



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – MINUTES

Meeting Type:	Workshop Meeting
Meeting Location:	Media Center (Room 306)
Meeting Date:	Monday, April 25, 2011
Meeting Time:	6:30 pm

A workshop session of the Dover School Board was called to order by Chairperson Carolyn Mebert on Monday, April 25, 2011 at 6:38 p.m. in the Media Center at the McConnell Center.

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

Also present were Superintendent Jean Briggs Badger; DMS Co-Principal, Kim Lyndes, Woodman Park School Principal Patrick Boodey; Director of Curriculum, Instruction and Assessment, Gary Tirone; Unicco Manger Tim Knowles.

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

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

D. PRIMEX/SCHOOL SECURITY RISK ASSESSMENT PRESENTATION:

David Witham, Sr. Consultant with Primex Risk Management Services, presented the following to the School Board. Superintendent Briggs Badger commended Mr. Witham for doing an outstanding job on this project. Administrators have the results of the service and are in the process of implementing recommended changes at their schools.

Mr. Witham thanked Ms. Briggs Badger and the School Board for the opportunity to complete this service. He stated that it is nice to see a school district ask for this type of survey, since not many do. The administrators were all interested and helpful during the assessment period.

School Security Risk Assessment

General

Risk management is an essential management function and recognizing the need to take risk-reduction measures and to implement rational security measures geared to the safety of the immediate school environment is part of that process. Preventing, preparing for and managing violence and security will reduce risks and liability and will improve public relations if a crisis were to unfold. And while schools are often the safest places in the entire community, surveys increasingly identify security as a major concern of students, parents and staff.

It is important to note that the security assessments do not provide a guarantee that a security-related incident or crisis will never occur. Assessments also do not provide a panacea to prevent violence. Like any strategy, assessments are one piece of a multi-pronged approach to improving school safety. The assessment is also intended to identify existing practices that are on-target and should continue, as well as recommendations for procedural changes and new practices to reduce risks.

Purpose



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This assessment is intended to provide the district with an overview of existing security conditions and recommendations for improving them at the building levels. The assessment will serve as a guide for both short and long-term security enhancements within the district. The assessment is building specific, but is also done with an understanding that security needs and strategies may share commonality across the district.

Positive Characteristics:

Due to the nature of risk management, it is easy to focus only on the negative aspects of findings. However, the Dover School District, from all that I observed and learned, is committed to security and to enhancing those efforts wherever possible.

Future Actions:

School risk management and security assessments are a process, not a one-time event. School security must be periodically reviewed and policies and procedures updated when necessary. For example, a serious event/crisis should trigger a review of the procedures and/or facilities. Also, new facilities and significant procedural modifications should require that risk management be reviewed and related policies be modified and updated as needed.

School Security Risk Assessment

Methodology

- ◆ Contacted by Superintendent Jean Briggs Badger, asking if Primex³ could help in conducting a security risk assessment for the Dover School District (SAU #11). *December 2010*
- ◆ Met with Superintendent Jean Briggs Badger and Business Manager Laurie Verville to discuss how Primex³ could help and to develop an overall approach and understanding of what the project would entail. This meeting also provided me with some general background information about existing security efforts. *January 2011*
- ◆ Met with key staff at an administrative team meeting and outlined the project we would undertake. Developed an on-site visit schedule and identified key District contacts. *January 2011*
- ◆ Conducted on-site assessments of facilities and practices with Tim Knowles for UNICO and respective building principals. Each on-site took approximate 2.5 hours.
 - Dover High School *February 4, 2011*
 - Dover Alternative School *February 4, 2011*
 - Garrison Elementary School *February 8, 2011*
 - Dover Middle School *February 10, 2011*



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- Horne Street School *February 10, 2011*
- Woodman Park Elementary School *February 11, 2011*

- ◆ Met with Dover Fire & Rescue Chief Perry Plummer and Dover Police Chief Anthony Colarusso, Jr. to review some preliminary assessment findings and to discuss any public safety observations and concerns. *March 2011*
- ◆ Reviewed draft risk management assessment with Superintendent Jean Briggs Badger and Business Manager Laurie Verville. Made minor edits to findings after clarifying some questions. *March 2011*
- ◆ Finalized risk management assessment report and presented to key staff at an administrative team meeting and to the Dover School Board. *April 2011*

School Security Risk Assessment Observations and Conclusions

The Dover School District is well aware of the need to protect its students, visitors and staff from security risks that can present themselves on today’s school campuses. This is illustrated by the existence of emergency action plans (all hazard plans), periodic drills, and the provision of emergency equipment. This is also exemplified by the District’s willingness to allow Primex³ an in-depth look at its facilities and procedures in an effort to identify any shortcomings and to develop an initial course for improvement.

