



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Workshop Meeting
Meeting Location:	City Council Chambers
Meeting Date:	Monday, October 25, 2010
Meeting Time:	6:30 pm

A workshop session of the Dover School Board was called to order by Chairperson Carolyn Mebert on Monday, October 25, 2010 at 6:42 p.m. in City Council Chambers

A. ROLL CALL: Present were Carolyn Mebert, Audra Lurvey, Beth Setear, Robert McCrory, and Doris Grady. Absent were Ken Appel and Matt Mayberry.

Also present were Superintendent Jean Briggs Badger; Principals Christine Boston, Mal Forsman and Patrick Boodey; Director of Pupil Personnel Services, Sandra Crosson; and Director of Curriculum, Instruction and Assessment, Gary Tirone.

B. PLEDGE OF ALLEGIANCE: Doris Grady led the Pledge of Allegiance.

C. CITIZENS' FORUM: No one addressed the Board.

D. TRENDS IN CURRICULUM—21ST CENTURY SCHOOLS—G. TIRONE:

Gary Tirone, Director of Curriculum, Assessment and Instruction showed a Powerpoint intended to begin a conversation with the School Board and community as the budget process is started. This Powerpoint also will start conversations as to how curriculum and technology will be integrated in the future. He started his presentation by showing a video titled. "Shift Happens". This video was 4 minutes and it showed changes that have occurred in our lifetimes related to technology. This film was intended to show how quickly technology has advanced and that everything is always changing and we must change with it.

Mr. Tirone stated that 50% of high school students will be "online" by 2018. Currently, 5% of students are online. He stressed the need to prepare our students for the future in which they will live. His Powerpoint stressed deep knowledge, rather than shallow knowledge, in addition to engaging students with real world data and tools they will encounter in college, on the job, and in life. Common Core State Standards are tied into 21st Century skills. We are not moving away from Core Standards. The presentation showed that school districts shouldn't panic or rush to change anything at this point. Curriculum changes should be put off, if possible at this time. The time should be used to review the standards. Textbooks and materials shouldn't be purchased that are not developed to address the new Common Core State Standards. This is the time to be deliberate and thoughtful.

One slide showed that there might be several paths for high school students. Many will continue to attend 4 year colleges. Some will go directly to work. Others will test out of high school at grade 10. It would be possible for them to begin taking college courses at that time and have an Associate's degree at the end of high school. There will also be a track for students wishing to take AP or IB classes.

In 2009-2010, 2700+ individuals were enrolled in online classes. In October, 2010, there are more than 8000 students enrolled in online classes.

Current NH school examples include:

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- Extended School days and schedules
- Modified academic calendars
- Policy/Curriculum examples
- LMS (Moodle/Blackboard) systems for hybrid Face to Face, and virtual delivery

Dover Considerations Include:

- Curriculum revision cycles need to be reconsidered for more timely updates for teachers and students
- PD is critical to managing constant and current updates and accessing Opensource curriculum resources. Must be viewed as a curriculum investment for budgeting purposes
- New PD Master Plan must be developed with the above in mind and will tie in well with the District's 5 year goals calling for tech, collaboration and PLC's.
- Curriculum, Technology and PD can no longer be viewed as separate entities for purposes of planning, adopting, and/or budgeting.

Curriculum, Instruction and Assessment Report for Preliminary Dover School Board for Discussion

This document represents initial recommendations and action plans for curriculum, instruction, and assessment based on first 30+ days transitioning into the Director's position. They are based on my initial interviews for the CIA Director's position; collective and individual meetings with central office and building administrators, individual and collective meetings with teachers representing all buildings; and initial meetings with all committees connected with CIA advisement or direction.

Please note that both short-term and long-term action plans will require specific timelines and accountability timelines.

