator presenting subject-specific information. In inquiry-based learning, students identify and research issues and questions to develop knowledge or solutions. For example, Project-Based Learning is a style of inquiry-based learning and involves a dynamic approach that integrates knowing and doing. Students learn content and elements of the core curriculum, but also apply what they have learned to solve authentic problems and produce results that matter. Project-Based Learning serves as a vehicle for students to develop skills such as: communication, creativity, critical-thinking, problem-solving, and collaboration.

[Source: PBL Works, 2019](#)

3. Collaborative Learning - Collaborative learning brings students together to create and share knowledge and perspectives to enhance learning outcomes. The focus on a mutual goal promotes interdependence and cooperative strategies to create projects or solve problems together.

By capitalizing on the individual strengths of each learner, students work together to search for understanding, meaning, or solutions to create an artifact or product of their learning.

Collaborative practices promote problem-solving skills, communication, along with other work-study practices that prepare students for a rapidly evolving world. Collaboration can occur within the immediate learning community, or globally through the integration of technology. By working together, students make cross-disciplinary connections, broadening their capacity to solve novel problems with creative approaches. This application of knowledge allows for deeper learning and enhances the culture of the learning environment.

4. **Formative Instructional Practices** – Formative instructional practices use clear learning targets, collect and document evidence of student learning, provide effective feedback, and prepare students to take ownership of their own learning.

[Source: Dylan Wiliam Center, 2019](#)

5. **Depth of Knowledge** – Depth of Knowledge is a framework that teachers must apply to ensure that students can learn deeply. This tool consists of 4 levels:

Level 1. Recall and Reproduction: At this level, students recall facts or use simple procedures. Copying, computing, defining, and recognizing are typically Level 1 tasks.

Level 2. Skills and Concepts: At this level, students must make some decisions about the approach. Tasks with more than one mental step, such as comparing, organizing, summarizing, predicting, and estimating, are typically Level 2 tasks.

Level 3. Strategic Thinking: At this level, students must use planning and evidence, and thinking is more abstract. Solving non-routine problems, justifying choices, designing an experiment, or analyzing characteristics of a genre are typically level 3 tasks.

Level 4. Extended Thinking: At this level students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. These tasks require the most complex cognitive effort. Designing a solution, interpreting and evaluating results, analyzing multiple sources, or creating an original piece, would all be examples of a Level 4 task.

Students must think deeply on a daily basis. The Depth of Knowledge Framework provides a tool and common language to make that happen in learning environments.

[Source: ASCD, 2019](#)

RESOLUTION
March 9, 2020

RE: **Dover Adult Learning Center of Strafford County**
Adult Education Funding 2020-23

WHEREAS the Dover Adult Learning Center Director, after consultation with staff, recommends the following utilization of state & federal adult education funding for FY 2020-23:

- Adult Education and Literacy Program (including Integrated English Language & Civics Education Program and Integrated Education & Training Program)
- Adult High School Diploma Program

in such amounts as designated by the Bureau of Adult Education or as required for anticipated programming in 2020-23

NOW, THEREFORE, BE IT RESOLVED that the Dover School Board authorize the Superintendent or his designee to apply for 2020-23 adult education program funding from the Bureau of Adult Education, New Hampshire Department of Education in support of the programs listed above.

SUBMITTED BY: **Amanda Russell, Chairperson**
 Dover School Board
 At Large

March 9, 2020



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: February 25, 2020
RE: Approval of Bid Award – Wireless Microphones

On February 12, 2020, the District solicited a public bid requesting bids for wireless microphones for Dover High School. Seven vendors submitted a proposal on February 25th and those results are noted below:

BIDDERS	Shure Digital Wireless Receiver Qty: 3	Shure Digital Bodypack Transmitter Qty: 12	Shure Twinplex Head Worn Microphone Qty: 12	Total	Set-up Fees & Training
W.B. Hunt Co., Inc. 100 Main Street Melrose, MA 02176	\$ 12,675	\$ 4,392	\$ 5,940	\$ 23,007	No set-up or training included
B&H Foto & Electronics Corp. 420 9th Avenue	\$ 12,654	\$ 4,440	\$ 5,724	\$ 22,818	Equipment only, no set-up
Parson Audio, LLC 192 Worcester Street Wellesley, MA 02481	\$ 11,940	\$ 4,032	\$ 5,760	\$ 21,732	Free installation
Vintage King Audio, Inc. 840 E. Lewiston Avenue Ferndale, MI 48220	\$ 12,364	\$ 4,349	\$ 5,886	\$ 22,599	No set-up or training included
Sweetwater Sound 5501 US Hwy 30 W Fort Wayne, IN 46818	\$ 12,283	\$ 4,151	\$ 6,279	\$ 22,713	No set-up or training included
RPM Dynamics PO Box 816 Rochester, NH 03866	\$ 12,735	\$ 4,068	\$ 6,600	\$ 23,403	*Pricing not guaranteed past 2/27/2020 Assist with installation/training
Adorama, Inc 42 West 18th Street New York, NY 10011	\$ 11,830	\$ 4,516	\$ 5,724	\$ 22,069	No set-up or training included