As already indicated, no security assessment can provide a guarantee that a security-related incident or crisis will never occur and that existing or implemented measures will create a panacea to prevent violence in a school. However, the assessment is a vital tool to ensure that risks are not enhanced by the district’s actions or inactions. This assessment provided an opportunity to self examine what measures work and what measures might need improvement to enhance security risk minimization within the District.

This assessment examined many areas from a security risk perspective. The following were some of the more common findings in need of additional attention and action by the District:

- Improved Use of Staff and Visitor Identification Badges
- Better Facility Welcome and Directional Signage
- Monitored Doorway Control – Building Access Points
- Enhanced Lobby Control
- More Thorough Electronics Inventory Controls
- Additional Perimeter Building/Yard Lighting
- Improved Use of Surveillance Cameras



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- Expanded Security Policies Development

The audit relied heavily on information provided by the staff and did not rely solely on observations but also incorporated some limited policy review and on-site observations. Based on the information provided and gathered, there are several areas to examine for additional risk-management measures which are captured on the following pages and appendixes.

Primex³ is available to assist in addressing these areas and applauds the District for engaging us in this assignment.

Ms. Briggs Badger thanked Mr. Witham for his presentation and commented that the administrators will continue to work on the changes recommended by Primex. The safety of the Dover students is the top priority and these changes will help to protect them.

E. TECHNOLOGY PLAN VISION PRESENTATION

Director of Curriculum, Instruction, and Assessment Gary Tirone presented a “peak into the future” regarding technology for the school district. One of the goals of the school district is to integrate technology into the curriculum. Mr. Tirone consulted with Chris Roberge, Technology Manager, and administrators of the district for this presentation.

Mr. Tirone stated infrastructure information that has been presented to the Board in the past will not be discussed at the presentation for this meeting. The goal for this meeting is to fill in the missing piece of what has not been discussed. This would include the integration of technology into the curriculum.

Mr. Tirone discussed his background and the virtual school that he co-founded. This gave him an opportunity to visit schools to see available technology in schools. The district’s five year plan is what drew him to the Dover School. Goals, action plan and visions are all a part of his presentation.

Part of the mission and vision of the schools is technology. It states that teachers and students will use technology to enhance learning.

The Action Plan for technology state that options will be pursued to increase technology infrastructure, capacity, and integration. He feels the district has done a fairly good job with this. He continued that we are not quite there with integration at this point.

Technology Integration Curriculum and Instruction: The areas of focus in order of priority are teacher professional development and 24/7 access connectivity, curriculum and classroom applications, and personalized learning options for students.

The funding has gone into building of network and building of servers. This has addressed managing software, MMS, email, imaging software, security system. The district doesn’t have a learning



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management system such as Blackboard or Moodle. One of these systems would be necessary to build and make available curriculum.

Chris Roberge is currently working on 24/7 access and making documents shared. The current issues with technology are computer rotation, public and secure access, multi-platform and multi-devices, labs and help desk. Mr. Tirone would like to encourage teachers and staff members to bring other computers including Macs.

Mr. Tirone showed a brief film clip of Learning to Change; Changing to Learn. A film made by educators around the world.

Essential Questions for Discussion:

How must we consider the social organization of learning as we provide leadership in school structures and schedules to accommodate teaching and learning?

How must we consider the social organization of learning as we provide leadership in curriculum revision and planning.

Teacher Professional Development and 24/7 Access and Connectivity:

Current time constraints eliminated and flexibility of scheduling enhanced.

Professional development opportunities and teacher growth are universally enhanced (mapping, shared lesson planning, collaborations and efficiencies)

Teacher retention increases.

Curriculum Development, changes are timely and ongoing eliminating 6 year cycle and embedded in PD/teaching experience. This would also provide cost efficiencies.

Curriculum and Classroom Applications would impact:

All middle and high school courses online.

Total schedule flexibility.

Staff flexibility.

Personalized student learning and applied understanding.

Better teacher and student and student learning environments/lower costs over a 7-10 year period.

Personalized Specialized Learning Options for Students:

Improved test scores and authentic assessments, including use of portfolios.



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Flexibility to learn at a pace that correlates to validated understanding.

Teachers will better know their students through enhanced learning relationships.