Prior to outlining what currently is in place and needs to be considered, I am operating under the following assumptions and needs:

- The Dover School District will embrace the NHDOE adoption of Common Core State Standards and incorporation of National Exam Program, which is a key component to high school restructuring and curriculum development K-12. This will require us to continue our work to bring all students to proficiency in the core subject areas, including social studies.
- Need to implement ICT Standards as outlined on Dover School District website
- Need to move to competency based assessments as mandated by NHDOE, including opportunities for internships and extended learning opportunities



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- Need to transition to 21st Century teaching & learning environment which begins with the close and intentional coordination of curriculum planning, technology and professional development
- Need to articulate a common language for the teaching of reading and writing K-12 with a common and shared understanding that reading and writing is taught/integrated across all disciplines. This is also an emphasis of the new Common Core State Standards, which will replace the NECAP assessments in 2014-15.
- New 5 year Master Plan for Dover is due to be submitted during 2011-12 academic year and will need to conform to recently approved NHDOE guidelines requiring evidence based teacher professional development; and the plan will potentially coordinate teacher evaluation and recertification

School Board/District Goals

Actions 2010- 2015:

ASSESSMENT

- Raise the achievement level for all students.
- Close the achievement gap for SES and Special Education sub-groups.
- Develop a systematic process of monitoring progress at the classroom, building, and district levels to maximize student achievement

Currently in Place beyond the course & classroom assessments relative to curriculum:

- DGR/writing in context of K-12 literacy instruction & Common Core State Standards (writing prompts, R & W common formative assessments)
- Next Steps Learning K-8
- Math Common Assessments
- Numeracy Assessments
- PALS
- AIMS/WEB
- PreK screenings
- SAT/ACT/Advanced Placement
- NECAP/NAEP

Need to incorporate:

- Address ICT Standards currently available on Dover's website
- Common writing assessments (can be addressed in part through ICT Standard implementation)
- High School Competencies with high school and middle school teachers collaborating.

Action plans to be developed:

2010-11:



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- Train the Trainers training to continue for the use of Performance Plus and the use of enhanced, timely data
- Develop protocols for groups of teachers to work collaboratively using common assessments and triangulating it with NECAP results and classroom observations to inform instruction. This will be done as an outgrowth of Train the Trainer protocol, but will only serve as an introduction/early adoption of the model ultimately linked to teacher recertification process.
- Structures put in place to support grade 8 students to begin using electronic portfolios

2011-15:

ICT standards will be incorporated k-12 to address multiple facets of Curriculum, Instruction and Assessment needs. Specific to assessment, students and parents will develop a better understanding of the data used to assess individual students, and students will be able to better advocate their learning strengths and weaknesses, developing their meta-cognitive skills to meet 21st Century Learning needs.

Protocols will need to be developed so that teachers, students and parents can collaborate on appropriate 21st Century Learning opportunities ranging from early college experiences, internships and extended learning opportunities; all which will be made available in the Dover community, seacoast area, or through a distance learning experience.

CURRICULUM

- Establish full curriculum alignment to include:
 - Awareness of revision cycle process and duties of Curriculum Planning Council.
 - Scope and sequence K-12 Sound transitions between grades and between school
 - Adequate resources for sustainability and professional development

Some premises that need to be considered regarding the above:

- Relative to the 21st Century environment, curriculum can't be viewed in isolation from technology and professional development. All 3 need to be given equal value when considering adoption of curriculum
- Transitions will need to serve dual purposes. The first being transitions from physical locations and grades; the second with regards to curriculum alignment and 21st Century restructuring of curriculum to meet student's individual needs.
- Time is a resource that needs to be acknowledged to sustain adequate professional development and the traditional use of time is limiting results. Making the shift to 21st Century Teaching and Learning will require creativity beyond the current norms

Currently in Place:

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- Ongoing Curriculum work that has articulated a K-12 scope in sequence K-12, but hasn't had the vertical conversations K-12 that the DGR program has provided and afforded to K-8 teachers
- A Curriculum Planning Council which oversees curriculum adoption that is aligned to a curriculum revision cycle
- A Professional Development Committee that supports to a degree the curriculum initiatives that tend to cross disciplines

Need to incorporate:

A new committee District structure that ensures equal value, vision, and a coherent action plan to all curriculum adoptions.

Action plans to be developed:

2010-11:

Continue work with the Math Improvement Team & Math in Focus Pilot Teachers to coordinate the Math "Must Knows" for grade level (K-8), which are tied into the Common Core State Standards and Dover High School Math Competencies, which are being done this year.