We are requesting that the School Board proceed with an award to **Parson Audio, LLC.** in the total amount of **\$21,732**. The funding source for this equipment will be through the general fund operating budget through district utility savings.



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
William R. Harbron, Superintendent of Schools
FROM: Libby M. Simmons, Business Administrator
DATE: February 25, 2020
RE: Condition of Accounts, February 29, 2020

The monthly General Fund-FY2020 Condition of Accounts as of February 29, 2020 is attached for review.

As of February 29, 2020, the General Fund estimated fund balance is \$889,367.13. Highlights of the report are as follows:

- The estimated revenue deficit of \$96,663.48 will be offset with savings from wage and benefit accounts on the expense side of the budget.
- Based on a conservative projection, Medicaid reimbursement revenue estimates are based only on what has been received to date due to funding uncertainty. Monitoring will need to continue to adjust projections, as well as the total non-tax revenue to ensure projections do not exceed the budget.
- Expense estimates for substitute wages and associated benefits have been encumbered as a placeholder for the balance of the school/fiscal year.
- School lunch debt as of February 25th is \$49,411 and is not reflected in the estimated fund balance.

GENERAL FUND - FY2020 CONDITION OF ACCOUNTS

REVENUE - ESTIMATED FEBRUARY 29, 2020

Account Description	FY2020 Revised Budget	Received To Date 2/29/2020	Add'l Anticipated Estimated Revenue	Total Estimated Revenue	Over/ (Under) Budget
1 Tuition - Other NH Districts (adjusted 11/2019)	\$ 68,270.00	\$ 37,928.00	\$ 30,342.40	\$ 68,270.40	\$ 0.40
2 Tuition - Barrington (adjusted 11/2019)	\$ 2,381,547.00	\$ 1,738,979.27	\$ 574,312.40	\$ 2,313,291.67	\$ (68,255.33)
3 Tuition - Nottingham (adjusted 11/2019)	\$ 1,513,534.00	\$ 716,761.82	\$ 799,085.26	\$ 1,515,847.08	\$ 2,313.08
4 Tuition - SPED Aides	\$ 270,000.00	\$ 182,029.15	\$ 145,623.25	\$ 327,652.40	\$ 57,652.40
5 Tuition - CTC - NH Districts	\$ 110,000.00	\$ (543.08)	\$ 105,605.50	\$ 105,062.42	\$ (4,937.58)
6 Tuition - CTC - Out of State	\$ 56,000.00	\$ -	\$ 28,961.10	\$ 28,961.10	\$ (27,038.90)
7 Tuition - Bellamy Academy (adjusted 11/2019)	\$ 118,965.00	\$ 25,988.60	\$ -	\$ 25,988.60	\$ (92,976.40)
8 Other Local Revenue - Districtwide	\$ 20,000.00	\$ 7,376.41	\$ 123.59	\$ 7,500.00	\$ (12,500.00)
9 State Adequate Education Grant (adjusted 11/2019)	\$ 10,034,451.00	\$ 6,835,980.00	\$ 3,147,265.00	\$ 9,983,245.00	\$ (51,206.00)
10 State Kindergarten Program (adjusted 11/2019)	\$ -	\$ 51,206.00	\$ -	\$ 51,206.00	\$ 51,206.00
11 School Building Aid	\$ 529,088.00	\$ 264,544.06	\$ 264,543.94	\$ 529,088.00	\$ -
12 Catastrophic/Special Education Aid (adjusted 11/2019)	\$ 441,122.00	\$ 595,729.91	\$ -	\$ 595,729.91	\$ 154,607.91
13 CTC Tuition Aid	\$ 254,000.00	\$ 373,038.72	\$ -	\$ 373,038.72	\$ 119,038.72
14 CTC Transportation Aid	\$ 2,500.00	\$ 2,632.00	\$ -	\$ 2,632.00	\$ 132.00
15 Indirect Cost Allocation	\$ 85,000.00	\$ 46,136.53	\$ 28,863.47	\$ 75,000.00	\$ (10,000.00)
16 ABE Allocation	\$ 39,011.00	\$ 22,959.00	\$ 22,959.00	\$ 45,918.00	\$ 6,907.00
17 Impact Aid	\$ 6,000.00	\$ -	\$ -	\$ -	\$ (6,000.00)
18 Medicaid Distribution (adjusted 11/2019)	\$ 250,000.00	\$ 16,702.61	\$ 16,702.61	\$ 33,405.22	\$ (216,594.78)
19 School - Transfer from Capital Reserves	\$ 350,000.00	\$ -	\$ 350,000.00	\$ 350,000.00	\$ -
20 Tuition - Preschool Program (adjusted 11/2019)	\$ 9,100.00	\$ 10,088.00	\$ -	\$ 10,088.00	\$ 988.00
21 Tuition - Summer School, Elementary (adjusted 11/19)	\$ -	\$ -	\$ -	\$ -	\$ -
22 Athletic Transportation, DMS	\$ 15,000.00	\$ 8,484.80	\$ 6,515.20	\$ 15,000.00	\$ -
23 Tuition - Summer School, DHS (adjusted 11/2019)	\$ 650.00	\$ 650.00	\$ -	\$ 650.00	\$ -
24 Athletic Transportation, DHS	\$ 50,000.00	\$ 38,845.39	\$ 11,154.61	\$ 50,000.00	\$ -
Total Non Tax Revenue	\$ 16,604,238.00	\$ 10,975,517.19	\$ 5,532,057.33	\$ 16,507,574.52	\$ (96,663.48)
25 State Wide Property Tax	\$ 7,036,198.00	\$ -	\$ 7,036,198.00	\$ 7,036,198.00	\$ -
26 Local Property Tax (adjusted 11/2019)	\$ 41,159,771.00	\$ -	\$ 41,159,771.00	\$ 41,159,771.00	\$ -
Total Tax Revenue	\$ 48,195,969.00	\$ -	\$ 48,195,969.00	\$ 48,195,969.00	\$ -
Total Operating Revenue	\$ 64,800,207.00	\$ 10,975,517.19	\$ 53,728,026.33	\$ 64,703,543.52	\$ (96,663.48)