Timeline for technology integration into curriculum:

2011-2012

- 24/7 connectivity and shared access to documents for staff
- Intro to PLC through blended technology (designed PD led by technology integrator)
- Pilot blended curriculum (designed PD led by technology integrator)
- Staff encouraged to utilize personal devices for classroom use

2012-2012

- Increased technology based PLC's (designed PD led by technology integrator)
- Increased blended course availability with Opensource curriculum and Moodle LMS for early adopters: introduction of electronic resources for students (designed PD led by technology integrator)
- Intro to student Electronic portfolios 4/5 and 8/9 (designed PD led by technology integrator)
- Students encourage to utilize personal devices for school

2013-2014

- Technology based PLC's. Curriculum initiatives, cycle, revisions are all done through PLC's (PD led by technology integrator)
- Additional blended course availability with Opensource curriculum and Moodle LMS; additional use of electronic resources for students creates schedule flexibility for students and teachers, allowing for authentic competency based assessment (designed PD led by technology integrator)
- Electronic portfolio use leading to local and distant collaborations and student work exhibitions

2014-2015

- Expanded school flexible schedules with teacher/student work options.
- Reduced costs to districts in:
 - Curriculum adoption
 - Transportation and daily costs associated with 180 day schedule
 - Professional development
- Students taking CCSS exams at point of readiness (HS-VLACS)

In closing, Mr. Tirone stated that if the district doesn't start working with blended opportunities next year, then it would be the year after. As the district loses time, things move more exponentially forward.

Dr. Mebert asked how much tension there is between the "Mac People" and the "PC People". Mr. Tirone responded that there is less tension. Much of it is mystery. There has been some concern that technology people would not be able to fix macs. Mr. Tirone stated that as time goes by, computer technicians should be spending less time fixing computers and more time on the servers.



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There are still many other areas of technology including smartboards and classroom technology that need to be addressed.

Dr. Mebert stated that “apps” are not being used by devices other than Apple products. Mr. Tirone agreed, stating there will be changes over the years.

Dr. Mebert commented that she just received a new “refurbished” Dell computer at her office at UNH and the university has found it to provide a cost savings because they can now afford the service contract so they don’t have to worry about fixing them when there are problems.

Mr. Tirone stated that a Mac computer makes sense for art and music curriculum. It wouldn’t matter as much for word processing. Tablets are becoming the way of the future.

Mr. McCrory asked if technology was being integrated into the Math in Focus curriculum. Mr. Tirone responded that it already has technology somewhat included in the program. A learning management system might be helpful for this purpose also.

Dr. Mebert stated that she had attended a conference and Wiki applications were discussed. This application can determine which student might have done most of the work on a project. Mr. Tirone commented that professional development is needed so that teachers could become instructed on applications such as this.

Dr. Mebert added that probably much of this training could be done online. Mr. Tirone agreed stating a “help desk” would be useful for this also. Instructions could be posted on You Tube.

Mrs. Grady asked if the five year plan took into account any potential major technology changes. She felt the plan would need to be changed if something major happened.

Mr. Tirone responded that schools need to be out of the business of supplying all staff members with equipment. Schools will still need to supply electronic connections such as textbooks, etc. It is difficult to take the position that electronic devices cannot be purchased because they will soon be obsolete. The more professional development the district can provide on these changes and how the schools are keeping up with those changes, is where district should be. The concern is with the students. There will always be some students who have access to the equipment, and others who do not. Some school districts are requiring students to have electronic devices. They are using free and reduced lunch formula to determine which students need assistance. As the costs are decreased on these items, the easier it will become.

Mrs. Grady stated that the 5-year plan will be ever-changing so what is in the plan that will help make the changes? Mr. Tirone responded that the changes will be mostly in software and applications. Many colleges are putting courses online at no cost. Part of the issue will be getting teachers in the mode of posting coursework online.



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Mrs. Grady commented that it won't be too far in the future, when districts won't be purchasing textbooks. Everything will be online.

Mr. Tirone stated there are a few math sites where you can plug in a formula and the problem will be solved in many different ways. It won't be good enough to solve a problem down the road to test out of high school. Verbal and application skills will be needed.

Ms. Briggs Badger thanked Mr. Tirone for his vision, patience, and assistance with technology integration into curriculum.

F. OTHER: There was no other business discussed

G. ADJOURNMENT: Matt Mayberry was attended the meeting until 7:30 p.m. At 8:00 p.m., Audra Lurvey moved, Doris Grady seconded, to adjourn. An oral **VOTE PASSED 6/0.**

Respectfully submitted,
Beth Setear, Secretary