Coordinate the work in math this year to articulate the opportunities to be made available to students from grades 7-12, merging the selection of a K-6 math program, the competency work of the high school, and the meeting of high school math competencies by some middle school students. To a degree, math, will be an early adopter for how other curriculums will be potentially aligned K-12

Meet with ongoing committees as scheduled with the ultimate goal being to merge the Curriculum Planning Council, the Technology and Professional Development Committees. The merged committee will have up to 3 representatives from each school, each dedicated to a specific facet (technology, curriculum & PD). Monthly meetings will be held with each school reporting in and ultimately members of the committee reporting out at their respective schools/staff. This accomplishes 2 things. The first being District coordination and coherence between schools; the second being all curriculum decisions being made given equal values to the appropriateness of selection and assurances that the PD and technology is in place to support the decision.

2011-15:

Curriculum revision is an ongoing event with resources still needing to be purchased, but training will be put in place to allow teachers and schools to utilize Open Source availability of curriculum (Curriki, web 2.0, etc). This will support efforts and District goals for collaboration, professional learning communities, and professional development.



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INSTRUCTION

- Target professional development for new and veteran teachers on best practices, through coaching and modeling.
- Stress importance of cross curriculum applications of content.
- Create collaborative teams focused on teaching and learning.

Currently in Place:

Dover's teacher induction program
Literacy & Math Facilitators

Individual schools have various protocols in place for collaborative working groups

Need to incorporate:

A district plan and expectation for teacher/instructional collaboration that will lead to cross curriculum applications and best address teachers individual needs for targeted improvement

Action plans to be developed:

2010-11

- Identify strategies for integrating data into instruction and planning that will allow for the recapturing of time for direct student instruction and teacher collaboration.
- Reflectively analyze data being collected to determine which data is effective for timely intervention strategies; which provides longitudinal information to assess student growth K-12; which can be used for generalized curriculum and instructional decisions; which serves little value; and what still may need to be developed or considered as a data source.

2011-15

The new Professional Development Master Plan to be developed during the 2011-12 academic year and in effect from 2012-2017, will move to a more evidence based recertification standard as required by the NHDOE. PD activities will be collaborative and grounded in an action-research(PLC) protocol. An evaluation system will be designed to support this PD effort.

ENVIRONMENT

- Enhance sense of community through a positive, engaging school climate.
- Increase quality, frequency, and consistency of parent involvement and communication strategies
- Increase opportunities for students to explore and pursue post-secondary options.



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Currently in Place:

Internships & Externships	DGR & Next Steps Learning (K-8)	Dual High School & College Credit Options
CTC	Online Opportunities	Increasing community Connections (SEED21stCL)
Alternative School programming	Credit Recovery and Adult Education Options	Dover Student Survey & Perception Survey for Culture & Climate

Need to incorporate:

- Creating options within the above opportunities, as well as with an expansion of opportunities to meet the needs of a wider population K-Adult in the Dover community.
- Make options available through multiple pathways and at a point of need by students and adults

Action plans to be developed:

2010-11:

Through existing committee work, explore options and needs for making more of our teaching and learning environment available on an expanded schedule, and identify a 2011-15 timeline

2011-15:

- Create pathways for students to access and meet competencies, enrichment, and remediation opportunities in face-to-face and virtual environments.
- Develop community and business relationships for expanded internships and extended learning opportunities, community service, and distance learning opportunities.

TECHNOLOGY

Pursue options to increase technology infrastructure, capacity, and integration.

Currently in Place:

- MMS Student Information System
- Performance Pathways/NHDOE
- PC Platform supporting District and individual schools IT connectivity
- A Technology Plan approved by the NHDOE



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- Limited personnel to support the technology infrastructure

Need to incorporate:

- A dual platform system supporting both a PC & Mac environment
- A technology plan that is both supported by the NHDOE, financially supported by the community, and has a vision that is fully understood for need, application, and implementation by the educational community and Dover Community at-large
- Support in the district for increased capacity to a degree and integration to a larger extent.
- Intentional, specific and integrated professional development to support teaching and learning, use of data, and flexibility(especially with time)

There are more in the way of recommendations, but the above would be a good start

Action plans to be developed:

2010-11

- To work within the 2011-12 budget to determine where cost savings might exist in order to be redirected to fill the needs above.
- To develop a District vision for Technology that accounts for professional development and resources needed to articulate to the Board
- Review current professional development offered for technology along with the nature of delivery to determine current needs, effectiveness, and adjustments for the 2010-11 academic year
- Better define roles and needs of current tech staff and how we might build the 2011-12 budget from the current construct to one that addresses a wider scope of needs in the framework of available funding

2011-15:

- Expectation that we will be using more web-based interfaces
- A process will be set up to begin working with all staff to get their courses online
- Creating a plan where over this time period the cost of technology becomes budget neutral
- Virtual options for staff and students that will create a hybrid teaching and learning environment.