EXPENSES & ENCUMBRANCES - ESTIMATED FEBRUARY 29, 2020

Account Description	FY2020 Budget (Adjusted)	Expenses to Date 2/29/2020	Encumbrances/ Antlc. Exp 2/29/2020	Total Estimated Exp/Enc to Date	Over/ (Under) Budget
27 (1100) Regular Education Programs	\$ 22,441,960.68	\$ 11,291,463.06	\$ 10,816,409.74	\$ 22,107,872.80	\$ (334,087.88)
28 (1200) Special Education Programs	\$ 12,313,414.72	\$ 7,085,997.97	\$ 5,771,639.76	\$ 12,857,637.73	\$ 544,223.01
29 (1300) Career and Technical Education Programs	\$ 2,072,131.08	\$ 1,043,612.46	\$ 895,477.82	\$ 1,939,090.28	\$ (133,040.80)
30 (1400) Co-Curricular Activities and Athletics	\$ 714,805.97	\$ 404,677.56	\$ 131,709.16	\$ 536,386.72	\$ (178,419.25)
31 (1600) Adult/Continuing Education Programs	\$ 203,290.62	\$ 131,831.08	\$ 70,380.67	\$ 202,211.75	\$ (1,078.87)
32 (2100) Support Services - Students	\$ 4,375,326.88	\$ 2,119,811.34	\$ 1,944,165.26	\$ 4,063,976.60	\$ (311,350.28)
33 (2200) Support Services - Instructional Staff	\$ 1,806,015.85	\$ 938,144.24	\$ 608,917.01	\$ 1,547,061.25	\$ (258,954.60)
34 (2300) Support Services - General Admin.	\$ 1,575,202.89	\$ 1,024,471.83	\$ 482,675.99	\$ 1,507,147.82	\$ (68,055.07)
35 (2400) Support Services - School Admin.	\$ 2,838,814.46	\$ 1,759,216.72	\$ 991,674.45	\$ 2,750,891.17	\$ (87,923.29)
36 (2600) Support Services - Operation Maint/Plant	\$ 5,023,160.53	\$ 3,234,958.65	\$ 1,640,293.41	\$ 4,875,252.06	\$ (147,908.47)
37 (2700) Support Services - Student Transportation	\$ 3,094,414.00	\$ 1,486,649.69	\$ 1,659,617.96	\$ 3,146,267.65	\$ 51,853.65
38 (2800) Support Services - Centralized Services	\$ 1,308,233.32	\$ 901,697.43	\$ 355,147.13	\$ 1,256,844.56	\$ (51,388.76)
39 (2900) Support Services - Other	\$ 9,900.00	\$ -	\$ -	\$ -	\$ (9,900.00)
40 Fund Transfer to Special Revenue Funds	\$ 21,447.00	\$ 21,447.00	\$ -	\$ 21,447.00	\$ -
41 Fund Transfer to Capital Reserves	\$ 379,097.00	\$ -	\$ 379,097.00	\$ 379,097.00	\$ -
Total Operating Expenses	\$ 58,177,215.00	\$ 31,443,979.03	\$ 25,747,205.36	\$ 57,191,184.39	\$ (986,030.61)
42 School Debt - Principal Payments	\$ 2,305,789.00	\$ 566,310.31	\$ 1,739,478.69	\$ 2,305,789.00	\$ -
43 School Debt - Interest Payments	\$ 4,317,203.00	\$ 2,580,770.88	\$ 1,736,432.12	\$ 4,317,203.00	\$ -
Total Debt Service	\$ 6,622,992.00	\$ 3,147,081.19	\$ 3,475,910.81	\$ 6,622,992.00	\$ -
Total Expenses, Encumbrances and Anticipated Expenses	\$ 64,800,207.00	\$ 34,591,060.22	\$ 29,223,116.17	\$ 63,814,176.39	\$ (986,030.61)
Estimated Operating Revenue over/(under) budget					\$ (96,663.48)
Estimated Net revenue/expenses, unexpended funds/(deficit)					\$ 889,367.13