Mrs. Grady stated that basic skills are not much different in the 50's, 60's and 70's. How will this be accomplished? What is different from what we do now? Will textbooks still be used? She's seen this year after year.

Mr. Tirone responded by saying that the "How" is through Professional Development. Through typical conversations that one would have in looking at available resources. He would like to make this as budget neutral as possible. Books will be outdated very quickly. Online books might be an option.



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There are two tracks: One is Opensource-teaching teachers to be their own curriculum developers. The other is what you buy. There will still need to be some things that need to be purchased. A lesson constructed collaboratively might be an answer also. Teachers would be observing and adopting curriculum based on their expertise. This type of learning isn't for every student. Libraries and electronic media will take on a different notion. They will be central in curriculum development. No one knows the curriculum better.

He commented his presentation was geared mostly for grades 7-12. Younger ages might need more books, etc. Things should be more individualized for each student.

Mrs. Grady stated she can foresee the 21st Century having all online classes and communities will share resources. There could be no textbooks, only laptops. Things will change tremendously. She commented that it could be a very exciting situation in education in the next 10 years.

Mr. Tirone commented that the Nashua School District is doing that already with their 2 high schools.

Dr. Mebert asked how much evaluation had been done with virtual and online learning How are the students doing? At the college level, studies have been done, but not much at this level.

Mr. Tirone commented that quite a bit of research has been done, with the majority of it being done in Florida. They have 250,000 students involved with online learning. They have looked at college acceptance rates, AP scores. It is consistent with what was found in the NH virtual learning school. About 80% of students taking online classes in NH were receiving scores of 4 or 5. There were full time online students last year, but it is designed to be less than 1%. Out of 5,000 students, approximately 50 of them were full time online students. 14 of the graduates went to a 2 or 4 year college. He pointed out that students need to be very good readers, self-disciplined and self-motivated. For students who disrupt class, research has shown that a hybrid situation might be the best. 100% online would not be ideal. Many options will be available. High schools are where the emphasis is, but more and more middle schools will be using online options as well.

Dr. Mebert noted that there will be major changes in technology that will need to be addressed in the future. Mr. Tirone commented that many changes will be web-based.

E. INTRODUCTION OF PROPOSED BULLYING POLICY:

PUPIL SAFETY AND VIOLENCE PREVENTION POLICY BULLYING AND HARASSMENT-CYBERBULLYING

I. GENERAL STATEMENT OF POLICY

The School Board believes that students are entitled to learn in a school environment that is safe and secure. Students are expected to conduct themselves with respect for others and in accordance with this



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policy and other Board policies and school rules governing student conduct. The Board will take reasonable steps to protect all students from the harmful effects of bullying and cyber bullying that occurs at school and/or that interferes with student learning and orderly school operations. Conduct constituting bullying and/or cyber bullying will not be tolerated, and is prohibited.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories

This policy is intended to comply with RSA 193-F. ~~as a form of pupil harassment. Conduct constituting bullying or harassment will not be tolerated and is prohibited by this policy, in accordance with RSA 193-F.~~ The Superintendent is responsible for implementing this policy, but may delegate specific responsibilities to administrators and others as deemed appropriate.

II BULLYING AND HARASSMENT CYBERBULLYING DEFINED

~~Bullying is conduct which subjects a pupil to insults, taunts, or challenges, whether verbal or physical in nature, which is likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner. The Superintendent may develop administrative regulations to implement this definition.~~

~~Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, or disability that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive academic environment; (2) has the purpose or effect of interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's work or academic performance.~~

Definitions

1. *"Bullying" means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:*
 - a. *physically harms a pupil or damages the pupil's property;*
 - b. *causes emotional distress to a pupil;*
 - c. *interferes with a pupil's educational opportunities;*
 - d. *creates a hostile educational environment; or*
 - e. *substantially disrupts the orderly operation of the school.*



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“Bullying” shall include actions motivated by an imbalance of power based on a pupil’s actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil’s association with another person and based on the other person’s characteristics, behaviors, or beliefs if those actions cause one or more of the results in paragraphs(a) through (e) above.

- 2. “Cyber bullying” means conduct defined in paragraph I of this section, undertaken through the use of electronic devices.*
- 3. “Electronic devices” include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, and websites.*
- 4. “School property” means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.*
- 5. “Perpetrator” means a pupil who engages in bullying or cyber bullying.*
- 6. “Victim” means a pupil against whom bullying or cyber bullying has been perpetrated.*

Actionable Incidents of Bullying or Cyber bullying

“Bullying” or “cyber bullying” shall occur when an action or communication as defined in the above “Definitions” section:

(a) Occurs on, or is delivered to, school property or a school-sponsored activity or event, on or off school property; or

(b) Occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil’s educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event

III. BULLYING, CYBERBULLYING AND RETALIATION PROHIBITED

It shall be a violation of this policy to engage in, or cause others to engage in, the bullying or cyber bullying of a pupil.

It shall be a violation of this policy to engage in retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying.

All students are protected by this policy, regardless of their status under the law.

There shall be disciplinary consequences or interventions, or both, for a person who commits an act of bullying or cyber bullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy.

IV. REPORTING PROCEDURES



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Students who are subjected to bullying or cyber bullying, or who observe bullying/cyber bullying by or against other students are strongly encouraged to report it to any school employee, including but not limited to teachers, administrators, counselors, or other staff.

~~Any school employee, or employee of a company under contract with a school in the district, or the district itself, who has witnessed or has reliable information that a pupil has been subjected to "bullying and harassment, cyber bullying" as defined in Paragraph III above, shall *must immediately* report such incident to the principal, or his/her designee, who shall in turn report the incident to the Superintendent and the School Board.~~

School staff and volunteers are required to report possible incidents of bullying or cyber bullying to the building principal or designee as soon as practicable. Parents and other adults are also encouraged to report any concerns about possible bullying or cyber bullying of students to the building principal or designee.

~~The Principal, or designee, shall by telephone and in writing by first class mail, report the occurrence of any incident described in paragraph III to the parent or legal guardians of all pupils involved within 48 hours of the occurrence of such incident. The notice shall advise the individuals involved of their due process rights including the right to appeal to the state board of education. The Superintendent may, within the 48 hour time period, grant the Principal, a waiver from the notification requirement if the Superintendent deems such waiver to be in the best interest of the child Any waiver granted shall be in writing.~~

The building administrator or designee shall notify the parents/guardians of the alleged victim(s) and perpetrator(s) that a bullying/cyber bullying report has been made within 48 hours of the report and in accordance with applicable privacy laws. However, the building principal or designee may request a waiver of this parent notification requirement from the Superintendent. The Superintendent may waive parent/guardian notification at this stage of the procedure if he/she determines this to be in the best interest of the victim(s) and/or the perpetrator(s). Any such waiver of the parent notification requirement shall be made in writing.

The district will make available forms for reporting incidents of bullying and ~~harassment~~ cyber bullying and shall encourage the use of these forms. Such forms shall be available in the ~~principal's administrative and the school guidance offices~~ in each building and from the Superintendent's Office.

V. INVESTIGATION

~~The Superintendent shall direct an investigation to be made of reports of bullying and harassment in accordance with the procedures specified in policy ACG, Sexual Harassment.~~

The principal or designee will initiate an investigation within two (2) school days of the reported incident of bullying or cyber bullying. The investigation shall be completed within fifteen (15) school days of the reported incident, and should include speaking with the alleged victim, alleged perpetrator,



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known witnesses, and reviewing other evidence available through reasonable good faith efforts. The results of the investigation shall be documented in writing and preserved in accordance with laws governing retention of educational records.