As of February 29, 2020, estimated unexpended fund balance for FY2020 is \$889,367.13



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

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

G. CONSENT AGENDA

Resignations/Retirements – None

Leaves of Absence – I recommend the Board approve the leave of absences for Samantha Sannella, DHS English Teacher.

Job Shares – I recommend the Board approve the following job shares:

- Betsy Breen and Kristen Dunham – Horne Street Elementary School
- Jillian Cote and Kerry Siebersma – Horne Street Elementary School

Nominations – I recommend the Board approve the following nominations:

- Superintendent Contract – A new contract for the Superintendent has been developed. I have had the opportunity to review the contract with Amanda Russell, Board Chair. If approved, I am honored and appreciate the opportunity to continue to serve as the Superintendent of the Dover School District SAU 11.
- Michael Limanni as the Business Administrator with the following contracts:
 - ✓ April 1, 2020 through June 30, 2020
 - ✓ July 1, 2020 through June 30, 2022
- Paraeducator as listed.

Extended Trips

6a - I recommend the Board approve the Dover High School Art Department Trip to Camp Centerstage, Livemore, Maine on April 17, 2020.

6b – I recommend the initial approval of the DHS Latin Club Trip to Italy as presented. The following options are under consideration:



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

Peter Driscoll and Jennifer Connelly met with the parents on Thursday, March 5 to discuss options as WorldStrides (the travel company) has said the trip to Italy in April is a no go. Three options were discussed and in order of preference they were:

1. Move date to February or April of 2021 or 2022
2. Take the trip in the summer of 2020
3. Travel to a different destination in Europe sometime this spring

An important point is three seniors, who would be most impacted by any of the decisions.

A suggestion that Ms. Connelly is working on is the possibility of taking six students this summer (seniors would be included) and 7 in 2022 which they could recruit students to fill over the next two years. Ms. Connelly is checking with the company to see if this is possible because often smaller school groups are mixed together.

Donations – I recommend the Board approve the March 2020 donations.

I. POLICY – CHANGES – PROPOSALS – ADOPTIONS

The Business Department has undergone an audit with the auditors making policy recommendations. Libby Simmons reviewed the recommendations and has recommended the following policies for first reading:

1. **DAF1 – Allowability:** The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable, Federal, State, and local laws, the associated agreement/insurances, program objectives and specific terms and conditions of the grant award.
2. **DAF2 – Cash Management:** Payment methods must be established in writing that minimize the time elapsed between the drawdown of federal funds and the disbursement of those funds. Standards for fund control and accountability must be met as required by the Uniform Guidance or advance payments and in accordance with the retirements of NHDOE or other applicable pass-through-entity.
3. **DAF6 – Inventory Management:** Equipment and supplies ("property" as used in Policy DAF-6) with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds. In furtherance therefore, the following minimum standards and controls shall apply to any equipment or pilferable items acquired



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

in whole or in part under Federal award such property is disposed in accordance with applicable laws, regulations and Board policies.

4. **DAF7 – District Travel:** The Board shall reimburse administrative, professional and support employees, and school officials, for travel costs incurred in the course of performing services related to official business as a federal grant recipient.
5. **DAF8 – Accountability and Certifications:** All fiscal transactions must be approved by the Superintendent and/or Designee who can attest that the expenditure is allowable and approved under the federal program. The Superintendent and/or Designee submits all required certifications.
6. **DAF 10 – Grant Management Reconciliation:** Budget estimates are not used as support for charges to Federal awards. However, the District may use budget estimates for interim accounting purposes.
7. **DAF 11 – Subrecipient Monitoring:** In the event the District disperses federal funds received through a federal award to other entities and assigns responsibility to the outside entity to conduct a portion of the work, the District shall be responsible for determining, on a case-by-case basis, whether the agreement with such entity places the outside entity in the role of a subrecipient receiving a subaward of federal funds, or the role of a contractor.
8. **EBCA – Crisis Prevention and Emergency Response Plans:** Policy EBCA has been revised to reflect the increase in changes to RSA 189:64 by 2019 N.H. Laws Ch. 20 (HB123), regarding all-hazard drills (increasing from 2 to 4 per year), and requirement that at least one drill concern armed assailant. Minor changes only – (Bold and Italicized)

J. POLICY ADOPTION

The following policies are presented for second reading by the Board:

- **EBCB – Fire and All Hazard Drills** - Restates revised rules of the Department of Safety applicable to fire exits and drills for schools. At the time, copies of administrative rules of Department of Safety were not easily accessible. All such rules are now available on the website of the Department of Safety
- **IHCD – Advanced College Placement** - Policy IHCD and Policy LEB have been revised in response to 2019 N.H. Laws Ch. 322 (SB276). Revisions include: (a) opening dual/concurrent enrollment programs to sophomores, (b) reference to career readiness credentials, and (c) replacement of guidance counselor with school counselor. **(Note: The policy had the first reading at the February Board Meeting. Note that revisions have been made in the second reading and are noted in a different color.)**



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

- **Dover School District Philosophy of Education** – The Teaching and Learning Committee has completed their work on the development of the Dover School District Education Philosophy. The document is being presented to the Board for the first reading by the Board. During the 2018-2019 school year, the initial draft was presented to the Board. Based on Board feedback, additional work was completed by the Teaching and Learning Committee.

K. RESOLUTIONS

- Dover Adult Learning Center Funding Resolution – I recommend the Board proceed with the resolution.

L. OLD BUSINESS

- FY21 Budget Adjustments –

M. NEW BUSINESS

- **Wireless Microphone Bid** – The District sought bids for a wireless microphone for the Dover High School Auditorium. The vendor recommended for Board approval is Parson Audio, LLC. I recommend the Board approves the recommendation.
- **Short-term Leave Associated with COVID-19 Quarantine**
- **Condition of Accounts** – The Board will review the condition of accounts.

SUPERINTENDENT'S SUMMARY REPORT – FEBRUARY 2019

Committee Meetings

- **Community Mental Health Steering Committee** – On February 10, I attended the Steering Committee for the Community Mental Health. Focus of the meeting was planning the next general session of the three subgroups as well as discussing ideas for Mental Health Month in May.
- **DTU Safety Task Force** – On February 12, I facilitated the DTU Safety Task Force. The Task Force reviewed data on student incidents and school culture. This was followed with a meaningful conversation on what will be actionable items from the Task Force.
- **Professional Development Committee** – On February 19, the District Professional Development Committee focused on three areas during the meeting: personalized professional development and credentialing, professional development planning for 2020-2021, and calendar and scheduling to promote professional development and continual learning.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

- **Teaching and Learning Committee** – On February 20, the Teaching and Learning finalized and clarified language for the Dover School Philosophy. In addition, the committee finalized the language of the Portrait of a Graduate and started the work on the Portrait of a fourth grader and eighth grader. There was a discussion on the development of a grading philosophy to guide future grading practices associated with competency-based learning.

Other Meetings

- NHSAA Legislative Workshop Part 1
- Negotiation Sessions with DPA
- Board Budget Workshops
- CTC Director Search Meetings
- Teacher Workshop Day – February 11
- All Leadership Team Meeting – February 12 – Equity Focus
- DAA Negotiations
- Joint Board and City Council Committee – February 20
- Joint Board and City Council Meeting with state legislators – February 20

Events

- DHS Varsity Girls Basketball Game – February 7
- Woodman Park *Young Inventors Program* – February 20
- DMS Seventh Grade Hilton Poetry Presentation – February 20
- Horne Street Movie Night – February 21
- DHS Varsity Girls Basketball Game – February 21
- Coffee with the Mayor – February 22

Snow Days

- Friday, February 7 – Two-hour delay
- February 13 – Snow Day 5

Positive Happenings

- On February 19, Dover High School facilitated the initial session of S.P.I.R.I.T.