- a. *The alleged perpetrator(s) will be provided the opportunity to be heard as part of the investigation.*
- b. *Privacy rights of all parties shall be maintained in accordance with applicable laws.*
- c. *The building principal or designee shall keep a written record of the investigation process.*
- d. *The building principal or designee may take interim remedial measures to reduce the risk of further bullying/cyber bullying, retaliation and/or to provide assistance to the alleged victim while the investigation is pending.*
- e. *The building principal or designee shall consult with the Superintendent as appropriate concerning the investigation and any remedial measures or assistance provided.*
- f. *The investigation shall be completed within fifteen (15) school days of receipt of the report, if practicable. The Superintendent may grant in writing an extension of time to complete the investigation of up to 7 additional school days if necessary. The Superintendent shall notify all parties involved of any such extension.*
- g. *If the building principal or designee substantiates the bullying/cyber bullying report, he/she shall, in consultation with the Superintendent determine what remedial and/or disciplinary actions should be taken against the perpetrator(s) and determine what further assistance should be provided the victim(s), if any.*
- h. *The building principal or designee shall inform the victim(s), the perpetrator(s) and their parents/guardians in writing of the results of the investigation and any remedies and/or assistance provided by the school, including strategies for protecting students from retaliation. Such communication shall be provided within 10 school days and shall be compliance with applicable privacy laws.*

REMEDICATION AND DISCIPLINE

~~If it is determined, after investigation, that a pupil has engaged in bullying and harassing conduct prohibited by this policy and implementing administrative regulations, that pupil shall be subject to appropriate disciplinary action, which may include, but not be limited to, suspension and expulsion.~~

~~Any such disciplinary action shall be taken in accord with applicable school board policy and legal requirements.~~

VI. TRAINING



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~~The Superintendent may develop age appropriate methods of discussing the meaning, substance, and application of this policy with staff and students in order to minimize the occurrence of bullying and harassment and for staff to respond effectively to any such incidents.~~

The school administration shall provide appropriate training on this policy for school employees, regular school volunteers and any employees of companies contracted to provide services directly to students. The purpose of the training is to prevent bullying/cyber bullying if possible, and to educate staff on how to properly identify, respond to and report incidents of bullying/cyber bullying.

The school administration shall provide age-appropriate education programs for students and parents regarding this policy, bullying/cyber bullying prevention, how to identify, respond to and report bullying/cyber bullying.

VII. ANNUAL REPORT TO NEW HAMPSHIRE DEPARTMENT OF EDUCATION

The Superintendent shall prepare and submit an annual report of substantiated bullying/cyber bullying incidents on the form provided by the New Hampshire Department of Education. Such reports shall not contain personally identifiable information regarding students.

VIII. IMMUNITY

Any employee of the school unit or contract company, regular school volunteer, student or parent/guardian shall be immune from civil liability for good faith conduct arising out of or pertaining to the reporting, investigation, findings, and the development or implementation of any recommended response under this policy.

IX. POLICY DISSEMINATION

This policy shall be posted on the district website and included in student and employee handbooks. It shall also be provided to employees of any company contracted to provide services directly to students. The policy may also be disseminated by other means as determined by the Superintendent.

X. APPEAL

The procedures under RSA 193:13, Ed 317, and District policies establish the due process and appeal rights for students disciplined for acts of bullying.

The School Board or its designee will inform parents of any appeal rights they may have to the New Hampshire State Board of Education.

~~Aggrieved parties may appeal disciplinary action to the School Board. The School Board shall notify all parties involved in writing of its decision. The Aggrieved party has the right under RSA 193 F:3 193:13~~



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and the NH code of Administrative Rules, Section Ed 317, to appeal the decision of the School Board to the State Board of Education who shall, in writing, notify all parties involved of its decision.

XI. CAPTURE OF AUDIO & VIDEO RECORDINGS ON SCHOOL BUSES:

Pursuant to RSA 570-A:2, notice is hereby given that the Board authorizes recordings to be made in conjunction with video recordings of the interior of school buses while students are being transported to and from school or school activities. The Superintendent shall ensure that there is a sign informing the occupants of school buses that such recordings are occurring.

NOTE: See JICK-E (report form)

Legal References: NH RSA 193-F2-F:10 ; NH RSA 193:13 Pupil Safety and Violence Prevention Act as amended 7/2010
 RSA 570-A:2 Capture of Audio Recordings on School Buses Allowed
 NH Code of Administrative Rules, Section Ed 317

Cross References: AC – Nondiscrimination/Equal Opportunity
 ACAA - Harassment and Sexual Harassment of Students
 ACAA-R - Harassment and Sexual Harassment of Students Complaint Procedure
 JRA – Student Records and Information