QUARTERLY REPORTS

Dover High School

ACCOMPLISHED SECOND QUARTER	TARGETS THIRD QUARTER
• Wellness Fair • Unified work with UMASS- Boston • Administrative Team's work with Ted Hall- • -self-assessments • -start looking at strengths and weaknesses 3rd Quarter	• SPIRIT Council Work • PLCs • Department SWOT Exercise • Continue work with Ted in terms of administrative and academic coordinators • Social Studies Department



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

• SPIRIT Planning • Academic Coordinators Norms	• Student Council • Parent Night/Group • Data Analysis of Ds/Fs for flex • Infinite Campus
--	---

Bellamy Academy

ACCOMPLISHED SECOND QUARTER	TARGETS THIRD QUARTER
• Hired new Paraprofessional and Administrative Assistant • Transitioned from long term Counselor substitute. Counselor returned from maternity leave/kept my head above water while she was out. • Assisted clinical intern into transitioning fully into her role/consistency for her caseload • Supported new staff in their acclimation to Bellamy Academy • Drafted budget • Presented to School Board on reasoning behind my request for the Admin. Asst. to go full time • Bullying investigations (took a toll on our program this quarter) • Mini-observations/feedback	• Hire new paraprofessional as the current one ended up not being the best fit for this population • Assist new Administrative Assistant with her acclimation to Bellamy Academy/new role • Support seniors in their efforts to graduate • Work with staff to create enrichment opportunities for BA students during flex • Work with other deans regarding discipline issues and IC • Develop increased opportunities for community-based learning/community service



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

Dover Middle School

ACCOMPLISHED SECOND QUARTER	TARGETS THIRD QUARTER
• Successful roll out of <i>Compassion in Action</i> project challenge for advisory in spring • Student survey for mid-year reflections of advisory created • Met with TMCA to discuss afterschool needs. • Equity meetings x2 for all Social Studies and LA classroom teachers, Title 1 tutors, and paraprofessionals (optional). • Creation of Innovation team • 3 sessions of professional development on coaching with Inspired Leadership	• Survey students for advisory reflections. • *Develop Protocol to release high functioning PLC groups from support of instructional coaches • *Plan to track restorative justice options used by Dean's Office. • Schedule work to be presented to Superintendent March 2020. • Receive and consider proposal from YMCA on after school options. • *Collect data on current after school programming. • *Collect data on inquiry projects, PBL units, mindset work and C3 units. Use data to determine future professional development. • Equity work with all Math and Science teachers. • Apply for UNH intern placement site for next four-year cycle. • Continued Innovation teamwork • Title 1 parent night • Implement coaching strategies

Garrison School

ACCOMPLISHED SECOND QUARTER	TARGETS THIRD QUARTER
• Monitor student data/growth to refine WIN for students. Meet with teams/reading after January STAR/benchmarking to re-group and re-assess. • Teachers begin to use INspired Leadership concepts in their daily practice. Check ins with teams at PLCs. • Continue work with report cards, assignments and assessments alignment for trimesters 2 and 3. • Continue work with Mo to ensure lessons and classrooms are equitable, and that we are bringing that thinking into our work.	• Continue use of INspired Leadership work with staff. Both teachers and paras have benefitted from this work. • Work with Garrison Planning Team (teacher leaders) to create a vision and plan for Garrison's growth in competency-based learning, the WIN block efficacy, and efficient scheduling for students. • Continue to support PLC facilitators – tapping into the power of the instructional coaches. • Begin work with pilot teachers to start looking at how to effectively use the planning/grading portion of Infinite Campus at the elementary level. • Continue work with admin team around behavior module in Infinite Campus.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

Horne Street School

ACCOMPLISHED SECOND QUARTER	TARGETS THIRD QUARTER
Development of Professional Learning Communities in grades 1, 2, 3 and 4. PLCs are targeting student reading achievement and growth. • Focus on learning • Collaborative culture of collective respect • Results oriented PLCs are now beginning to delve into Common Formative Assessments. In addition, grades 2, 3 and 4 are sharing students within their grade levels for at least part of their instructional day. ***** Development of Vertical Teacher Literacy Teams to promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole • Focus on Strategic Plan 2.2 (student engagement in learning) • Focus on Strategic Plan 2.4 (competency-based education) ***** Development of Focus Group Work (non-classroom teachers) 1.Focus on Strategic Plan 1.2 (student support and wellness) • Focus of this team is to develop HSS sensory pathway, including pathway set up, school expectations and routines of pathway use. 2.Focus on Strategic Plan 2.1 (social emotional and physical well-being for students and staff) • Focus of this team is on diversity, answering the question What opportunities are we missing to celebrate and better understand diversity within our school? ***** Principal's Council:	Continue Professional Learning Communities in grades 1, 2, 3 and 4, with each grade level creating at least one Common Formative Assessment in the area of literacy. Create a structure for Kindergarten Teachers to begin PLC work • Plan for training/supporting facilitators • Plan to implement in Spring By end of 4th quarter, create a 2020-2021 schedule to support K-4 PLC/Flex Block work ***** Continue Vertical Teacher Literacy Teams, promoting mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school. Next steps include • To identify grade band literacy (specific to reading) literacy competencies • To begin to create a system to address students mastering competencies at different times (specific to reading) ***** Continue Focus Group Work (non-classroom teachers) 1.Focus on Strategic Plan 1.2 (student support and wellness) • Focus of this team is to develop HSS sensory pathway, including pathway set up, school expectations and routines of pathway use. By end of 4th quarter, have final plans finalized. 2.Focus on Strategic Plan 2.1 (social emotional and physical well-being for students and staff) • Focus of this team is on diversity, answering the question "What opportunities are we missing to celebrate and better understand diversity within our school?" By end of 4th quarter, have a (pro-active communication) plan in place for 2020-2021 school year.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement - Focus on what instruction “looks like” in classrooms – how can we improve our instruction? How does our current schedule reflect our teaching/learning philosophy? ***** Identified and expanded upon opportunities for students to engage in to solve problems and take on leadership roles within the school and local community - Established a 4th grade yearbook committee by securing SEED funding for digital cameras to support student photography	***** Principal's Council: Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement - Focus on what instruction “looks like” in classrooms – how can we improve our instruction? - How does our current schedule reflect our teaching/learning philosophy? By end of 4th quarter, have schedule for 2020-2021 clearly reflect our teaching/learning philosophy. ***** Identified and expanded upon opportunities for students to engage in to solve problems and take on leadership roles within the school and local community - Publish student-centered yearbook.
---	--

Woodman Park School

ACCOMPLISHED SECOND QUARTER	TARGETS THIRD QUARTER
<u>Staff Meeting Trainings for Q2</u> - Project Based Learning Pilot Reflection and Next Attempt [2.2] - Family Conferences [2.3] - Equity Work: Bias [2.3] - Professional Learning Communities: Training and Practice [2.3] - Trauma Informed Care by Community Partners [1.5] <u>Attendance</u> The committee is doing a public relations push in Quarter Two. Social media and visiting schools' Family – Educator Organizations will occur. Attempts to deepen relationships with those families that struggle with tardies have been attempted. <u>School Instructional Leadership Team (SILT)</u>	<u>Staff Meeting Trainings for Q3</u> - WPS Voice and Choice Reflection and New Attempts [1.1] - Fountas Pinnell Classroom Training K-2 [2.3] - State Assessment System Certification and Math Work Gr. 3-4 [2.3] - WPS Wellness Committee Topic [1.2] - District Literacy [2.3] on Teacher Workshop - K-2 Avoid Deny Defend with DPD? <u>Attendance</u> The district committee will continue to meet during Quarter Three. Attempts to deepen relationships with those families that struggle with tardies will remain a priority. <u>School Instructional Leadership Team (SILT)</u> Meetings with Roseanna Drysdale will continue in Quarter Three. Unpacking the PLCs with staff will also continue based on reflected needs. A reflection on the



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

Meetings with Roseanna Drysdale continued in Quarter Two. Practicing PLC with data and exploring protocols have been done by the SILT to bring back to teams

Substitutes Training and Recruitment

Additional training did not occur. The Teacher Workshop Day was proposed as a day for training, but it did not occur due to the schedule of the trainers. The budget for next school year has not accepted the proposal for an increase in substitute pay.

Recruitment of Staff Members of Color

This Quarter, I had a meeting with a member of the UNH Education Department about educator preparation and efforts by post-secondary schools to recruit graduate students of color into their programs.

UNH Full Year Internship

The UNH Internship programs will continue. We will be hosting UNH interns again next school year and are finalizing the match ups between the WPS cooperating teachers and the interns now.