**DOVER SCHOOL DISTRICT
 BULLYING/HARASSMENT VIOLENT BEHAVIOR CYBERBULLYING
 REPORT FORM**

General Statement of Policy Prohibiting Bullying and Cyber bullying, Harassment, and Violent Behavior

The Dover School District maintains a firm policy prohibiting all forms of bullying/harassment, and violent behavior bullying and cyber bullying. Bullying, harassment, and violence against students or employees is a form of discrimination. All persons are to be treated with respect and dignity. Bullying, harassment, violent behavior, or other forms of personal harassment by any person, male or female, which create an intimidating, hostile, or offensive environment, will not be tolerated under any circumstances. This includes engaging in, or causing others to engage in, the bullying or cyber bullying of a pupil, and retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of bullying or cyber bullying.



DOVER SCHOOL DISTRICT

DOVER SCHOOL BOARD – MINUTES

Meeting Type: Workshop Meeting
Meeting Location: City Council Chambers
Meeting Date: Monday, October 25, 2010
Meeting Time: 6:30 pm

COMPLAINANT/REPORTER: _____

HOME ADDRESS: _____

WORK ADDRESS: _____

HOME PHONE: _____ WORK PHONE: _____

DATE OF ALLEGED INCIDENT(S): _____

NAME OF PERSON YOU BELIEVE WAS THE VICTIM OF BULLYING OR CYBERBULLYING, HARASSED, OR WAS VIOLENT TOWARD YOU: _____

NAME OF PERSON(S) YOU BELIEVE ENGAGED IN BULLYING OR CYBERBULLYING _____

LIST ANY WITNESSES PRESENT: _____

WHERE DID THE INCIDENT(S) OCCUR? _____

Describe the incident(s) as clearly as possible including such things as, what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved? what did you do to avoid the situation, etc. (Attach additional pages if necessary). Any written, verbal, or electronic communication or physical acts or gestures or both you observed. (Attach additional pages if necessary.)

This complaint report is filed based on my honest belief good faith belief that _____ has bullied me, harassed me, or exhibited violent behavior toward me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

I have observed an incident or have been a victim of bullying or cyber bullying. This report is not made in retaliation against any person previously a victim or witness of bullying or cyber bullying, or who provided information about an act of bullying or cyber bullying.

REPORTER'S SIGNATURE & DATE: _____

RECEIVED BY & DATE: _____



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BULLYING AND CYBERBULLYING INVESTIGATIVE REPORT

Investigator _____ Principal or
 Designee _____

Date Incident Reported _____ Date Investigation Began _____

THE VICTIM

Victim _____

Victim Parent/Guardian Name _____

Victim Parent/Guardian Address _____

Victim Parent/Guardian Telephone _____

Victim Parent/Guardian Notification Date _____ Time _____

THE PERPETRATOR(S)

Involved Student (s) _____

Student's Parent/Guardian Name _____

Student's Parent/Guardian Address _____

Student's Parent/Guardian Telephone _____

Student's Parent/Guardian Notification Date _____ Time _____

BULLYING/CYBERBULLYING DETERMINATION

A. DESCRIPTION OF INCIDENT OR PATTERN OF INCIDENTS (must include one of the following)

Bullying” means a single significant incident, or a pattern of incidents, involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil. Describe the incident.

B. SIGNIFICANT BECAUSE IT RESULTED IN ONE OR MORE OF THE FOLLOWING (check all that apply; must check one)

- _____ 1. Physical harm to the pupil or damage to the pupil’s property
- _____ 2. Emotional distress to the pupil going beyond an emotive experience
- _____ 3. Interference with a pupil’s educational opportunities (e. g. excessive absenteeism , social isolation, avoidance of school environments or activities, disengagement from learning)
- _____ 4. Hostile educational environment (e.g.student is fearful of school or school activities)
- _____ 5. Substantial disruption of the orderly operation of the school



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C. ACTIONS MOTIVATED BY (must check one):

- Imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs
- Association with another person and based on the other person's characteristics, behaviors, or beliefs

D. PERSONAL CHARACTERISTICS, BEHAVIORS, OR BELIEFS (must circle one)

- | | | |
|----------------------------|-----------------------------|---------------------------------------|
| <i>Race</i> | <i>Color</i> | <i>Religion</i> |
| <i>National origin</i> | <i>Ancestry</i> | <i>Ethnicity</i> |
| <i>Sexual orientation</i> | <i>Socioeconomic status</i> | <i>Age</i> |
| <i>Physical disability</i> | <i>Mental disability</i> | <i>Emotional disability</i> |
| <i>Learning disability</i> | <i>Gender</i> | <i>Gender identity</i> |
| <i>Gender expression</i> | <i>Obesity</i> | <i>Distinguishing characteristics</i> |

Other personal characteristic _____

CONCLUSION

This investigation finds /does not find (circle one) substantiation of the reported incident of bullying and/or cyber bullying.