Staff Mental Health Toolkit from UNH

The stress boxes, resource binder, and monthly newsletters were distributed and utilized in Quarter Two.

Classroom Mini-Observations

They continue in Quarter Two while Mid-Year Reflections were not started.

Play Based Instruction

Kindergarten teachers continue to share successes and failures in this process. Michelle Zitta has continued the work with the mentor provided by the NH Department of Education.

Wellness Committee

Monthly staff events occurred Quarter Two. The most successful after school event for staff was the snowshoeing around the WPS track.

Positive Behavior Intervention Supports (PBIS)

WPS progress with the Strategic Plan will likely start at the very end of Quarter Three.

Substitutes Training and Recruitment

Additional training for substitutes will occur in Quarter Three based on interest.

Recruitment of Staff Members of Color

I have some ideas on this topic on how to move forward but need to set up a time to talk to the superintendent to clarify priorities.

UNH Full Year Internship

The match ups between the WPS cooperating teachers and the interns for next school year will be finalized in Quarter Three.

Staff Mental Health Toolkit from UNH

The stress boxes, resource binder, and monthly newsletters will be used in Quarter Three. An offer was made by someone to run meditation for staff beyond the hours of the school day. And a Kindness Cart is being piloted a few times a month before school for staff this Quarter. This cart has baked goods and beverages free of charge for staff to enjoy.

Classroom Mini-Observations

They will continue in Quarter Three while Mid-Year Reflections will be started.

Play Based Instruction

Kindergarten teachers will continue to share successes and failures in this process. Michelle Zitta will continue the work with the mentor provided by the NH Department of Education.

Wellness Committee

Monthly staff events have been planned for Quarter Three. Investigating on how to support students will continue to be investigated.

Positive Behavior Intervention Supports (PBIS)

Data will still be collected and interpreted for Quarter Three action. Kindness in all parts of our school community will be the focus. New mascots will be



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

Data was collected and interpreted for Quarter Two action. Bathroom behavior and Bus infractions were focused on as a school. New mascots were selected for the next round of student support and presentations. The daily announcements by the mascots continued.

Infinite Campus

Limited training was offered since we are in the learning by using mode of the process. Issues will still be worked out in Quarter Three. Comfort will increase over time.

Report Cards

Families received the new report card in Quarter Two. Staff had a chance to reflect on the report card in Quarter Two. The newness of the change will increase comfort levels of staff and families with the second trimester in Quarter Three.

Front Vestibule

The punch list of new security glass due to scratches, window slider motor tweaking, and a new entry buzz into the building system was completed during Quarter Two.

Swipe Card Entry and Security Cameras

Work was completed for the swipe card entry and security cameras in our building. The programming of the new swipe cards is still being worked out.

Election Day

I met with the Ward 2 Moderator. A list of items was generated to investigate for the Primary Day Elections. To the best of my knowledge, the items on the list were addressed.

INspired Leadership

Peter Wotton and I have been working with Rachel Thalmann in Quarter Two as we refined our leadership skills and communication.

Hiring

We have not had to hire anyone during Quarter Two but have had a maternity leave start, successfully, in Quarter Two.

selected for the next round of student support and presentations. The daily announcements will continue.

Infinite Campus

Issues will still be worked out in Quarter Three. Comfort will increase over time.

Report Cards

We anticipate the second use of the new report cards to go smoother with staff and families due to experience and comfort level during Quarter Three.

Front Vestibule

We anticipate no issues with the Front Vestibule in Quarter Three but are in the monitoring phase since it is new.

Swipe Card Entry and Security Cameras

The programming of the swipe cards for Quarter Three will be an ongoing process to work out the issues.

Election Day

There will be no public elections held at WPS during Quarter Three. However, the Ward Two moderator was requesting to use the school Internet. A dialog will need to occur between the district's IT Department and the City.

INspired Leadership

Peter Wotton and I look forward to working with Rachel Thalmann in Quarter Three as we refine our leadership skills and communication.

Hiring

We will have to hire at least one maternity leave substitute in Quarter Three.

School Safety Audit by NH Dept. of Safety

The New Hampshire Department of Safety, Division of Homeland Security & Emergency Management's School Emergency Readiness program has selected WPS to support with our emergency planning and will conduct a physical security assessment. Translation = WPS and the other elementary schools have been selected for a Safety Audit. No date has been



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Superintendent's Board Report Monday, March 9, 2020

	determined but it might happen in Quarter Three. WPS will be going over the pre-inspection form in Quarter Three with our school's Critical Incident Team.
--	--