Signature of Principal or Designee

Date

REMEDATION AND DISCIPLINE RESPONSES

In response to this report, the following actions will be taken:

- Remediation (explain briefly) _____
- Discipline (explain briefly) _____
- Assistance to Victim (explain briefly) _____
- Assistance to Perpetrator (explain briefly) _____

Date investigation completed _____

Date parents informed of the district's remedies and assistance _____

How parent informed (check all that apply) Telephone Letter Conference

Upon completion, this report will be filed with the building principal and a copy sent to the superintendent



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Ms. Boston gave a brief Powerpoint presentation highlighting the changes in new bullying policy that she worked on with Debi Migneault, DHS Principal and Sandie Crosson, the Director of Pupil Personnel Services. The policy needed to be amended because of new legislation. The policy must be adopted no later than January 1, 2011. The policy needs to include Cyber Bullying now and will no longer cover harassment, which will now be covered in the bullying policy only. Definitions section will be expanded making it easier for parents and others to read. Reporting procedures will also be included in the policy. The School District will need to report annually to the Department of Education the number and types of incidents that happen throughout the year.

Ms. Boston discussed the challenges associated with the changes in this policy. They include:

- Training of staff, particularly volunteers
- School Busses/Walking students
- Annual Reporting
- Investigation of events that occur off campus
- Investigation of Cyber Bullying
- Influx of behavioral concerns mislabeled as bullying
- Development of interventions for students who engage in bullying behaviors

Actions being taken by the Dover School District are:

- Administrators have attended training around the state to familiarize ourselves with the new legislation
- Drafting of a policy modeled off the NHSBA's proposed draft as well as drafts from the Drummond Woodsum law firm.
- District leadership has secured a keynote speaker to train the staff in bullying/cyber bullying.
- Parents have been presented/given opportunity to view the draft at DTA meetings, and it is available on our website.
- Community members have had a chance to review through various meetings

Next Steps include:

- Incorporate feedback from stakeholders into the final draft
- Review by attorney at Drummond Woodsum for immunity/liability concerns
- Continue to provide bullying lessons/presentations to students of Dover
- Continue to provide parent information sessions in conjunction with PTA groups and the Dover PD.

Dr. Mebert asked if we are working with sending committees on this policy so that we remain consistent. Ms. Boston replied that most communities are using a similar draft since most of the policy is required by law. She continued by stating that she has spoken with many neighboring communities and they are using similar policies, so consistency shouldn't be a problem.

Ms. Setear asked if it was on all Dover School District school websites, in addition to the website of Dover Middle School. Ms. Boston responded that it was not, but she will see that it is added to other school websites in Dover.



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Ms. Setear also asked if there is anything in the new legislation that addresses adult to student bullying. Ms. Boston responded that this policy is specific for pupil to pupil only. Other types would fall under the harassment policy.

Mrs. Grady asked if there was a need for another policy for adult to student bullying, especially since there are instances when cyber bullying involves adults. The policy states that school staff and volunteers are required to report possible incidents of bullying. What if they see instances involving adults? Could this policy be misread?

Ms. Boston responded that the School District already has some strong policies dealing with professional conduct that cover this area. She will ask the attorney also if this is satisfactory

Ms. Crosson added that Title IX covers student to teacher and teacher to student issues, also. She stated that bullying outside of the school day must show there is a connection between the incident and the affect of the student at school.

Dr. Mebert noted that she had heard a school district in Massachusetts passed a policy restricting teachers from “friending” students on Facebook.

F. OTHER: There was no other business discussed

G. ADJOURNMENT: At 7:42 p.m., Doris Grady moved, Audra Lurvey seconded, to adjourn. An oral **VOTE PASSED 5/0.**

Respectfully submitted,
Beth Setear, Secretary